



Education



NSW Department of Education

Innovate Reconciliation Action Plan
May 2023 - May 2025

Acknowledgement



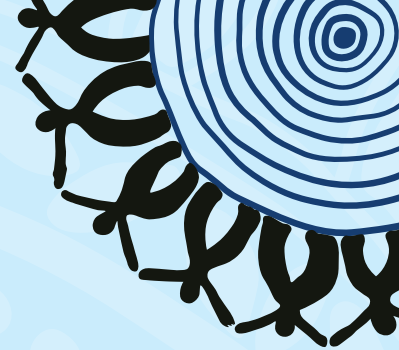
We acknowledge the Ongoing Custodians of the lands where we work and live.

We celebrate Aboriginal and/or Torres Strait Islander peoples' unique cultural and spiritual relationship to Country, and their rich contribution to Australia.

We pay respect to Ancestors and Elders past and present. We recognise the important role that education has to play in walking alongside the leaders of the future. The department recognises that by acknowledging our past, we are laying the groundwork for a future that embraces all Australians; a future based on mutual respect and shared responsibility.



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Secretary's message



Each of us has a role to play in reconciliation – in the classroom, on the playground, at the office or online. I am incredibly proud to introduce the 2023 Innovate Reconciliation Action Plan (RAP) outlining bold, measurable actions to improve outcomes for Aboriginal and/or Torres Strait Islander students, staff and communities.

Today, the NSW Department of Education is the largest public education provider in Australia. The history of public education in NSW dates back to 1848, and this year we are marking 175 years of public education. But the history of teaching and learning in this country stretches back tens of thousands of years; I acknowledge that learnings, stories and songlines were passed down through Elders and community leaders. I pay my respect to Elders, both past and present, for they are the original teachers.

Without recognising our mistakes, we cannot advance reconciliation. As part of our Innovate RAP, I am proud that we will commence the process of formal truth telling. This important work will support us to look at how our past policies and practices have impacted on Aboriginal and/or Torres Strait Islanders peoples, and the intergenerational impacts that remain today. This work will support us to drive the changes we need to see in the department, to ensure we provide culturally safe workplaces and educational settings. This is critical work that we need to undertake.

The department seeks to advance reconciliation through listening to Aboriginal students, families and communities; recognising and taking steps to address racism in our communities; building strong community partnerships; increasing Aboriginal and Torres Strait Islander employment; developing cultural knowledge and understanding; raising awareness of the Aboriginal procurement policy; and celebrating NAIDOC and National Reconciliation Week.

Thank you to the team who have contributed to the development of this RAP, including the members of the RAP Working Group who have been working on this project for many years. And thank you to those early childhood education spaces, schools and offices that lead the way in advancing reconciliation. May they be a beacon of best practice, as we work together to improve educational outcomes, wellbeing and equity in education.

Murat Dizdar

Acting Secretary

NSW Department of Education



Message from Reconciliation Australia

Reconciliation Australia commends the NSW Department of Education on the formal endorsement of its Innovate Reconciliation Action Plan (RAP).

Commencing an Innovate RAP is a crucial and rewarding period in an organisation's reconciliation journey. It is a time to build strong foundations and relationships, ensuring sustainable, thoughtful, and impactful RAP outcomes into the future.

Since 2006, RAPs have provided a framework for organisations to leverage their structures and diverse spheres of influence to support the national reconciliation movement.

This Innovate RAP is both an opportunity and an invitation for the NSW Department of Education to expand its understanding of its core strengths and deepen its relationship with its community, staff, and stakeholders.

By investigating and understanding the integral role it plays across its sphere of influence, the NSW Department of Education will create dynamic reconciliation outcomes, supported by and aligned with its business objectives.

An Innovate RAP is the time to strengthen and develop the connections that form the lifblood of all RAP commitments. The RAP program's framework of relationships, respect, and opportunities emphasises not only the importance of fostering consultation and collaboration with Aboriginal and Torres Strait Islander peoples and communities, but also empowering and enabling staff to contribute to this process, as well.

With close to 3 million people now either working or studying in an organisation with a RAP, the program's potential for impact is greater than ever. The NSW Department of Education is part of a strong network of more than 2,200 corporate, government, and not-for-profit organisations that have taken goodwill and intention, and transformed it into action.

Implementing an Innovate RAP signals the NSW Department of Education's readiness to develop and strengthen relationships, engage staff and stakeholders in reconciliation, and pilot innovative strategies to ensure effective outcomes.

Getting these steps right will ensure the sustainability of future RAPs and reconciliation initiatives, and provide meaningful impact toward Australia's reconciliation journey.

Congratulations NSW Department of Education on your Innovate RAP and I look forward to following your ongoing reconciliation journey.

Karen Mundine
Chief Executive Officer
Reconciliation Australia



About the artist



The artwork featured throughout our RAP represents the themes of community, school, friendship and family.

Suzanna, a former student from Boggabilla Central School, created the artwork. The school sits on Gamilaraay Country, near the Queensland border in the north-east of NSW. It is a small yet active school in the community of Boggabilla.



Executive Summary



Introduction

Our Innovate RAP is founded on building trust and confidence with Aboriginal and/or Torres Strait Islander employees, families and communities to create safe workplaces and to ensure Aboriginal and/or Torres Strait Islander children get the best possible educational outcomes.

Initial consultation

Prior to developing the Innovate RAP, the department's RAP team undertook consultation to seek feedback about where we had progressed in our reconciliation journey, what was working well and where we needed to do more work.

The consultation found that levels of culturally competency has increased. However, we also heard that 58% of Aboriginal and/or Torres Strait Islander staff within the department said they didn't feel it was a culturally safe place to work or had experienced racism.

Hearing these experiences highlights the important ongoing work still required to achieve reconciliation.

Developing our Innovate RAP

Two Point Co, a 100% Aboriginal and/or Torres Strait Islander owned strategic consultancy, were engaged to design and facilitate consultation which would assist with the ideation and initial stages of developing our RAP. This included consultation workshops and sessions, including with executive, key decision makers and staff members from across the department. These sessions identified 3 key themes to incorporate into our reconciliation journey:

- **Truth-telling** – acknowledging the department's history and developing consistent and programmed cultural learning opportunities for all staff throughout their employment.

- **Creating culturally-safe workplaces** – developing a cultural awareness strategy so Aboriginal and/or Torres Strait Islander staff can celebrate their identity and achieve career advancement.
- **Aboriginal leadership** – recognising the importance of Aboriginal and/or Torres Strait Islander leadership across the department and empowering our Aboriginal and/or Torres Strait Islander staff members, learners and families.

Our key focus areas

Our Innovate RAP commits the department to take action across 4 key focus areas:

- **Relationships:** building connections with people and communities to meaningfully engage with reconciliation and make real change.
- **Respect:** celebrating and valuing Aboriginal and/or Torres Strait Islander people and communities. Acknowledging and apologising for the past and working together on a positive future.
- **Opportunities:** utilising the power of employment and economic participation to improve outcomes for Aboriginal and/or Torres Strait Islander people
- **Governance:** enhancing our reconciliation commitment and action through improved governance and reporting.

Our RAP contains over 50 deliverables across these focus areas. The deliverables outline the actions that we will take to progress reconciliation, with clear time frames and allocated owners across the department. Accountability is an important part of our RAP journey and we will hold ourselves to account by monitoring the implementation of these deliverables and evaluating their collective impact.

Our Business



The NSW Department of Education is the largest provider of public education in Australia with responsibility for delivering high quality public education to two-thirds of the NSW student population.

We employ more than 114,000 non-casual staff including teaching, support and corporate staff; this includes over 5,200 Aboriginal and/or Torres Strait Islander staff.

Children and young people are at the centre of all our decision-making.

