

Narragunnawali  
Reconciliation in Education

**NAKRA  
GUNNA  
WALI**

# RECONCILIATION ACTION PLAN

Hampton Park Secondary College  
December 2025 to December 2026



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## VISION FOR RECONCILIATION

At Hampton Park Secondary College, we are committed to reconciliation. We envision a reconciled community where every First Nations student and person is seen, heard, and connected, where their voices, histories, and cultures are respected and acknowledged throughout our school.

A reconciled Hampton Park Secondary College is one where First Nations perspectives are woven into the fabric of our community. Students see themselves reflected in the stories we tell, the spaces we create, and the futures we shape. Our values Respect, Learning, and Working Together guide us each day as we strive to close the gaps of equity and equality that still exist and create lasting, positive change.

We prioritise working within and across our community by:

Acknowledging and recognising the injustices of the past

Seeking to understand the full impact of those actions on First Nations peoples

Collaborating with the local First Nations community to identify pathways to unity and shared belonging

Making our commitments and actions visible, accountable, and meaningful

We are dedicated to engaging deeply with First Nations Elders, guiding bodies, and community leaders to ensure that every initiative we undertake supports reconciliation and leaves a legacy of respect, equity, and healing for generations to come.

## ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Traditional Owners of the Land on which we gather today, the Bunurong people of the Kulin Nation. We pay our respects to their Elders, past and present, and recognise their enduring connection to this land, its waterways, and its skies. We honour the deep knowledge, learning, culture, and spirit that have thrived here for countless generations. We acknowledge the continuing contributions of First Nations peoples and commit to walking together in the spirit of respect, truth, and reconciliation.



## RAP WORKING GROUP

| <b>Name</b>      | <b>Position</b>      |
|------------------|----------------------|
| Kelly Krieg      | Principal / Director |
| Sally Carruthers | Staff (non-teaching) |
| Miriam Fee       | Staff (teaching)     |
| Chris Haddad     | Staff (non-teaching) |

## CONTRIBUTORS

Hampton Park Secondary College would like to acknowledge the following contributors to the development of this RAP.

| <b>Name</b>    | <b>Role/Organisation</b> |
|----------------|--------------------------|
| Travis Gardner | KESO                     |



| RAP ACTIONS  | COMMITMENT  |
|--|---|
| <p>Aboriginal and Torres Strait Islander People in the Classroom</p>                 | <p>We are committed to engaging Aboriginal and Torres Strait Islander people in our learning activities. Having Aboriginal and Torres Strait Islander voices in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.</p>  |
| <p>Opportunities for Aboriginal and Torres Strait Islander Students and Children</p> | <p>We commit to providing opportunities for all Aboriginal and Torres Strait Islander students to celebrate their cultural identities. These opportunities positively impact the wellbeing of Aboriginal and Torres Strait Islander students and children, and create shared pride for Aboriginal and Torres Strait Islander cultures, contributions, identities and histories in the wider school community.</p> |





| RAP ACTIONS                              | COMMITMENT  |
|--|---|
| <p>Cultural Responsiveness for Staff</p> | <p>We are supported to reflect on and build our cultural responsiveness to improve our practice and best support the needs of Aboriginal and Torres Strait Islander students. We are provided with a range of opportunities to build our knowledge and understanding of our own positionality and Aboriginal and Torres Strait Islander perspectives, contributions and cultures.</p>   |
| <p>Reconciliation Projects</p>           | <p>Our school will collaborate on projects that visibly and authentically embed Aboriginal and Torres Strait Islander histories and cultures in learning programs and the physical environment. Through this culture of collaboration across the school and with the community, we commit to creating an environment where young people, staff and community members acknowledge, respect and experience connection to the First Australians.</p> |





| RAP ACTIONS                            | COMMITMENT  |
|--|---|
| Welcome to Country                     | Where appropriate, significant events at our school commence with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating these protocols into formal events and important occasions, we recognise Aboriginal and Torres Strait Islander peoples as the First Australians and Custodians of the Land. |
| Celebrate National Reconciliation Week | Our school community celebrates National Reconciliation Week (NRW) which is held from 27 May to 3 June each year by talking about reconciliation in the classroom and around the school, and celebrating with the community. NRW is a time for all Australians to learn about our shared histories, cultures and achievements and to explore how each of us can join the national reconciliation effort.                    |
| Create Stakeholder List                | We will develop and maintain a stakeholder list that reflects our current and future working relationships with members of the community who are committed to working collaboratively to drive reconciliation initiatives.  |



