



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 Aboriginal and Torres Strait Islander 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 First Nations involvement in all aspects of school life
- Increased experience of our staff and students in the lives of Australia's First Nations 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 First Nations 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 Aboriginal Education Consultant. RAP progress is reported to School Council and Narragunnawali.

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
- Integrity
- Respect
- Excellence

Christ Church's First Nations 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 Aboriginal and Torres Strait Islander Student Program (ATSISP)

Including 2021 students, Christ Church Grammar School has educated 69 First Nations students since the launch of the Aboriginal and Torres Strait Islander Student Program (ATSISP) 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 ATSISP 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 First Nations students with excellent educational opportunities that ultimately produce positive outcomes for the boys, their communities, and the Christ Church community.

First Nations 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 First Nations 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 Aboriginal and Torres Strait Islander 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 First Nations guest speakers
- Storytelling and cultural class incursions by respected Noongar Elders
- Employment of an Aboriginal and Torres Strait Islander Program Coordinator (ATSIPC)
- 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
- Staff and student involvement in the First Nation Immersion Program with trips to Burringurrah, Looma, Marble Bar and Yakanarra to provide support to local schools
- Noongar Welcome to Country and Smoking ceremonies
- Aboriginal 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 Aboriginal events
- Kimberley Klub recreational events and awards ceremonies
- Aboriginal welcome barbecue to welcome new students and families at the commencement of term 2
- Hometown visits to meet with the families of existing and prospective Aboriginal students
- Trips to and from Aboriginal communities 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 First Nations community to school events and planning meetings

Narragunnawali

Relationships

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

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.

Opportunities

Provide ongoing engagement opportunities for our First Nations School community.

In the Classroom

Around the School

With the Community

Relationships

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

	Actions	Responsibility	Timeline	Measurable Target
In the Classroom	Invite First Nations guests, students, and staff to help with classroom activities relating to First Nations histories and cultures.	Aboriginal and Torres Strait Islander Program Coordinator (ATSIPC)	Ongoing	Number of First Nations 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 First Nations cultural awareness activities as part of the Early Years Learning Framework (EYLF) in the Preparatory School.	ATSIPC, Preparatory School (PS)	Ongoing	Preparatory School correspondence with Yakanarra Community School south of Fitzroy Crossing summarised in the RAPR.
	Create a Nexus page for teachers with resources to utilise in the classroom to build relationships with First Nations students and with resources to help implement the cross curricular priority of Aboriginal and Torres Strait Islander Histories and Cultures.	ATSIPC and DoP	2021	Ensure the Nexus page is continually updated and checked by DoP and ATSIPC.
Around the School	Executive level support will be maintained with ongoing involvement of the Head of the Senior School.	Head of Senior School (HSS), ATSIPC	Ongoing	The Principal and the School Council to ratify the RAPR annually.
	Provision for individual tutoring in the Residential Community.	ATSIPC	Ongoing	A guide for provision of individual tutoring of First Nations students in the Residential Community is summarised in the RAPR.

	Actions	Responsibility	Timeline	Measurable Target
				Employment of past First Nations students as tutors and mentors.
	Commitment to employing and supporting First Nations old boys through school-based traineeship opportunities to further enhance their development and training post-school.	HSS, ATSIPC	Ongoing	School based traineeships for the year are summaries in the RAPR.
	Continue to allocate 1 FTE to the appointment of an Aboriginal and Torres Strait Islander Program Coordinator (ATPC) within the residential community to continue to build strong relationships with boys and families in a school and residential / boarding setting.	HSS and Office of Advancement (OoA)	Ongoing	Continued employment of ATPC within the residential community.
	Aboriginal and Torres Strait Islander representation on committees.	ATSIPC	Ongoing	Aboriginal and Torres Strait Islander representation on School committees are summarised in the RAPR.
With the Community	Increase students' knowledge of First Nations heritage and culture. Seek opportunities for all students to jointly participate in similar cultural immersion activities, where it is appropriate for non-First Nations people to be present. This is incorporated with the School's First Nations Student Program (ISP), which includes 13 boys (2021).	HSS, ATSIPC	Ongoing	Immersion activities for the year are summarised in the RAPR.
	Invite First Nation Elders and/or community members to share stories.	HSS, ATSIPC	Ongoing	Events in which Elders and community members attend the School for stories and culture listed in the RAPR. Contact list of