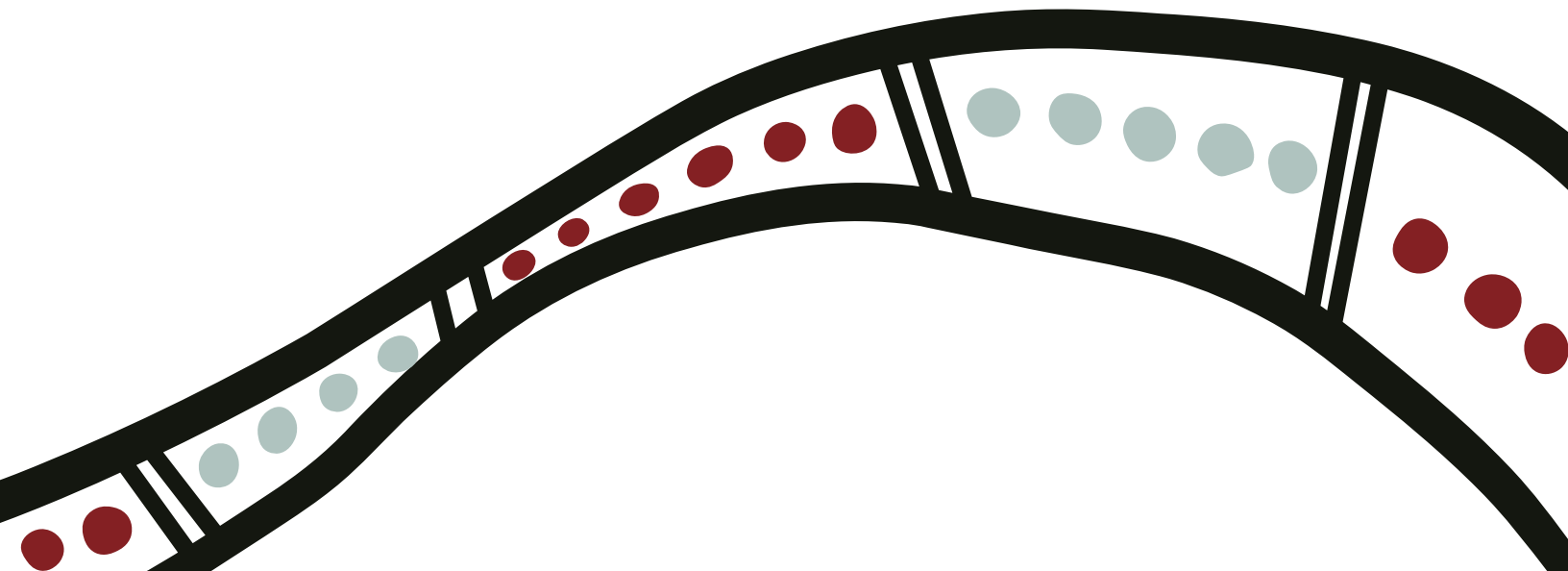
We ensure all NSW students have access to quality education that prepares them for life, regardless of who they are or where they live.

Our focus is on:

- ensuring the best start in life for young children by supporting and regulating the early childhood education sector
- serving the diverse range of communities across the state, enabling all children and young people to access quality education in our public schools
- working closely with the non-government school sector to deliver high-quality and equitable education to all students
- building pathways for lifelong learning and support the delivery of a skilled and employable NSW workforce through vocational education, training and higher education.

We are committed to increasing the knowledge and understanding of Aboriginal and/or Torres Strait Islander histories, cultures and experiences to ensure every Aboriginal and/or Torres Strait Islander child achieves their full potential.

We remain committed to building a more inclusive education system; an education system where every student is known, valued and cared for, and all students reach their potential.



Our vision for Reconciliation



An inclusive workplace built on mutual respect, where Aboriginal and/or Torres Strait Islander peoples, communities and cultures are recognised, valued and celebrated.

We acknowledge Aboriginal peoples, as the state's first peoples and recognise their spiritual, social, cultural and economic relationship with their traditional lands and waters.

We also recognise and respect the ongoing contributions made by Aboriginal and/or Torres Strait Islander peoples as the Ongoing Custodians of our Country and we take pride in the histories, cultures and achievements of Aboriginal and/or Torres Strait Islander peoples.

Walking together, we are building an education system that promotes reconciliation through celebrating the diversity of our Aboriginal and/or Torres Strait Islander peoples and creates a brighter future for all children and young people in our care.

We acknowledge the importance of understanding our shared history, its impact on Aboriginal and/or Torres Strait Islander peoples and the importance of truth telling to unify and reconcile.

We understand the importance of self-determination, collaboration and partnership. Our aim is to build partnerships between Aboriginal and non-Aboriginal Australians that are based on trust and respect. We are building an education system that is culturally safe and free of racism.

Our vision describes what we want the department to be. This Innovate RAP details the real actions we will take to realise this vision on our journey towards reconciliation.

Our Innovate RAP is founded on building trust and confidence with Aboriginal and/or Torres Strait Islander employees, families and communities to create safe workplaces and to ensure Aboriginal and/or Torres Strait Islander children get the best possible education outcomes



Our values



The NSW Department of Education

The department's values guide how we go about our work and make decisions on a daily basis.

They form the foundation of what it is like to work for the department and what we expect of one another.

Our Innovate RAP will support and promote our values

Excellence

Strive for the best together

Integrity

Do what's right, every day

Equity

Lift people up

Accountability

It's up to every one of us

Trust

Be what you say

Service

Students at the centre

The NSW Aboriginal Education Consultative Group (AECG)

The NSW AECG promotes respect, empowerment and self-determination. It believes the process of collaborative consultation is integral to equal partnership and is fundamental to the achievement of equality.

The NSW AECG advocates cultural affirmation, integrity and the pursuit of equality to ensure that the unique and diverse identity of Aboriginal and/or Torres Strait Islander students is recognised and valued.

Respect

Empowerment

Self-determination

Collaborative consultation

Cultural affirmation

The Alice Springs (Mparntwe) education declaration

In December 2019, Australian Education Ministers agreed on a new national declaration on education goals for all Australians. Known as the Alice Springs (Mparntwe) Education Declaration, it sets out the national vision for education and the commitment of Australian governments to improving educational outcomes.

The declaration's vision is for a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face.

The declaration recognises the more than 60,000 years of continual connection by Aboriginal and Torres Strait Islander peoples as a key part of the nation's history, present and future. Through education, the Australian governments are committed to ensuring that all students learn about the diversity of Aboriginal and Torres Strait Islander cultures, and to seeing all young Aboriginal and Torres Strait Islander peoples thrive in their education and all facets of life.

The declaration has 2 distinct goals:

1. The Australian education system promotes excellence and equality, and
2. All young Australians become: confident and creative individuals, successful life long learners and active and informed members of the community.

To achieve these goals for young Australians, all Australian governments, including NSW, have committed to working with the education community and in partnership with young Australians, their families and the broader community.

This commitment is underpinned by the following actions:

- developing stronger partnerships
- supporting quality teaching and leadership
- strengthening early childhood education
- building foundational skills in the primary school years
- enhancing middle years development
- supporting senior years of schooling
- embedding pathways for learning throughout life and supporting effective transitions
- promoting world-class curriculum and assessment
- supporting Aboriginal and/or Torres Strait Islander learners to reach their full potential
- supporting all young Australians at risk of educational disadvantage
- strengthen responsibility mechanisms with strong, meaningful, accountable and transparent measures.

Our partnerships and current activities

We are committed to progressing reconciliation through transformative policies and programs and by strengthening our relationships with Aboriginal communities and organisations.

‘Walking Together, Working Together’ – our Partnership Agreement with the NSW Aboriginal Education Consultative Group Incorporated (NSW AECG)

‘Walking Together, Working Together’ is our 2020-2030 Partnership Agreement with the NSW AECG Inc.