# RELATIONSHIPS



# WITH THE COMMUNITY

| RAP ACTIONS                                       | COMMITMENT  |
|---|---|
| Build Relationships with Community                | We commit to forming ongoing relationships with the local Aboriginal and Torres Strait Islander community. Our relationships will be built on mutual respect, trust and inclusiveness. We respect these relationships and the way they make opportunities for Aboriginal and Torres Strait Islander peoples and non-Indigenous staff, students, children and the community. |
| Cultural Responsiveness for Students and Children | Our everyday program will have ways for children and students to learn about Aboriginal and Torres Strait Islander perspectives, contributions and cultures, in and outside the classroom. We will include cultural responsiveness principles our students and children have learned in the ethos of our classrooms and across our school.                                  |





| RAP ACTIONS                        | COMMITMENT   |
|------------------------------------|--|
| Teach about Reconciliation         | Our school community is committed to learning about reconciliation in Australia. Having an understanding of the concept, history and progress of reconciliation is an important part of continuing the reconciliation journey. This understanding also helps to strengthen engagement with our school's RAP by positioning it within the broader story of reconciliation in Australia. |
| Explore Current Affairs and Issues | We commit to knowing the news and being responsive to current issues significant to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. We will do this through delivering our curriculum, policies and procedures, and integrating it into the way our school operates.  |





| RAP ACTIONS  | COMMITMENT   |
|--|--|
| Acknowledgement of Country   | Our school recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow. All staff and students have the opportunity to show respect to Traditional Owners and Custodians by regularly conducting an Acknowledgement of Country at meetings and events throughout the year.   |
| Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures | We commit to demonstrating our respect for Aboriginal and Torres Strait Islander histories and cultures in the physical environment of our school. We understand that making our respect visible in the learning environment through the incorporation of meaningful, relevant and culturally appropriate art, artefacts and symbolism reinforces our work toward reconciliation. It also makes our intentions and actions clear to our students, parents and the broader community. |



RESPECT



WITH THE COMMUNITY

| RAP ACTIONS                                 | COMMITMENT  |
|---|---|
| Celebrate Days of National Significance     | We commit to organising and participating in events to celebrate or commemorate days/weeks of national significance for Aboriginal and Torres Strait Islander peoples and the reconciliation movement to show our pride in, and respect for, Aboriginal and Torres Strait Islander histories, cultures and contributions. We also commit to including Aboriginal and Torres Strait Islander perspectives when we commemorate other national days, such as January 26 (Australia Day) and Anzac Day. |
| Aboriginal and Torres Strait Islander Flags | Our school flies/displays the Aboriginal and Torres Strait Islander flag to demonstrate respect and recognition for the histories, cultures and contributions of the First Peoples of Australia. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation.   |
| Physical Acknowledgement of Country         | Our school proudly commits to displaying a physical Acknowledgement of Country as a way of showing awareness of, and respect for, the Aboriginal or Torres Strait Islander Traditional Owners and Custodians of the land on which our school is located.  |

