



Christ Church  
Grammar School  
PERTH, WESTERN AUSTRALIA



**Reconciliation Action Plan (RAP)**

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Our RAP is concerned with practical actions Christ Church Grammar School will take to foster and build strong relationships and enhanced respect between Indigenous peoples and other Australians. It clearly sets out our plans to drive greater equality by pursuing sustainable, measurable opportunities.

The three areas of action centre on respect, relationships and opportunities and within these are three recurring points of focus in the Christ Church Grammar School RAP:

- Practical ways to increase the reconciliation process within the School environment with measured and considered Indigenous involvement in all aspects of school life
- Increased experience of our staff and students in the lives of Australia's Indigenous community outside the School grounds, such as visits to remote communities in Western Australia
- Sustained commitment to the RAP framework which is a proven pathway to building a nation that understands and nurtures its Indigenous roots and community

The development of Christ Church Grammar School's RAP commenced with the formation of a committee which included Aboriginal old boy, Frank Ansey, followed by old boy Aiden Albert and guided by Ms Roni Forrest, the AISWA Indigenous Liaison Officer.

RAP progress is reported to School Council and Reconciliation Australia.

## **Our mission**

The School Motto 'Deus Dux Doctrina Lux' (God is our leader, learning is our light) underpins all that we do at Christ Church Grammar School.

Boys "educated to know, to do, to live with others and to be" (*The Four Pillars of Learning, UNESCO, 1996*) was adopted in 2001 as the School's mission. It encompasses the energy, diversity and rigour of the School's program while highlighting the importance of community and the spiritual side of humanity.

## **Christ Church Grammar School's values**

These guide us in our mission and our vision for reconciliation:

- Care and compassion
- Environmental responsibility
- Excellence
- Freedom
- Honesty and trustworthiness
- Integrity

- Respect
- Responsibility
- Social justice
- Understanding and inclusion

### **Christ Church's Indigenous connection**

More than 40,000 years ago, the Whadjuk people used the river much as we do today. The river was a source of food, ceremony and a place for social gatherings. Once a year the Whadjuk people would walk down from the hills, along the river and down to Fremantle (Walyalup).

The women walked along the southern shore teaching the young children about bush foods, tracking animals and ways of living, before meeting at Point Walter (Djoondalup).

The sand bar represented the 'fallen white hair' of the spirit woman Djoondalup during creation times. The young boys travelled the northern shore where they attended lessons on how to be men in their community. After those lessons and ceremonies in the bush the young men would swim across the river where the great sand bar lies to be reunited with the women and children. When they reached Walyalup there would be a huge party to celebrate.

The land the School was built on was a very significant area for the Whadjuk people who lived there. It was a place of ceremonies and gatherings then and remains so today. Christ Church Grammar School is a place where boys learn to become responsible young men and future leaders of their communities, as they were many thousands of years ago on this same land. We are all a part of the history of this land.

The first Aboriginal student at Christ Church was Irwin Lewis who attended the School from 1953 to 1956. The Lewis family has a strong and proud connection with the School, which continues today.

### **The Christ Church Indigenous Student Program (ISP)**

Including 2018 students, Christ Church Grammar School has educated 63 Indigenous students since the launch of the Indigenous Student Program (ISP) by Headmaster Garth Wynne in 2005.

That year, four students from Broome and Halls Creek were awarded scholarships. In 2017 the program had 12 boys from across the state, including remote communities such as Halls Creek. The Indigenous Student Program accepts boys from across the state and Australia as a whole, with an increased focus on boys from Noongar/Whadjak communities, who are the traditional owners of the land on which Christ Church Grammar School was built. The School continues to provide Indigenous students with excellent educational opportunities that ultimately produce positive outcomes for the boys, their communities and the Christ Church community.

Indigenous scholarships are awarded to boys at various levels of entry to the Senior School and are unique in nature. The intent of each scholarship is to provide exceptional educational opportunities for Indigenous boys, who have the potential to lead within the community.

