



HALE  
SCHOOL




# RECONCILIATION ACTION PLAN



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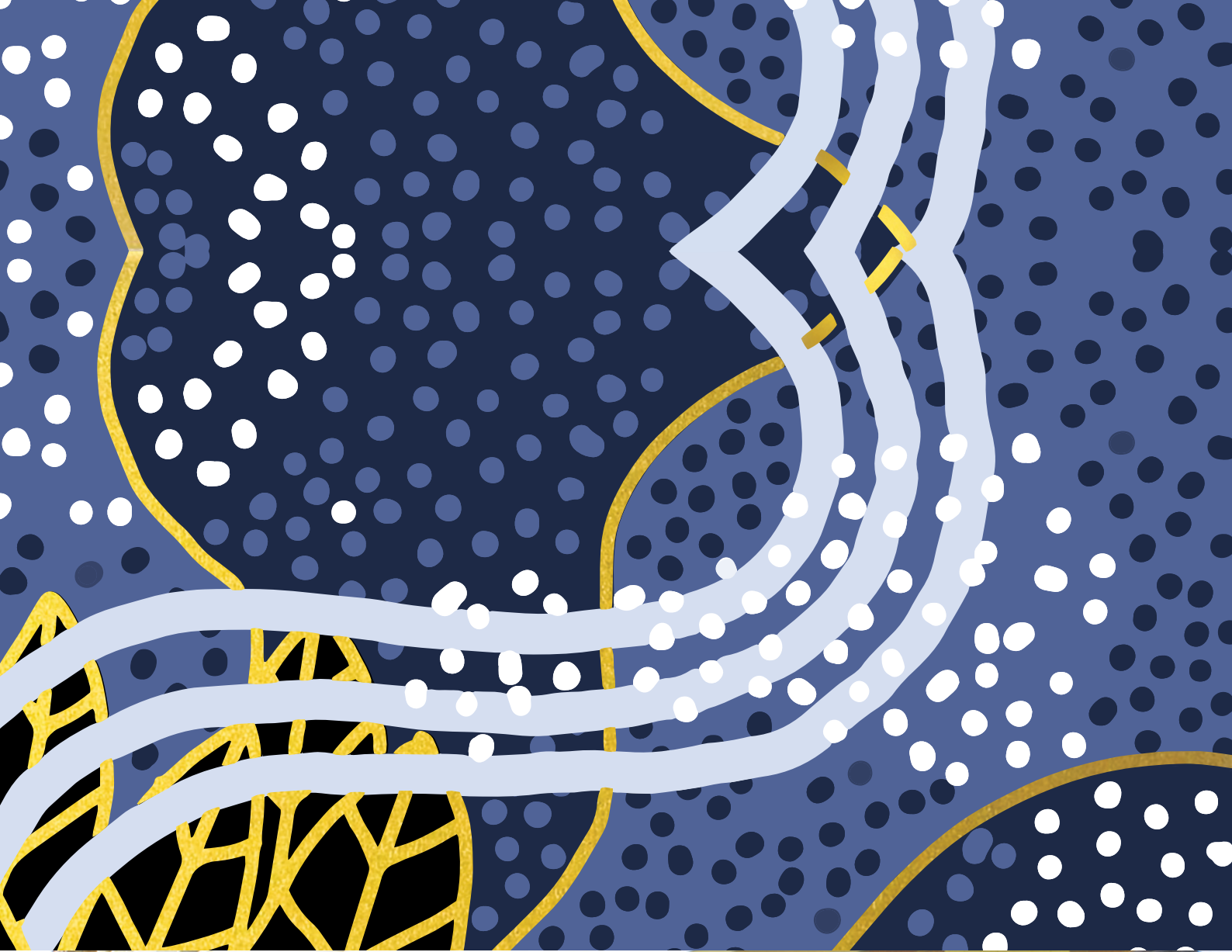
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Thank you to  
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## Acknowledgement of Country

**KAYA WANDJOO NIDJA WHADJUK NOONGAR BOODJA.**

**Hello and welcome, We are on Whadjuk Noongar Land.**

On behalf of the Hale School community, we acknowledge the Whadjuk Noongar people, who remain the spiritual and cultural custodians of this *boodja* upon which Hale School sits. We honour and pay respects to Whadjuk Noongar Elders past and present. We are grateful for the sacred knowledge, guidance and storytelling of the Whadjuk Noongar Elders. We pay our respects to all Aboriginal and Torres Strait Islander people and we stand in solidarity to support the continuation of the oldest living culture on this earth. Always was, always will be.