The partnership is based on the principles of respect, commitment, collaboration and accountability to improve educational outcomes for Aboriginal and/or Torres Strait Islander learners, and ensure our young people are valued for the skills, understandings and experiences they bring and cared for in a place of cultural safety when they have a sense of belonging. The partnership also seeks to create an environment where all staff are culturally confident and culturally responsive and they see themselves reflected in the curriculum and the teaching and learning.

The Partnership Agreement is based on a genuine and practical approach to working together to improve outcomes for Aboriginal and/or Torres Strait Islander learners. It ensures that they have access to an education and training system that values their cultural heritage and identity and supports their learning and career development through quality teaching practices, relevant policies and strategies and inclusive curriculum and training programs.

Diversity, Inclusion and Belonging Strategy 2023-2026

Our Diversity, Inclusion and Belonging Strategy aims to create workplaces around NSW in which every colleague of the department feels they are:

- Represented and connected – the workplace reflects and respects them and the communities they serve
- Included and safe – they feel empowered to bring their whole self to work, grow their capacity and ask for support
- Valued and inspired – they are committed because the employee experience is world class, particularly in moments that matter.

Increasing the representation of Aboriginal and/or Torres Strait Islander employees

The department is committed to meeting the existing Premier’s Priority to double the number of Aboriginal and/or Torres Strait Islander peoples in leadership roles in the government sector by 2025, along with our goal to continue to increase the number of Aboriginal and/or Torres Strait Islander staff across all positions within our organisation. Improving employee representation and diversity enables us to further engage with our staff, stakeholders, students and communities.

Closing the Gap

Closing the Gap acknowledges the ongoing strength and resilience of Aboriginal and/or Torres Strait Islander peoples in sustaining the world's oldest living cultures.

The NSW Government is working with Aboriginal and/or Torres Strait Islander peoples, their communities, organisations and businesses to overcome inequality experienced by Aboriginal and/or Torres Strait Islander peoples in education, employment, health and wellbeing, justice, safety, housing, land and waters, and languages.

The department and its people have a unique role to play in achieving the priority reforms under Closing the Gap, and education and employment socio-economic outcomes including:

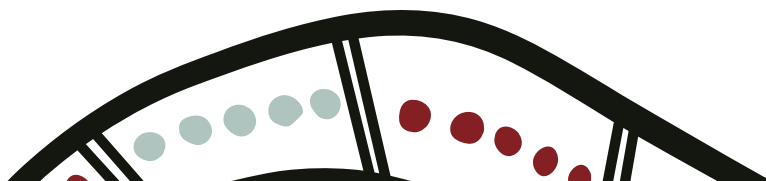
- Formal partnerships and shared decision making
- Building the community-controlled sector
- Transforming government organisations
- Shared access to data and information at a regional level

Aboriginal Education Policy

Aboriginal education and training is core business for all staff. The department's Aboriginal Education Policy defines our commitment to improving the educational outcomes and wellbeing of Aboriginal and/or Torres Strait Islander students, providing Aboriginal cultural education for all staff, and collaborative decision-making.

Under the Aboriginal Education Policy, the department's commitments are:

1. Improving the educational outcomes and wellbeing of Aboriginal and/or Torres Strait Islander students so that they excel and achieve in every aspect of their education.
2. That Aboriginal and/or Torres Strait Islander students will match or better the outcomes of the broader student population.
3. Increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and/or Torres Strait Islander peoples as the First Peoples of Australia.
4. Providing Aboriginal cultural education for all staff and students, as it is everybody's business.
5. The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted.
6. Collaborative decision making with Aboriginal peoples, parents, caregivers, families and their communities.
7. Recognising the NSW AECG as the peak community advisory body to the department on Aboriginal education at all levels and in all stages of planning and decision making.
8. Affirm the inherent right of Aboriginal students to fair, equitable, culturally inclusive and significant educational opportunities so that all students obtain a high-quality education as a platform for enriching their life chances and achieving their full potential.
9. Recognising Aboriginal education and training as core business for all staff.



First Steps – the NSW Aboriginal Children’s Early Childhood Education Strategy 2021-2025

First steps is a 5-year plan that solidifies the department’s commitment to ensuring the best educational outcomes for Aboriginal children aged 0-5.

The strategy supports the department’s vision for all Aboriginal children in NSW being able to access quality early childhood education (ECE) and are supported to embrace their culture and identity for a strong start to lifelong learning.

The First Steps Strategy has been developed in consultation with members of the NSW Department of Education’s Early Childhood Education Aboriginal Advisory Group. Their voice and guidance have enabled the department to connect the national ambitions of Closing the Gap to the reality of what happens in early childhood services and communities across NSW every day.

This strategy provides a clear roadmap to achieving the best educational outcomes for Aboriginal children aged 0-5 and supports renewed reform under Closing the Gap and the 10-year partnership between the department and the NSW AECG.

Cultural Safety Framework

The development and implementation of the Cultural Safety Framework across the Early Childhood Education and Care (ECEC) sector is part of the department’s commitment to the First Steps Aboriginal Children’s Early Childhood Education Strategy 2021-2025 and the National Agreement on Closing the Gap.

The framework aims to enhance cultural safety in all ECEC services, ensuring a greater sense of belonging and a better start to lifelong learning for all Aboriginal and/or Torres Strait Islander children no matter where they live or which ECEC service they attend. The framework aligns to the Children Education and Care National Law guiding principle that “Aboriginal and Torres Strait Islander cultures are valued”. All entities with functions prescribed under the national law have a responsibility to uphold this important guiding principle that safeguards Aboriginal children, families, and communities. The framework is ultimately invested in ensuring Aboriginal children have a culturally safe and appropriate experience along their early childhood learning journey.

Following co-design across the community, sector and other agencies, the NSW Regulatory Authority (RA) will deliver the first ever cultural safety framework for the NSW ECEC sector. The NSW RA will ensure close collaboration and consultation with key stakeholder and advisory groups including the department’s Aboriginal and Torres Strait Islander Committee, Early Childhood Advisory Group (ECAG), the Aboriginal and Torres Strait Islander Outcomes Team and the AECG.



Aboriginal Education Professional Learning

All staff across the department are gaining foundational knowledge about Aboriginal and/or Torres Strait Islander peoples and cultures with our mandatory e-learning module, 'Aboriginal Cultural Education – Let's take the first step together'.

This training supports the department's partnership agreement with the NSW AECG to respectfully acknowledge and understand the importance and diversity of Aboriginal and/or Torres Strait Islander peoples, histories and cultures and see our work through a cultural lens. It builds our capacity and responsibility to improve educational outcomes for Aboriginal and/or Torres Strait Islander students and build cultural safety and belonging for our Aboriginal and/or Torres Strait Islander workforce.

Many staff from across the department are also taking part in face-to-face NSW AECG 'Connecting to Country' learning which provides deep insight into the myriad of social, cultural, historic, economic and political issues that continue to affect and concern Aboriginal and/or Torres Strait Islander peoples and communities.

Nanga Mai Annual Awards and the Deadly Kids Awards

The Nanga Mai Awards celebrates and recognises the outstanding achievements of Aboriginal students, Aboriginal and non-Aboriginal teachers, other departmental staff, Aboriginal community members and schools that demonstrate excellence across a diversity of areas.

The Deadly Kids Awards celebrate and acknowledge Aboriginal students who have demonstrated excellence and outstanding achievement across areas including attendance, engagement and academic achievement and leadership. The awards also recognise Aboriginal and non-Aboriginal staff members for their dedication, work and contributions.