	Actions	Responsibility	Timeline	Measurable Target
				First Nation guests for future involvement included in the RAPR.
	<p>Provide staff and Year 11 students the opportunity to visit partnering communities:</p> <ul style="list-style-type: none"> Year 11 First Nation 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. 	HSS, ATSIPC	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.
	Continue to participate annually in PSA Indigenous football matches during National Reconciliation Week. First Nation students will design jumpers. Include Welcome to Country ceremony. Explore option to extend the Indigenous Round to include other sports.	Director of Sport (DS), ATSIPC	Ongoing	Participation in the PSA Indigenous football match summarised. Record of the participants, the ceremony and the jumper design captured in the RAPR.
	Develop the existing relationships and develop new connections with First Nation organisations. Document/formalise these partnerships. Create / update Whadjuk Noongar contact database.	HSS, ATSIPC	Ongoing	<p>Relationships with First Nation 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

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	Actions	Responsibility	Timeline	Measurable Target
In the Classroom	<p>Implement the cross curricular priority of Aboriginal and Torres Strait Islander Histories and Culture across all subjects.</p> <ul style="list-style-type: none">• that Aboriginal and Torres Strait Islander students can see themselves, their identities and their cultures reflected in the curriculum of each of the learning areas, can fully participate in the curriculum and can build their self-esteem• that the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority is designed for all students to engage in reconciliation, respect, and recognition of the world's oldest continuous living cultures.	Head of Pedagogy (HoP), HSS, ATSIPC	Ongoing	Continue to work with Heads of Departments to ensure the cross curricular priority and reconciliation is being implemented and integrated into the curriculum.

	Actions	Responsibility	Timeline	Measurable Target
	<p>Teach the specific dot points below in Year 10 Humanities:</p> <ul style="list-style-type: none"> • The background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations • The significance of one of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 referendum; reconciliation; Mabo decision; <i>Bringing Them Home Report (the Stolen Generations)</i>; the Apology • Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of one individual or group in the struggle 	Head of Humanities (HoH), ATSIPC	Ongoing	Continue to implement teaching the syllabus points in Year 10 History as the chosen depth study.
Around the School	<p>Incorporate celebration of national days/weeks with the CCGS community. Create a schedule/guide which can be used as a guide for staff to use as a guide:</p> <ul style="list-style-type: none"> • 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 	ATSIPC	Ongoing	Numbers participating in teaching/learning about significant days recorded in the RAPR: 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

	Actions	Responsibility	Timeline	Measurable Target
	Continue to plan for Acknowledgement of Country at all major events with Welcome to Country and Smoking ceremonies before special events and assemblies.	HSS, ATSIPC	Ongoing	Document when First Nations ceremonies are performed, Aboriginal flag is flown, and First Nations artwork is displayed. Organise Welcome to Country and Smoking Ceremony for NAIDOC Week Assembly, Indigenous Round etc.
	Work with Noongar Elders to write an Acknowledgement of Country for CCGS in Noongar Language.	HSS, ATSIPC	2022	Translate the schools Acknowledgement of Country into Noongar language by the end of 2022.
	Display First Nations artwork around the school.	HSS, ATSIPC	Ongoing	Continue to display First Nations artwork around the school and promoting the Totem Trail around the school.
	Fly Aboriginal flag at the school.	ATSIPC	Ongoing	Fly Aboriginal flag at the school.
	Continue to host First Nations meet and greet barbeque at the start of Term 2 for new boys and families.	ATSIPC	Ongoing	
	Continue launch of annual Aboriginal and Torres Strait Islander Art Exhibition during NAIDOC Week.	ATSIPC	Ongoing	Continue launch of annual Aboriginal and Torres Strait Islander Art Exhibition during NAIDOC Week.
	Conduct Welcome to Country and Smoking Ceremony before the NAIDOC Week assembly.	ATSIPC	Ongoing	Conduct Welcome to Country and Smoking Ceremony before the NAIDOC Week assembly.
	Include Aboriginal dance, music, and storytelling.	ATSIPC	Ongoing	Include Aboriginal dance, music, and storytelling.