RESPECT



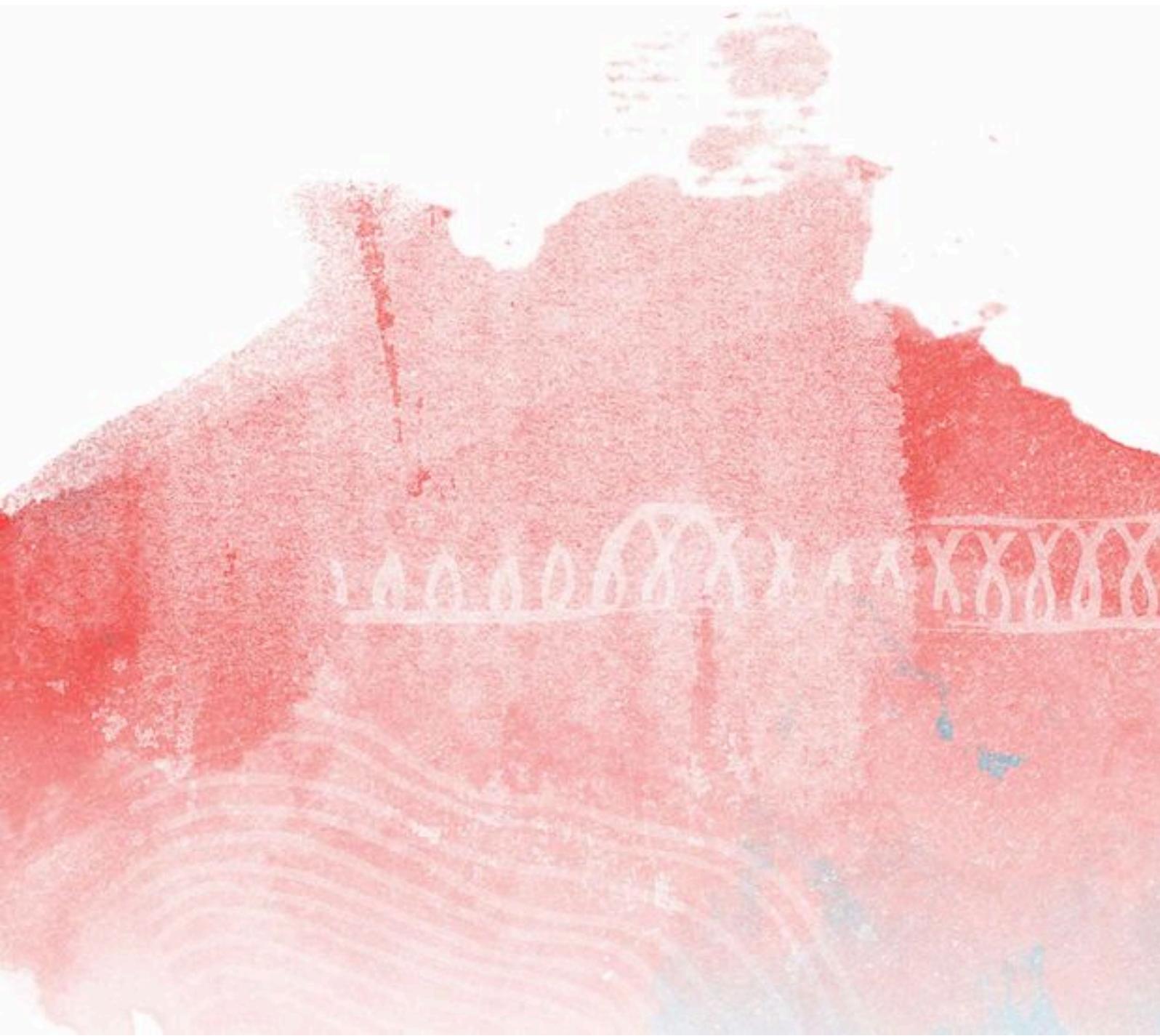
WITH THE COMMUNITY

| RAP ACTIONS                | COMMITMENT  |
|----------------------------|---|
| RAP Launch                 | Our school is proud to launch our RAP at an event that recognises the efforts of the working group and celebrates our school or service's commitment to reconciliation. We will use our RAP launch event to inform the wider community about our RAP and the many different ways they can get involved and take action toward reconciliation. |
| Take Action Against Racism | We will raise awareness of racism, its impacts and how to respond effectively when it happens. We will do this through an anti-racism strategy tailored to the needs of our school.   |



# OPPORTUNITIES IN THE CLASSROOM

| RAP ACTIONS                     | COMMITMENT   |
|---------------------------------|--|
| Embed Cross-curriculum Priority | All staff from across the school are supported to understand and embed Aboriginal and Torres Strait Islander Histories and Cultures in the curriculum. Teachers will consider the cross-curriculum priority when developing units, lesson plans and resources in all learning areas and across all year levels.  |
| Curriculum Planning             | Aboriginal and Torres Strait Islander histories and cultures are a key, ongoing part of curriculum planning, development and evaluation across all year levels and learning areas. We will review curriculum documents to find out where we include Aboriginal and Torres Strait Islander histories and cultures, and to what extent and where we could include Aboriginal and Torres Strait Islander histories, cultures and contributions in the curriculum. |





| RAP ACTIONS                      | COMMITMENT   |
|----------------------------------|--|
| <p>Inclusive Policies</p>        | <p>All staff at school are aware of policies referring to improving educational outcomes for Aboriginal and Torres Strait Islander people and building knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. When internal policies are reviewed and developed, we will ensure that they are inclusive of Aboriginal and Torres Strait Islander peoples and perspectives, and that there is a plan in place to ensure that all staff comply with these policies in their daily practice.</p> |
| <p>Staff Engagement with RAP</p> | <p>Commitment to the Reconciliation Action Plan (RAP) from all staff is essential for developing a RAP that is implemented in a meaningful and sustainable way. All staff will be involved in the ongoing development and implementation of our RAP through staff development opportunities facilitated by the RAP Working Group.</p>  |



# OPPORTUNITIES



# WITH THE COMMUNITY

| RAP ACTIONS            | COMMITMENT  |
|------------------------|---|
| Celebrate RAP Progress | We are committed to reflecting on the progress made in the growth of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions in our school. We will track the progress of our RAP, continually revisit our commitments, and celebrate our achievements, while generating new ideas to develop and sustain our RAP into the future. |