Anti-Racism Policy

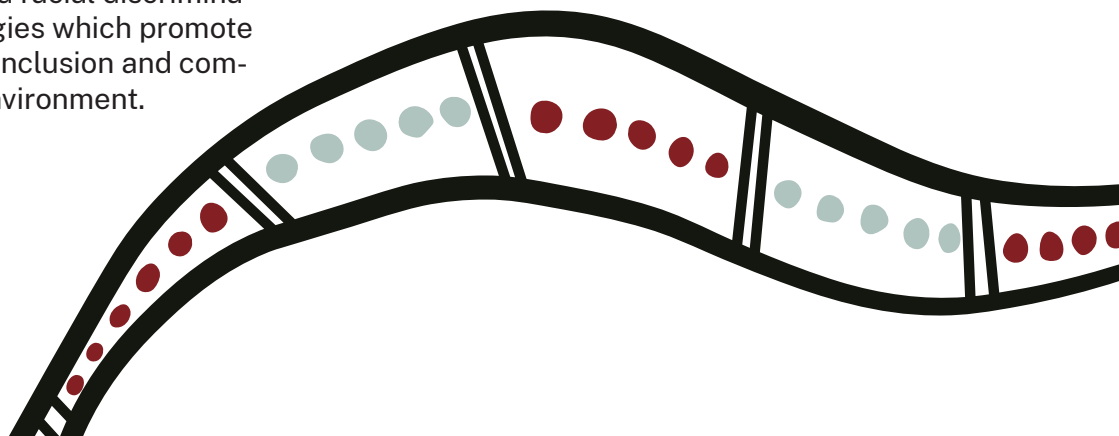
The department rejects all forms of racism. The department's Anti-Racism Policy commits the department to the elimination of racial discrimination in its corporate offices and schools. All staff complete mandatory training on the Anti-Racism Policy and their responsibility to actively challenge racism.

Anti-racism education in NSW public schools includes a range of strategies which aim to counter racism in the learning and working environment. It includes programs which support staff to understand, prevent and address racism at school, systems for addressing incidents of racism and curriculum-linked strategies which aim to teach students about Australia's cultural diversity, history and racial discrimination laws. It also includes strategies which promote equity, mutual respect, cultural inclusion and community harmony in the school environment.

Aboriginal Procurement Policy

Purchasing from Aboriginal and/or Torres Strait Islander owned and run businesses is one way we can progress reconciliation and drive economic and employment opportunities for Aboriginal and/or Torres Strait Islander peoples.

The department's Aboriginal Procurement Policy aims to award at least 3% of its total number of domestic contracts to Aboriginal-owned businesses. The department is committed to increasing employment opportunities for Aboriginal peoples and the participation and growth of Aboriginal-owned businesses through procurement activities.



Celebration of key dates

NAIDOC Week and National Reconciliation Week are celebrated annually across the department. These celebrations present opportunities to engage with all corporate staff to raise cultural awareness and understanding of Aboriginal and/or Torres Strait Islander histories, cultures and protocols.

Our RAP hub

Our RAP hub provides a central point for our staff to access resources and further information about reconciliation within the department. The hub aims to build our staff's awareness of Aboriginal and/or Torres Strait Islander histories, cultures and perspectives.

The RAP hub includes a wealth of information and knowledge on topics including delivering an Acknowledgement and Welcome to Country, procurement, Closing the Gap, Reconciliation Australia's Narragunnawali program, initiatives and events happening in the department and more.



Narragunnawali: Reconciliation in education

Schools and early childhood centres can be supported to engage in reconciliation and the development of their own RAP through Reconciliation Australia's Narragunnawali program.

Narragunnawali (pronounced narra-gunna-wally) is a word from the language of the Ngunnawal people that means alive, wellbeing, coming together and peace.

Narragunnawali supports all schools and early learning services in Australia to develop environments that foster a high level of knowledge and pride in Aboriginal and/or Torres Strait Islander histories, cultures and contributions.

As our organisation moves into the Innovate phase of reconciliation, we will have a renewed focus on department-wide actions and behaviours that build cultural awareness, confidence and responsiveness, deepen relationships and provide an environment that fosters opportunities for Aboriginal and/or Torres Strait Islander students, communities and businesses.

The Narragunnawali online platform provides practical ways to introduce meaningful reconciliation initiatives in classrooms, schools, childcare centres and the community. Teachers and educators can access professional learning and resources from the platform to support reconciliation initiatives.



Narragunnawali Awards 2021 finalist Briar Road Public School (Dharawal Country).
Image courtesy of Reconciliation Australia

Our Reconciliation journey so far

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Our Reflect RAP was launched on 31 January 2019.

Our Reflect RAP set out over 50 deliverables across a number of key areas for reconciliation, including relationship building, awareness raising, cultural learning and development, and Aboriginal and/or Torres Strait Islander employment.

The work of the Reflect RAP was overseen by the RAP Working Group, which was made up of Aboriginal and/or Torres Strait Islander stakeholders from across the department and progressed over 12 months, concluding in 2020.

The Reflect RAP provided the department with an opportunity to reflect, explore and connect and laid the groundwork for future reconciliation activities and future RAPs.

Upon conclusion of the Reflect RAP, the department established a dedicated RAP team to drive and oversee the development of the department's Innovate RAP. Whilst this work was impacted by COVID-19, engagement with staff and senior executives continued; with progress on priority issues identified from the RAP. This work included:

- a focus on cultural awareness education training
- accelerating development of the Aboriginal Participation Strategy for procurement
- ensuring the required resourcing to support the effective implementation of the forthcoming Aboriginal Workforce and Leadership Development Strategy
- commitment for Executive to actively promote the forthcoming refreshed anti-racism resources to support action on workplace culture.

This work demonstrates the department's genuine commitment to advancing reconciliation. The work of the RAP is championed by the NSW Department of Education Secretary.

Highlights from our Reflect RAP journey

Over **2,000** staff attended reconciliation events and forums

Over **31,000** staff engaged with events and videos online

Implementation of over **50** deliverables across several key areas for reconciliation

RAP Working Group established

Departmental representation at the National RAP Conference

Over **1,800** staff responded to the Reconciliation Survey

Departmental representation at the Australian Reconciliation Convention

Over **30** staff attended yarning circles with Deputy Secretaries

Development of NSW Department of Education RAP website

More than **109,700** staff members have completed the Anti-Racism Policy mandatory training

Procured a 100% Aboriginal and Torres Strait Islander owned company to support the design of the Innovate RAP



Reconciliation Action Plans in action

Located on Yaegl Country in the Northern Rivers region of NSW, Maclean High School has a deep commitment to reconciliation with a proud history of strong relationships with the Yaegl community and Elders.

Of the school's 770 students, about 14% identify as being of Aboriginal and/or Torres Strait Islander descent or heritage.

"The curriculum, class structures and education programs are designed to accommodate the diverse needs of our community and provide pathways extending from academic and tertiary education to vocational pathways," said Liza Hamilton from the School's Aboriginal Education Team.

In 2019, the school was the recipient of the Narragunnawali Award for its school RAP and programs to progress reconciliation.

"A colleague sent me a link to the Reconciliation Australia website early in 2019, which featured an outline of a RAP and how to make one within your school or organisation. Her comment on the attachment was, 'We do this already, why not make it more formal?'"