The ISP grew from an association between John Dimmer, Christ Church teacher and WA football coach, and Garnduwa, an Aboriginal sporting and community organisation based in Broome. The relationship between Christ Church and Garnduwa was established through Garnduwa Chief Executive, Alan Bishop, its Kimberley Regional Program Manager (Broome), Mick Albert and Headmaster Garth Wynne.

### **Reconciliation initiatives at Christ Church Grammar School**

- Annual Indigenous student art exhibitions and art displays in the School including significant opening events for the community
- NAIDOC Week school celebrations through a variety of activities incorporating history, art, food, music and sport
- Assemblies in the Preparatory and Senior Schools highlighting culture, history and traditions as well as Indigenous guest speakers
- Storytelling, didgeridoo and cultural class incursions by respected Noongar Elders
- Employment of an Indigenous Program Coordinator (IPC)
- Staff professional development and cultural awareness training
- Staff and student involvement in the Garnduwa Young Men's Leadership camps in the Kimberley twice a year
- Noongar Welcome to Country and Smoking ceremonies
- Indigenous flag permanently at mast
- Participation in NAIDOC Week, Reconciliation Week, Close the Gap and Sorry Day activities
- Future Footprint camps, recreational events, graduation ceremonies and planning meetings
- Madalah IYLP leadership planning and events
- Attending appropriate government Indigenous events
- Kimberley Klub recreational events and awards ceremonies
- Indigenous orientation barbecue to welcome new students and families at the commencement of each year
- Hometown visits to meet with the families of existing and prospective Indigenous students
- Trips to and from the Yakanarra community by staff and students
- The development of Aboriginal School Based Traineeships (ASBT) pathways and motivational career days
- Student involvement in outreach extension programs with Curtin University and UWA
- Inviting parents and friends of our Indigenous community to school events and planning meetings

## Relationships

Acknowledge the significance of reconciliation between Indigenous (Aboriginal and Torres Strait Islander) Australians and the wider community. Nurture and develop existing relationships and connections between the Indigenous community in the classroom, the School and the wider community.

Action	Responsibility	Timeline	Measurable target
Invite Indigenous guests, students and staff to help with classroom activities relating to Indigenous histories and cultures.	Indigenous Program Coordinator (IPC)	Ongoing	Number of Indigenous students, staff and guests who were part of stories and activities during significant days and the nature of their involvement captured for inclusion in the RAP Report (RAPR).
Strengthen the Indigenous cultural awareness activities as part of the Early Years Learning Framework (EYLF) in the Preparatory School:  Since 2013 the Year 2 and 3 classes have continued to correspond with Yakanarra Community School south of Fitzroy Crossing practising their functional literacy skills. Members of CCGS visit Yakanarra for at least 5 days annually to maintain and strengthen the relationship between the two schools.	IPC, Preparatory School (PS)	Ongoing	Preparatory School correspondence with Yakanarra Community School south of Fitzroy Crossing summarised in the RAPR.  Summary of annual visits by CCGS to the Yakanarra Community School captured in the RAPR.
Increase students' knowledge of Indigenous heritage and culture. Seek opportunities for all students to jointly participate in similar cultural immersion activities, where it is appropriate for non-Indigenous people to be present. This is incorporated with the School's Indigenous Student Program (ISP), which includes 12 boys (2017).	Head of Senior School (HSS), IPC	Ongoing	Immersion activities for the year are summarised in the RAPR.
Indigenous representation on committees.	IPC	Ongoing	Indigenous representation on School committees are summarised in the RAPR.
Commitment to employing and supporting Indigenous old boys through school based traineeship opportunities to further enhance their development and training post-school.	HSS, IPC	Ongoing	School based traineeships for the year are summaries in the RAPR
Invite Indigenous Elders and/or community members to share stories.	HSS, IPC	Ongoing	Events in which which Elders and community members attend the School for stories and culture listed in the RAPR. Contact list of Indigenous guests for future involvement included in the RAPR.
Executive level support will be maintained with ongoing involvement of the Head of the Senior School.	HSS, IPC	Ongoing	The Principal and the School Council to ratify the RAPR annually.