	Actions	Responsibility	Timeline	Measurable Target
With the Community	Seek opportunities for our First Nations students, their families, and the wider school community to engage with First Nations culture through NAIDOC Week events and National Reconciliation Week.	ATSIPC, HSS, PS	Ongoing	List of celebrations for significant days captured in RAPR: Future Footprints Careers Expo Staff versus Students Basketball Game for Reconciliation Aboriginal and Torres Strait Islander Art Exhibition and Launch Evening for NAIDOC Week including displays of music and dance and a Traditional Feed (meal). Incursions by Noongar Elders.
	Continue to communicate with school families to ensure they are aware of our code to prevent and deal with any form of racism.	HSS	Ongoing	Document School's policy on dealing with racism.
	Maintain position that the School is a culturally rich community that will not tolerate any form of racism.	Principal, HSS, ATSIPC	Ongoing	Maintain position that the School is a culturally rich community that will not tolerate any form of racism.

Opportunities

Provide ongoing engagement opportunities for our Aboriginal and Torres Strait Islander School community.

	Actions	Responsibility	Timeline	Measurable Target
In the Classroom	Develop First Nations resources and courses of study.	HSS, ATSIPC	Ongoing	First Nations resources, courses of study, First Nations curriculum content summarised in the RAPR.
	Establish an Aboriginal and Torres Strait Islander resource centre.	HSS, ATSIPC, DoP	Ongoing	An Aboriginal and Torres Strait Islander resource centre is established.
	Hold a staff meeting or professional learning session: Use the session to support your colleagues to understand the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority.	HSS, ATSIPC, DoP	Ongoing	Hold staff PD sessions on Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority and AITSL standards 1.4 and 2.4.
	During planning days or curriculum meetings, include a specific agenda item to ensure the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority is integrated across all subject areas.	HSS, ATSIPC	Ongoing	During planning days or curriculum meetings, include a specific agenda item to ensure the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority is integrated across all subject areas.
	Introduce First Nations texts into core curriculum content.	HSS, ATSIPC, DoP	Ongoing	Keep a record of sources / texts used by departments at CCGS.
Around the School	Increase and maintain staff awareness of and engagement with our RAP. Ensure staff are aware of and familiar with CCGS RAP.	HSS, ATSIPC	Ongoing	Staff made aware of the RAP annually and of its contents and progress at regular intervals.