"You have to start somewhere"

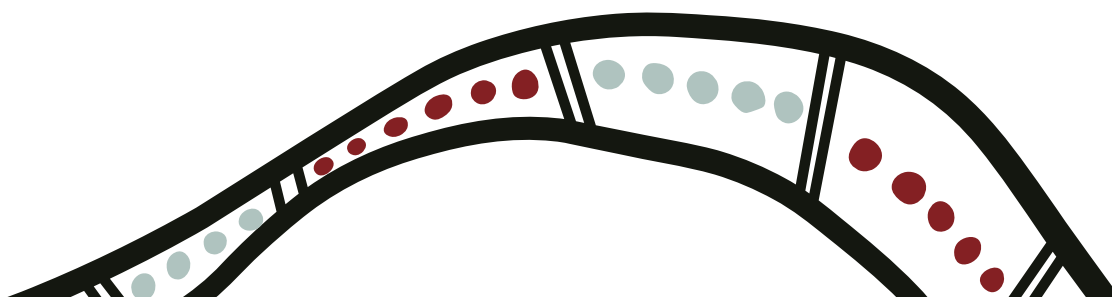
The school formed a committee which included teaching staff, Aboriginal Education workers, support staff, community members, the Local Lower Clarence AECG members, the P&C and retired staff. Each member of the committee was assigned a task within the action plan.

"Some aspects of the plan could be completed immediately, however other parts of the plan needed ongoing implementation," says Liza.

Once the draft RAP was completed and endorsed by the principal, it was lodged with Reconciliation Australia for approval.

The centrepiece of the school's reconciliation program has been its 'River of Learning' program which explores core subjects of science, geography, art, and PE through a Yaegl cultural lens. All Year 7 students also take part in a cultural tour of Brooms Head and Red Cliff led by Yaegl Elders.

"We believe that in this foundation knowledge in Year 7, all students at Maclean High School will have a greater understanding of Aboriginal and Torres Strait Islander histories and perspectives in other areas of the curriculum throughout high school which includes, dispossession, sustainability, native title, conservation and social justice," said Liza.



The school also formed a partnership with Desert Pea Media on two music video projects.

Through the Narragunnawali framework, Maclean High School was able to develop their own RAP, unique to their context and building a strong foundation for reconciliation into the future.

“You have to start somewhere. When it comes to reconciliation and the work around Aboriginal education, it’s scattered everywhere. So, unless you sit down and take a look at what you’re doing with your staff and school, then you won’t get the full picture.”

“The RAP is an excellent starting point for collaboration and professional learning. The actions section of the plan can be allocated to specific groups or individuals to identify goals and attach suitable projects and initiatives.”

The school has seen an increase in community engagement with many of the initiatives and programs promoted by the Aboriginal Educational Committee.

Positive relationships from these types of initiatives have fostered acknowledgement and recognition of its local Yaegl community and Elders.

This has not only resulted in an increased retention rate of secondary senior Aboriginal and/or Torres Strait Islander students at the school, but also has improved academic outcomes of Aboriginal and/or Torres Strait Islander students.



Yaegl Elders Group engagement and planning workshop



Moving towards Innovate



The department's first RAP committed to the ongoing journey of reconciliation.

Reconciliation Australia's RAP Framework provides organisations with a structured approach to advance reconciliation. The 4 RAP types – Reflect, Innovate, Stretch and Elevate – allow organisations to continuously develop their reconciliation commitments.

Prior to moving to the next stage of developing an Innovate RAP, the department's RAP team held consultation forums with stakeholders across the department and undertook surveys to see where we had progressed with our reconciliation journey; what was working well and where we needed to do more work.

We heard that there were improvements in how supportive we think senior executives are of reconciliation and improvements in the percentage of people who feel comfortable giving an Acknowledgement of Country. We also heard that there were improvements in the percentage of people who feel that they and their colleagues are culturally competent and an increase in the percentage of staff across corporate areas who had received cultural awareness or competency training.

However, we also heard that 58% of Aboriginal and/or Torres Strait Islander staff within the department didn't feel that it was a culturally safe place to work. The same percentage of Aboriginal and/or Torres Strait Islander staff had known of racism from a member of staff in the past 12 months.

There was also a notable gap (39%) between the responses of Aboriginal and non-Aboriginal respondents to the question about racism.

This gap indicated that there is still work that needs to occur to ensure all staff are aware of the various forms of racism that can occur in organisations, so that all staff can play a role in preventing and addressing racism.

Hearing these experiences highlights the important ongoing work still required to achieve reconciliation and ensure that Aboriginal and Torres Strait Islander staff experience the department as a culturally safe place.



Developing our Innovate RAP



Our Innovate phase is about acting on the issues identified in our Reflect RAP. Our Innovate RAP 2023-2025 outlines how we will implement reconciliation across the department.

Two Point Co, a 100% Aboriginal and Torres Strait Islander-owned strategic consultancy, were engaged to design and facilitate the consultation process that would assist with the ideation and initial stages of developing our Innovate RAP.

The consultation process engaged executive, key decision makers and staff members from different divisions across the department. This included:

2 ideation workshops

7 consultation workshops

2 reflection sessions.

The sessions scoped our vision, identified challenges, opportunities and barriers and designed deliverables to support the department to meet its vision and objectives.

The sessions also identified 3 key themes that would need to be incorporated into the department's reconciliation journey.

Truth-telling

“Fostering a future of healing and reconciliation requires all Australians to truthfully and respectfully, acknowledge the past. It is only through understanding and accepting the wrongs of the past, and the often intergenerational impacts of these wrongs, that Australia can make adequate amends for the injustices faced by Aboriginal and Torres Strait Islander Peoples.”

Acknowledging the histories and contributions of Aboriginal and/or Torres Strait peoples was felt strongly by staff.

They also saw the importance of having consistent and programmed cultural learning opportunities that should be mapped across each employee's lifecycle. This included a continuum of learning when on-boarding and stepping into a leadership role. Continuous learning was seen as crucial for reducing the burden and cultural load on Aboriginal and/or Torres Strait staff.

During the consultation a participant outlined that, “Aboriginal people shouldn't have the burden of always teaching. I can play a small part by acknowledging and pointing out my experiences which is great, but we (non-Indigenous people) need to do more”.

Creating culturally safe workplaces

“An environment that is safe for people: where there is no assault, challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience, of learning, living and working together with dignity and truly listening.”

One of the most consistent themes from consultation was ensuring that the RAP focussed on creating cultural safety in workplaces. It was shared by an Aboriginal and/or Torres Strait Islander employee who said:

“Our people need to feel included, to have a voice and an opportunity to work in a safe environment.”

Consultation also identified that the department needed a thoughtful cultural awareness strategy to support managers, or those that are influencers, in creating safe workplaces. There was a strong sentiment that Aboriginal and/or Torres Strait Islander employees need to be in a culturally safe environment to achieve career advancement. Employees also said that the department needs to embrace Aboriginal ways of knowing, being and doing for career development and advancement.

The consultation sessions identified that reviewing the systems, processes, strategies and policies the department has in place should be a key aspect of the new RAP to eliminate systemic and/or institutional exclusion.

Aboriginal leadership

Creating opportunities to develop Aboriginal and/or Torres Strait Islander influencers, leaders and advocates for different ways of being and doing was another insight that was formed during the consultations.

There was strong support for having Aboriginal and/or Torres Strait Islander leadership identified positions in the department and the need for an Aboriginal and/or Torres Strait Islander Leadership Development Strategy to be endorsed and championed by the Secretary with clear targets.

¹ [Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from their Families](#), Sydney, Human Rights and Equal Opportunity Commission, 1997.

² [Williams, Robyn \(2008\) Cultural safety: what does it mean for our work practice? Australian and New Zealand Journal for Public Health, 23 \(2\), 213-214.](#)



RAP Working Group



The development of the Innovate RAP was overseen by the RAP Working Group.

The working group has representatives from a broad range of program areas across the organisation and has been instrumental in providing advice, input and supporting the development of connections and collaborations across the department.

Representatives from the working group have been champions of reconciliation both within their respective program areas and their broader sphere of influence.

The group has 17 members, over half of whom are Aboriginal and/or Torres Strait Islander peoples.