<p>Provide staff and Year 11 students the opportunity to visit partnering communities:</p> <p>Year 11 Indigenous Immersion Program (initiated 2014). Voluntary participation by boys in trips to Burringurrah, Looma, Marble Bar, Yakanarra as well as taking part in the Garnduwa Leadership camps in East and West Kimberley.</p>	HSS, IPC	Ongoing	Number of staff and students who visited partnering communities annually and a summary of events captured for the RAPR. Participation in the Immersion Program by the School summarised for the RAPR.
<p>Continue to participate annually in PSA Indigenous football matches during National Reconciliation Week. Indigenous students will design jumpers. Include Welcome to Country ceremony.</p> <p>Explore option to extend the Indigenous Round to include other sports.</p>	IPC	Ongoing	<p>Participation in the PSA Indigenous football match summarised.</p> <p>Record of the participants, the ceremony and the jumper design captured in the RAPR.</p>
<p>Develop the existing relationships and develop new connections with Indigenous organisations.</p> <p>Document/formalise these partnerships. Create/update Whadjuk Noongar contact database.</p>	HSS, IPC	Ongoing	<p>Relationships with Indigenous organisations outside the School captured in the RAPR.</p> <p>A Whadjuk Noongar contact database of businesses is created and these partnerships are acknowledged formally.</p>

## Respect

The values of Christ Church Grammar School encourage cultural understanding, pride and mutual respect. They allow people to contribute more readily to the reconciliation process and communicate their understanding more effectively.

Action	Responsibility	Timeline	Measurable outcome
Seek opportunities for our Indigenous students, their families and the wider school community to engage with indigenous culture through NAIDOC Week events and National Reconciliation Week.	HSS, IPC, PS,	Ongoing	<p>List of celebrations for significant days captured in RAPR: Future Footprints Careers Expo</p> <p>Staff versus Students Basketball Game for Reconciliation</p> <p>Indigenous Art Exhibition and Launch Evening for NAIDOC Week including displays of music and dance and a Traditional Feed (meal) provided to students by ICEA</p> <p>Incursions by Noongar Elders</p>
<p>Incorporate celebration of national days/weeks with the CCGS community.</p> <p>Create a schedule/guide which can be used as a guide for staff to use as a guide:</p> <p>NAIDOC Week July Anniversary of National Apology 13 February Sorry Day 26 May National Reconciliation Week May/June ANZAC Day 25 April Mabo Day 3 June National Indigenous Children's Day 4 August</p>	IPC	Ongoing	<p>Numbers participating in teaching/learning about significant days recorded in the RAPR:</p> <p>NAIDOC Week July Anniversary of National Apology 13 February Sorry Day 26 May National Reconciliation Week May/June ANZAC Day 25 April Mabo Day 3 June National Indigenous Children's Day 4 August</p>

<p>Continue to plan for Acknowledgement of Country at all major events with Welcome to Country and Smoking ceremonies before special events and assemblies.</p> <p>Continue to host ISP welcome barbeque at the start of the school year for new boys and families. Include a Welcome to Country.</p> <p>Fly Indigenous flag.</p> <p>Display Indigenous artwork.</p>	HSS, IPC	Ongoing	<p>Document when Indigenous ceremonies are performed, Indigenous flag is flown and Indigenous artwork is displayed.</p> <p>Capture details in the RAPR.</p>
<p>Continue launch of annual Indigenous Art Exhibition during NAIDOC Week.</p> <p>Conduct Welcome to Country and Smoking Ceremony before the NAIDOC Week assembly.</p> <p>Include Aboriginal dance, music and storytelling.</p> <p>ICEA to continue to provide a traditional feed (meal) for the school community during this week.</p>	IPC, HSS	Ongoing	<p>NAIDOC Week (July) activities including art exhibition, assembly, dance, storytelling and ICEA traditional feed to be captured in the RAPR.</p>
<p>Continue to communicate with school families to ensure they are aware of our code to prevent and deal with any form of racism.</p> <p>Maintain position that the School is a culturally rich community that will not tolerate any form of racism.</p>	HSS	Ongoing	<p>Document School's policy on dealing with racism.</p>

## Opportunities

Provide ongoing engagement opportunities for our Indigenous School community.