	Actions	Responsibility	Timeline	Measurable Target
	Educate staff about First Nations students learning styles, differences in student behaviour, individual First Nations Students, and the cross curricular priority of Aboriginal and Torres Strait Islander Histories and Cultures.	ATSIPC and DoP	Ongoing	Talk by ATSIPC to all teaching staff at the beginning of the year and ongoing PD provided to staff. Maintenance of a Nexus page on teaching ATSI students, implementing the cross curricular priority and AITSL standard 1.4.
	Continue to allocate 1 FTE to the appointment of an Aboriginal and Torres Strait Islander Program Coordinator (ATPC) within the residential community.	HSS and Office of Advancement (OoA)	Ongoing	Continued employment of ATPC within the residential community.
	Maintain a specific First Nations Scholarship Fund through the Office of Philanthropy (OoP) to support First Nations students.	HSS and Office of Advancement (OoA)	Ongoing	Report detailing Indigenous Scholarship Fund included in RAPR.
	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.	ATSIPC, HSS, Director of Pedagogy (DoP)	2021	Run a staff PD session on cultural awareness every 2 years.
	Review support structures regularly for First Nations students with mentoring for House Tutors and teachers.	HSS, ATSIPC	Ongoing	Summary of support structures for First Nations students, including the specific details of mentoring by House Tutors and teachers to be captured in the RAPR.
	Increase number of opportunities for the School community to engage with First Nations culture and learning.	HSS, ATSIPC	Ongoing	The School's involvement with Garnduwa Camps and SIA First Nations Community visits are summarised in the RAPR as is family and corporate support.
	Encourage the development of greater leadership, career pathways and employment opportunities	HSS, ATSIPC	Ongoing	A First Nations student mentor is employed, School demonstrates a commitment to continue employing this position. Staff and students are made

	Actions	Responsibility	Timeline	Measurable Target
	including the employment of a First Nations student mentor.			aware of opportunities to attend university and vocational career expos, seminars and work experience and traineeship programs.
	Look to employ a First Nations residential assistant who works and lives in the boarding community, and First Nations old boys as sport coaches.	HSS, ATSIPC	Ongoing	Look to employ a First Nations residential assistant who works and lives in the boarding community, and First Nations old boys as sport coaches.
	Educate the School community about Australia's First Nations languages.	HSS, ATSIPC	Ongoing	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.
	Staff made aware of the RAP annually and of its contents and progress at regular intervals.	HSS, ATSIPC	Ongoing	Staff made aware of the RAP annually and of its contents and progress at regular intervals.
	Appoint two reconciliation captains. One First Nations student and one non-First Nations student. Encourage students to raise awareness: Students may wish to carry out further research around days of national significance, and respectfully make mention of these days through the creation of informational posters, or through sharing school newsletter articles or social media posts to spread awareness about these days among their peers, families, and community.	ATSIPC	December 2022	Appoint two reconciliation captains. One First Nations student and one non-First Nations student.

	Actions	Responsibility	Timeline	Measurable Target
	Where appropriate, incorporate First Nations designs into the school uniform. For example, CCGS First Nations Ties and PE Uniform.	ATSIPC	Ongoing	Where appropriate, incorporate First Nations designs into the school uniform. For example, CCGS First Nations Ties and PE Uniform.
With the Community	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 First Nations students.	HSS, OoA, ATSIPC	Ongoing	Annual RAPR to contain a financial summary including: School bursaries. Financial support for the scholarship program with provision of 18 places in the Residential Community for First Nations students.
	Utilise external vocational and tertiary information opportunities for First Nations students.	HSS, ATSIPC	Ongoing	First Nations speakers and Elders who attended lunch meetings at the School are listed in the RAPR and matched against the First Nations contact list.
	Invite First Nations speakers and Elders to the School regularly.	HSS, ATSIPC	Ongoing	The specific opportunities for all boys to hear from Elders are captured in the RAPR.
	Investigate language programs designed for teachers and educators, as well as those designed for students and children: Appropriate teachers of Aboriginal or Torres Strait Islander languages may be willing to support teachers and educators to develop in-school or in-service programs for students and children, which can draw on teacher and educator knowledge, as well as the more developed knowledge of community members and language teachers.	ATSIPC	Ongoing	Investigate incorporating Aboriginal language around the school and in programs designed for teachers and educators, as well as those designed for students and children.

	Actions	Responsibility	Timeline	Measurable Target
	Where appropriate, name places / areas around the school with Aboriginal and Torres Strait Islander language. If appropriate, this can serve as a means of normalising and immersing students and children in the language of the local area.	ATSIPC	Ongoing	Where appropriate, name places / areas around the school with Aboriginal and Torres Strait Islander language. If appropriate, this can serve as a means of normalising and immersing students and children in the language of the local area.