Danielle Abraham, Aboriginal Training Services Manager, Training Services

Luke Allan, Senior Project Officer, Reconciliation Action Plan

Darren Bell, Lead, Aboriginal Programs, School Recruitment and Placement

Brie Cameron, Cultural Capability Coordinator, First Nations Team, ECO Commissioning

Katie Casacchia, Policy Officer, Planning, Reform and Improvement - Quality Assurance and Regulatory Services

David Hayes, Senior Strategic Communications Advisor, Internal and Corporate Communications

Karen Jones, Executive Director, Aboriginal Outcomes and Partnerships

Lauren Judge, Principal Policy Officer, Closing the Gap, Strategic Priorities

Megan McArthur, Senior Field Officer, Statewide Operations Network, Quality Assurance and Regulatory Services

Gemma Millar, Principal Project Officer, Reconciliation Action Plan

Paul Ortiz, Community Engagement Manager, Community Engagement – Business Enablement

Troy Pietsch, Aboriginal and Torres Strait Islander Workforce Strategy Lead, People Culture and Capability

Tamara Saunders, HR Officer, Aboriginal Programs, School Recruitment and Placement

Kelly Stanford, Director, Kimberwalli, Aboriginal Outcomes and Partnerships

Shari Ujdur, Communications Manager Aboriginal Outcomes and Equity

Amanda Wilson, Senior Field Officer, Statewide Operations Network, Quality Assurance and Regulatory Services

Christine Yorkston, Senior Procurement Officer (Government Initiatives), Procurement – Business Enablement

Our Reconciliation Action Plan



Key Focus Areas

Our Innovate RAP commits our department to gain a deeper understanding of its sphere of influence. It will establish the best approach to advance reconciliation from corporate offices to educational settings by focusing on:



Relationships



Respect



Opportunities



Governance

Relationships



Relationships are at the centre of our reconciliation journey.

We understand the importance of cultivating relationships and partnerships with Aboriginal and/or Torres Strait Islander peoples and communities in order to engage meaningfully in the process of reconciliation.

As we move into the Innovate RAP phase, we are committed to creating more connections to community and peoples. We will encourage more expression of culture across our schools and offices. We will connect with Ongoing Custodians, knowledge holders and community Elders, providing an opportunity to understand local opportunities and challenges.

We will hold our leaders accountable to deliver on all aspects of reconciliation across our communities, employees and other like-minded organisations.



Action	Deliverable	Timeline	Responsibility
1. Establish and maintain mutually beneficial relationships with Aboriginal and/or Torres Strait Islander stakeholders and organisations.	Meet with NSW AECG, local Aboriginal and/or Torres Strait Islander stakeholders and organisations to develop guiding principles for future engagement with Aboriginal and/or Torres Strait Islander peoples and communities.	Jan 2024	Inclusion and Diversity Lead
	Develop resources to support implementation of the guiding principles for working with Aboriginal and/or Torres Strait Islander stakeholders and organisations.	Jan 2024	Corporate Affairs Partner
2. Build relationships through celebrating National Reconciliation Week (NRW).	National Reconciliation Week Activities:	National Reconciliation Week	Executive Director Communication and Engagement in conjunction with RAP Team and Executive Group
	Circulate Reconciliation Australia's NRW resources and reconciliation materials to our staff.	27 May -3 June 2023, 27 May -3 June 2024, 27 May -3 June 2025	
	RAP Working Group members to participate in an external NRW event.	27 May -3 June 2023, 27 May -3 June 2024, 27 May -3 June 2025	
	Encourage and support staff and senior leaders to participate in at least one external event to recognise and celebrate NRW.	27 May -3 June 2023, 27 May -3 June 2024, 27 May -3 June 2025	
	Organise at least one NRW event each year.	27 May -3 June 2023, 27 May -3 June 2024, 27 May -3 June 2025	
	Register all our NRW events on Reconciliation Australia's NRW website.	27 May -3 June 2023, 27 May -3 June 2024, 27 May -3 June 2025	

Action	Deliverable	Timeline	Responsibility
3. Promote reconciliation through our sphere of influence.	Develop and implement a staff engagement strategy to raise awareness of reconciliation across our workforce.	Sept 2023	Principal Project Officer, RAP Team to develop and implement engagement strategies. Communications developed in conjunction with Executive Director Communication and Engagement
	Communicate our commitment to reconciliation publicly and promote RAP deliverables on the department's website.	July 2023	Executive Director Communication and Engagement
	Create reconciliation engagement related performance indicators for inclusion in senior leader performance plans.	Jan 2024	Executive (Deputy Secretary)
	Explore opportunities to positively influence our external stakeholders to drive reconciliation outcomes, including each Deputy Secretary releasing a Statement of Commitment to Reconciliation.	Jan 2024	Executive Group in conjunction with Principal Project Officer, RAP Team and Executive Director Communication and Engagement
	Collaborate with RAP organisations and other like-minded organisations to develop innovative approaches to advance reconciliation including through the NSW Government Reconciliation Community and NSW Education Reconciliation Industry Network Group (RING).	May 2023	Principal Project Officer, RAP Team in conjunction with Executive Director Strategic Priorities
	Embed Connecting with Country framework across school planning and design.	Dec 2023	Group Director, Technical Services, School Infrastructure NSW
	Promote Reconciliation NSW's work in education.	May 2023, 2024, 2025	Principal Project Officer, RAP Team in partnership with Executive Director Communication and Engagement
	Develop reconciliation professional learning packages for distribution to corporate and schools staff.	June 2023	Principal Project Officer, RAP Team

Action	Deliverable	Timeline	Responsibility
4. Promote positive race relations through anti-racism strategies.	Anti-Racism Policy	Sept 2023	Chief People Officer in partnership with Executive Director Educational Standards
	a. Conduct a review of HR policies and procedures to identify existing anti-discrimination provisions and future needs		
	b. Engage with Aboriginal and/or Torres Strait Islander staff and/or Aboriginal and Torres Strait Islander advisors to consult on our anti-racism policy		
	c. Undertake anti-racism policy implementation evaluation		
	d. Develop, implement and communicate an updated anti-racism policy		
	e. Strengthen and promote proactive measures to address both direct and systemic racism.		
	f. Seek opportunities to harness student voice and leadership in addressing and preventing racism for our organisation.		
	Educate senior leaders on the effects of racism and ask senior leaders to self-nominate as champions.	July 2023	Chief People Officer
	Review current racism reporting pathways and processes across all departmental sites to identify gaps and opportunities to strengthen these to ensure they are culturally safe and responsive.	Dec 2023	Chief People Officer in partnership with Executive Director Educational Standards
	Implement new governance structures and supporting systems for the system-wide collection and analysis of data on racism in schools and department workplaces.	June 2024	Chief People Officer with Executive Director Learning and Improvement and School Performance
	Scope learnings from Early Childhood Outcomes Cultural Responsiveness Framework for broader organisational consideration.	Dec 2024	Principal Project Officer, RAP Team, Executive Director Culture and Capability and Executive Director Early Childhood Outcomes

Respect



Building the organisation's understanding of reconciliation and cultural capability are key components of our reconciliation journey. We acknowledge that this is a continuous learning process and will require a departmental wide approach to build capability and strengthen efforts already underway.

We are committed to providing learning opportunities across the department to ensure an understanding of our shared history, and acknowledgement and acceptance of what has happened in the past.

We understand the need to build an inclusive workplace built on mutual respect, where Aboriginal and/or Torres Strait Islander people, communities and cultures are recognised, valued and celebrated.

We know that we need to strengthen the trust and confidence of the families and communities in which work, to ensure Aboriginal and/or Torres Strait Islander young people get the best possible education outcomes.