Action	Responsibility	Timeline	Measurable outcome
<p>Develop Indigenous resources and courses of study. Establish an Indigenous resource centre.</p> <p>Introduce Indigenous texts into core curriculum content.</p>	HSS, IPC	Ongoing	<p>Indigenous resources, courses of study, Indigenous curriculum content summarised in the RAPR.</p> <p>An Indigenous resource centre is established.</p>
<p>Plan for an increase in School bursaries and financial support for the scholarship program with provision of 18 places annually in the Residential Community for Indigenous students.</p>	HSS, IPC, OoP	Ongoing	<p>Annual RAPR to contain a financial summary including: School bursaries.</p> <p>Financial support for the scholarship program with provision of 18 places in the Residential Community for Indigenous students.</p> <p>Additional Indigenous scholarship established and funded to be offered for the first time in 2019 for a boy from a Noongar community to attend CCGS.</p>
<p>Increase and maintain staff awareness of and engagement with our RAP. Ensure staff are aware of and familiar with CCGS RAP.</p>	HSS, IPC	Ongoing	<p>Staff made aware of the RAP annually and of its contents and progress at regular intervals.</p>
<p>Continue to allocate 1 FTE to the appointment of an Indigenous Program Coordinator (IPC) and maintain a specific Indigenous Scholarship Fund through the Office of Philanthropy (OoP) to support Indigenous students.</p>	HSS, OoP	Ongoing	<p>Report detailing Indigenous Scholarship Fund included in RAPR.</p>
<p>Scope, develop and deliver cultural awareness training for staff. Use The Australian Institute for Teaching and School Leadership (AITSL) Professional Standards for Teachers as standard.</p>	HSS, IPC	Ongoing	<p>Cultural awareness training and opportunities for development and application are captured in the RAPR.</p>

<p>Review support structures regularly for Indigenous students with mentoring for House Tutors and teachers. Provision for individual tutoring in the Residential Community.</p> <p>Increase number of opportunities for the School community to engage with Indigenous culture and learning.</p>	HSS, IPC	Ongoing	<p>Summary of support structures for Indigenous students, including the specific details of mentoring by House Tutors and teachers to be captured in the RAPR.</p> <p>A guide for provision of individual tutoring of Indigenous students in the Residential Community is summarised in the RAPR. The School's involvement with Garnduwa Camps and SIA Indigenous Community visits are summarised in the RAPR as is family and corporate support.</p>
<p>Encourage the development of greater leadership, career pathways and employment opportunities including the employment of an Indigenous student mentor.</p> <p>Utilise external vocational and tertiary information opportunities for Indigenous students.</p> <p>Invite Indigenous speakers and Elders to the School regularly.</p> <p>Continue to employ an Indigenous residential assistant who works and lives in the boarding community, and Indigenous old boys as sport coaches.</p>	HSS, IPC	Ongoing	<p>An Indigenous student mentor is employed, School demonstrates a commitment to continue employing this position. Staff and students are made aware of opportunities to attend university and vocational career expos, seminars and work experience and traineeship programs.</p> <p>Indigenous speakers and Elders who attended lunch meetings at the School are listed in the RAPR and matched against the Indigenous contact list.</p> <p>Details regarding the appointment/progress of an Indigenous residential assistant who works and lives in the boarding community is captured in the RAPR. Indigenous old boys who are employed as sport coaches are listed in the RAPR.</p> <p>The specific opportunities for all boys to hear from Elders are captured in the RAPR.</p>
<p>Educate the School community about Australia's Indigenous languages.</p>	HSS, IPC	Ongoing	<p>The use of Whadjuk language used at events at school along with English translation is documented in the RAPR as part of NAIDOC Week celebrations.</p>

### RAP progress and reporting

The Christ Church RAP will be constantly monitored, reviewed, refreshed and updated to be in line with the national agenda. The RAP is monitored and reviewed by the RAP Committee.

Action	Responsibility	Timeline	Measurable outcome
RAPR conducted annually. RAP progress reported to School Council and Reconciliation Australia annually. Keep our Indigenous old boys and their families updated and involved.	HSS, IPC	Ongoing	RAPR 2018/19 document available July 2019.