Action	Deliverable	Timeline	Responsibility
5. Increase understanding, value and recognition of Aboriginal and/or Torres Strait Islander cultures, histories, knowledge and rights through cultural learning.	Identifying and supporting the department's cultural learning needs within DOE:		Chief People Officer in collaboration with the Principal Project Officer, RAP Team
	a. Conduct a review of cultural learning strategy within DOE to identify gaps or opportunities.	Sept 2023	
	b. Consult with the NSW AECG and Aboriginal and/or Torres Strait Islander advisors on the development and implementation of a cultural learning strategy.	Nov 2023	
	c. Develop, implement and communicate cultural learning strategy document for our staff.	Feb 2024	
	d. Provide opportunities for RAP Working Group members, HR managers and other key leadership staff to participate in formal and structured cultural learning.	June 2023	
	Create an online central cultural capability and safety hub/toolkit.	May 2025	Principal Project Officer, RAP Team
	Include reconciliation in the department's future Strategic Plan.	Oct 2023	Executive Director, Strategic Priorities Division
6. Engage in truth-telling.	Research the impact of our agency on the historical and current experiences of Aboriginal and/or Torres Strait Islander peoples and communities, whilst acknowledging their ongoing strength and resilience.	July 2024	Principal Project Officer, RAP Team
	Create long term resources for use by the department.	Aug 2024	Principal Project Officer, RAP Team

Action	Deliverable	Timeline	Responsibility
7. Demonstrate respect to Aboriginal and/or Torres Strait Islander peoples by observing cultural protocols.	Cultural Protocol Awareness:		Principal Project Officer, RAP Team in collaboration with Executive Director Communication and Engagement
	a. Increase our staff's understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols.	June 2023	
	b. Design, develop and implement cultural educational resources to enhance the department's ability to follow cultural protocols and increase knowledge and understanding of Aboriginal and/or Torres Strait Islander histories and cultures.	June 2024	
	c. Continue to invite local Elders to provide a Welcome to Country or other appropriate cultural protocol at significant events each year.	June 2024	
	d. Promote public recognition and respect for Aboriginal and/or Torres Strait Islander heritage and art with the inclusion of signage and information on school infrastructure.	May 2024	Chief Executive School Infrastructure
	Review existing policies or processes for their level of protection of Aboriginal and/or Torres Strait Islander cultural intellectual property.	May 2024	Principal Project Officer, RAP Team
8. Build respect for Aboriginal and/or Torres Strait Islander cultures and histories by engaging with the NSW Aboriginal Education Consultative Group (AECG).	Promote the NSW AECG, their initiatives and the NSW Department of Education and NSW AECG Partnership Agreement.	Nov 2024	Executive Director Communication and Engagement
	Build awareness regarding how staff can connect and engage with AECG at a local, regional and state level.	Feb 2024	Principal Project Officer, Reconciliation Action Plan Team, Executive Director Communication and Engagement

Action	Deliverable	Timeline	Responsibility
9. Elevate Aboriginal and/or Torres Strait Islander voice across the department.	Engage executive and managers to create and support opportunities for the promotion of Aboriginal staff voice in the design of strategies to address the needs of Aboriginal and/or Torres Strait Islander peoples around the work of the department.	May 2024	Principal Project Officer, RAP Team in collaboration with the Chief People Officer
	Review existing parent/carer and student voice initiatives for opportunities to increase Aboriginal participation levels.	Dec 2023	Principal Project Officer, RAP Team in collaboration with Executive Director Student and Parent Experience
	Engage key stakeholders, including the NSW AECG into the development of strategies to increase participation of Aboriginal and/or Torres Strait Islander students and parents into existing voice initiatives.	Mar 2024	Principal Project Officer, RAP Team
	Embed the Cultural Responsive Evaluation Principles across the department.	Mar 2024	Aboriginal Outcomes and Partnerships Directorate
10. Build respect for Aboriginal and/or Torres Strait Islander cultures and histories by celebrating NAIDOC Week.	NAIDOC Week Activities:		Principal Project Officer, RAP Team in partnerships with Aboriginal Outcomes and Partnerships Directorate and Executive Director Communications and Engagement
	• RAP Working Group to participate in an external NAIDOC Week event.	3 July -10 July 2023, 2024	
	• Review HR policies and procedures to remove barriers to staff participating in NAIDOC Week.	Feb 2024	
	• Promote and encourage participation in external NAIDOC Week events to all staff.	3 July -10 July 2023, 2024	

Opportunities



As a department, we are committed to creating a culturally safe organisation that provides opportunities for Aboriginal and/or Torres Strait Islander peoples and communities through employment, mentoring and procurement. This work will include creating meaningful and diverse career pathways to meet the changing needs and aspirations of Aboriginal and/or Torres Strait Islander communities.

As one of the largest employers across NSW, the department has a broad operational footprint that can provide long-term commercial opportunities for Aboriginal and/or Torres Strait Islander businesses.

The department recognises the power of economic participation in addressing the current state of disparity in access and opportunities and is committed to partnering with Aboriginal and/or Torres Strait peoples and communities to increase this participation.

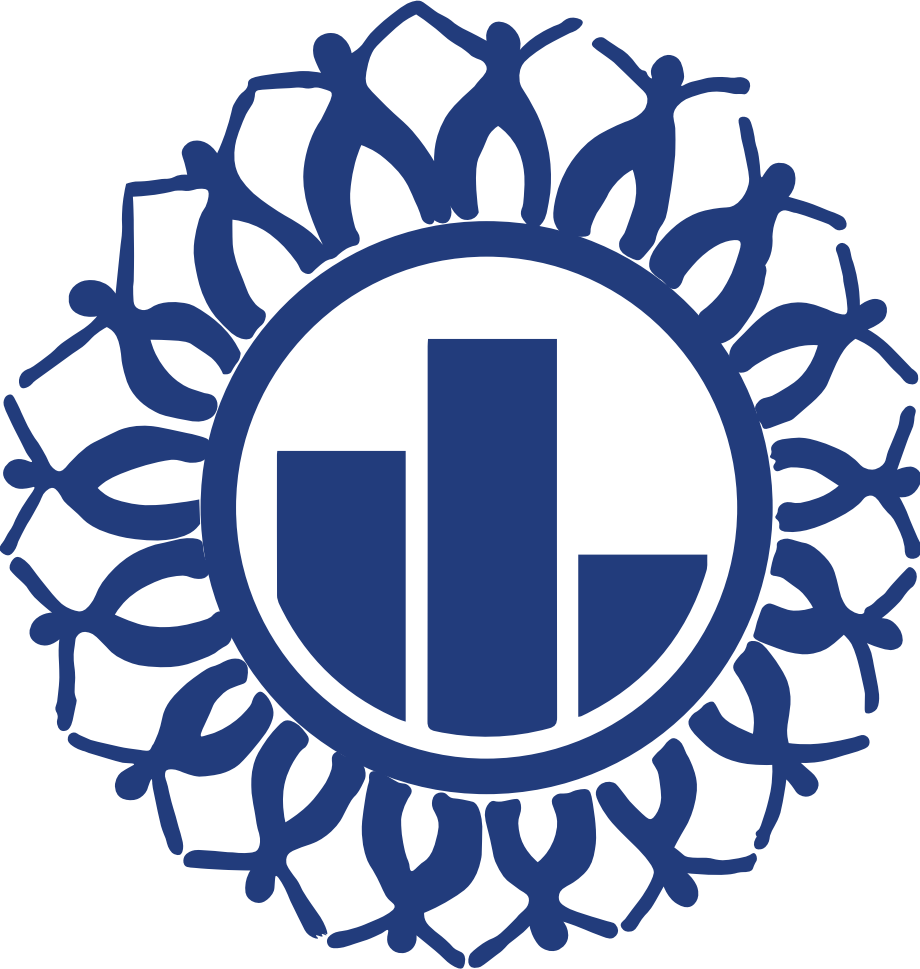


Action	Deliverable	Timeline	Responsibility
11. Improve employment outcomes by increasing Aboriginal and/or Torres Strait Islander recruitment, retention and professional development.	Build understanding of current Aboriginal and/or Torres Strait Islander staffing to inform future employment and professional development opportunities.	May 2023	Chief People Officer
	Engage with Aboriginal and/or Torres Strait Islander staff to consult and develop a co-design approach to our recruitment, retention and professional development strategies.	May 2023	Chief People Officer
	Advertise job vacancies to effectively reach Aboriginal and/or Torres Strait Islander stakeholders.	May 2023	Chief People Officer
	Review HR and recruitment procedures and policies to remove barriers to Aboriginal and/or Torres Strait Islander participation in our workplace.	Dec 2023	Chief People Officer
	Create an Aboriginal and/or Torres Strait Islander Staff Network Group.	June 2024	Chief People Officer
12. Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes.	Develop and implement an Aboriginal and/or Torres Strait Islander procurement strategy including comprehensive Aboriginal Procurement Guidelines for department employees.	Nov 2023	Chief Procurement Officer in conjunction with Executive Director Business Enablement
	Actively use Supply Nation whole-of-government membership to identify Aboriginal businesses.	June 2023	Chief Procurement Officer in partnership with Executive Director Business Enablement

Action	Deliverable	Timeline	Responsibility
	Develop and communicate opportunities for procurement of goods and services from Aboriginal and/or Torres Strait Islander businesses to staff, as well as communicating responsibilities to departmental budget holders.	June 2023	Chief Procurement Officer in partnership with Executive Director Business Enablement
	Review and update procurement practices to remove barriers to procuring goods and services from Aboriginal and/or Torres Strait Islander businesses.	Sep 2023	Chief Procurement Officer in partnership with Executive Director Business Enablement
	Conduct Aboriginal business capability building workshops and develop a supplier guide to enable Aboriginal and/or Torres Strait Islander suppliers to understand the various processes involved in order for them to be able to do business in construction and asset management for School Infrastructure NSW, as well as goods and services for the broader department.	May 2023	Chief Procurement Officer in partnership with Executive Director Business Enablement
	Create paid employment and further study opportunities for Aboriginal and/or Torres Strait Islander school leavers through the Infrastructure Traineeship with a regional focus so Aboriginal and/or Torres Strait Islander trainees can remain on Country.	Jan 2024	Executive Director Asset Activations
	New Facilities Management Contract to target provision of services by local contractors. This will also target the use of Aboriginal and/or Torres Strait Islander suppliers and provide a stable workload to allow these suppliers to invest in skills/capability growth.	June 2024	Executive Director Asset Management
13. Support schools and Early Learning Services to advance reconciliation within their sphere of influence.	Develop, trial and evaluate innovative approaches for building reconciliation engagement across schools and Early Childhood Education and Care sector, including showcasing and sharing examples of strong approaches already underway and their benefits.	May 2023, 2024, 2025	Principal Project Officer, RAP Team in partnership with School Performance, Education and Skills Reform and Early Childhood Outcomes

Action	Deliverable	Timeline	Responsibility
14. Promote Reconciliation Australia's 'Narragunnawali - Reconciliation in Education' program to staff and external stakeholders.	Promotional activities will include:		Principal Project Officer, RAP Team in conjunction with Executive Director Communications and Engagement
	a. Encourage staff to sign up to the Narragunnawali online platform and engage with platform resources.	May 2023	
	b. Encourage and support schools and early learning services within our sphere of influence to develop their own RAP via the Narragunnawali platform.	May 2023	
	c. Host a link to Reconciliation Australia's Narragunnawali: Reconciliation in Education program on our website.	May 2023	
	d. Invite Reconciliation Australia's Narragunnawali team to deliver a presentation about Narragunnawali: Reconciliation in Education.	Jan 2024	
15. Promotion of Vocational Education and Training (VET) pathways for Aboriginal students.	Expand the Elsa Dixon Aboriginal Employment Grant program.	May 2023	Executive Director Training Services
	Develop support mechanisms for Aboriginal and/or Torres Strait Islander students to succeed in School Based Apprenticeships and Traineeships and other vocational programs.	June 2024	Executive Director Training Services
	Explore strategies to maximise opportunities and participation for Aboriginal and/or Torres Strait Islander learners in the Smart and Skilled Program.	Dec 2023	Executive Director Training Services
	Explore strategies to maximise opportunities and participation for Aboriginal and/or Torres Strait Islander learners in apprenticeships and traineeships.	Dec 2023	Executive Director Training Services

Governance



Action	Deliverable	Timeline	Responsibility
16. Establish and maintain an effective RAP Working group (RWG) and separate Executive Governance Group to drive governance of the RAP.	Maintain Aboriginal and/or Torres Strait Islander representation on the RWG.	June 2023, Sept 2023, Dec 2023, Mar 2024, June 2024, Sept 2024, Dec 2024, Mar 2024	Principal Project Officer, RAP Team
	Establish and apply a Terms of Reference for the RWG.	June 2023	Chief People Officer
	Meet at least 4 times per year to drive and monitor RAP implementation.	June 2023, Sept 2023, Dec 2023, Mar 2024, June 2024, Sept 2024, Dec 2024, Mar 2024	Chief People Officer
17. Input into a horizontal governance group that will oversee key programs contributing to Aboriginal and/or Torres Strait Islander outcomes across the agency.	The RAP moves under the Aboriginal and/or Torres Strait Islander Outcomes Steering Committee (AOSC).	May 2023	Aboriginal and/or Torres Strait Islander Outcomes Steering Committee (AOSC)
18. Provide appropriate support for effective implementation of RAP commitments.	Define resource needs for RAP implementation.	May 2023, Mar 2024, Mar 2025	Principal Project Officer, RAP Team
	Engage our senior leaders and other staff in the delivery of RAP commitments.	June 2023	Principal Project Officer, RAP Team
	Define and maintain appropriate systems to track, measure and report on RAP commitments.	Dec 2023	Principal Project Officer, RAP Team
	Appoint and maintain an internal RAP champion from senior management.	June 2023	Principal Project Officer, RAP Team

Action	Deliverable	Timeline	Responsibility
19. Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.	Include RAP progress as a standing item on the DoE Senior Executive and NSW AECG Association Management Committee meeting schedule.	June 2023/bi-annual basis	Principal Project Officer, RAP Team
	Contact Reconciliation Australia to verify that our primary and secondary contact details are up to date, to ensure we do not miss out on important RAP correspondence.	June 2023, June 2024	Principal Project Officer, RAP Team
	Contact Reconciliation Australia to request our unique link, to access the online RAP Impact Measurement Questionnaire.	1 Aug 2023, 1 Aug 2024	Principal Project Officer, RAP Team
	Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia.	30 Sep 2023 and 30 Sep 2024	Principal Project Officer, RAP Team
	Report RAP progress to all staff and senior leaders quarterly.	June 2023, Sept 2023, Dec 2023, Mar 2024, June 2024, Sept 2024, Dec 2024, Mar 2024	Principal Project Officer, RAP Team
	Publicly report our RAP achievements, challenges and learnings, annually.	May 2024, May 2025	Principal Project Officer, RAP Team
	Investigate participating in Reconciliation Australia's.	May 2024	Principal Project Officer, RAP Team
20. Continue our reconciliation journey by developing our next RAP.	Submit a traffic light report to Reconciliation Australia at the conclusion of this RAP.	May 2025	Principal Project Officer, RAP Team
	Register via Reconciliation Australia's website to begin developing our next RAP.	January 2025	Principal Project Officer, RAP Team

Contact Details

For further information or questions about the NSW Department of Education's RAP, please contact:

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