# HALE SCHOOL

Founded in 1858 by the first Anglican Bishop of Perth, Mathew Blagden Hale, Hale School is an Anglican day and boarding school for boys. Hale School was one of the first schools in Western Australia and is the oldest remaining boys' school. Initially located on St Georges Terrace, Perth, it now occupies a spacious site of more than 40 hectares in suburban Wembley Downs. Hale has an excellent reputation for academic achievement, pastoral care and the development of well-rounded young men who make a positive difference in their communities beyond their school years.

Before his appointment to the Diocese of Perth, our founder, Bishop Hale, was well known for

his pioneering work as an advocate for the empowerment of Aboriginal people in South Australia in the 1840s and '50s.

This legacy was part of the inspiration many years later, for Hale School to introduce an Indigenous student scholarship, which began in 1998. Its purpose is to create opportunities for Aboriginal and Torres Strait Islander students to walk successfully in both worlds, Indigenous and non-Indigenous. Hale School offers boarding and day school educational opportunities to Aboriginal and Torres Strait Islander boys from all parts of Western Australia. Since its inception, the Scholarship Programme has graduated more than 100 Aboriginal and Torres Strait Islander students

with the WA Certificate of Education and with a wide array of post-school opportunities for university study, training, apprenticeships and employment. At any one time approximately 25 Aboriginal and Torres Strait Islander students are enrolled at the School.

For each boy and his family, educational, cultural and personal support are available to ensure that the journey through Hale School is rich and nourishing and that it enables the full potential of each student to be realised.

JACK LANE

Hale School Foundation Indigenous Scholarship Student (2016-21)





# VISION

## OUR VISION IS OUR DUTY.

Hale School's vision for reconciliation is framed around the School motto of 'Duty'. Defining duty as doing what is right and giving back to others and to the community, we have centred our Reconciliation and Action Plan (RAP) around three elements:

1. Relationships
2. Respect
3. Opportunities

We aim to create an environment through our School community that embodies the spirit of reconciliation. As we launch this RAP during Reconciliation Week in 2021, we recognise and commit to Australia's reconciliation theme for 2021:

***More than a word. Reconciliation takes action.***

We have a duty to recognise and acknowledge the land on which our campus lies, Whadjuk Noongar Boodja.

We have a duty to create continual and meaningful learning opportunities for all members of the Hale community. We vow to educate our students about Australia's First Nations peoples, showing respect

for their culture. We have a duty to create relationships and respect. We recognise the wrongs of the past by teaching history through truth telling, integrating Aboriginal and Torres Strait Islander histories and perspectives into all aspects of our curriculum, Pre-Primary to Year 12. We will link this history to the challenges and triumphs of current day Aboriginal and Torres Strait Islander communities around Australia. We will support our staff, ensuring they are educated and aware of contemporary experiences and challenges in Aboriginal education.

We will work to safeguard, protect, integrate and respect sacred Aboriginal and Torres Strait Islander customs, traditions and language through connections with Whadjuk Noongar people and community members from the regions with which Hale School connects.

We have a duty to the Aboriginal and Torres Strait Islander students who are the young leaders of the Hale School Aboriginal and Torres Strait Islander programme. We aim to amplify the voices of these students. We will provide opportunities for

sharing culture and stories. We have a duty to support these young men on their journey to life post-school, allowing them to optimise all that a Hale School education provides. We believe in the 'ripple effect': we recognise that these young men are creating ripples of change in their families and communities by being a Hale School student and we respect their leadership in this way. We have a duty to respect and recognise the significant challenge of walking in two worlds and how the experience of an Aboriginal and Torres Strait Islander student at Hale School will differ from that of a non-Indigenous student. We have a duty to recognise and appreciate the cultural differences of Aboriginal and Torres Strait Islander students through connecting to their traditions and communities.

We aim to develop Aboriginal and Torres Strait Islander employment and procurement strategies to further enhance the School's connections with Aboriginal and Torres Strait Islander peoples.

It is Hale School's commitment to strive to fulfill all aspects of our vision, which embodies our motto, 'Duty'.



A young man with dark, wavy hair is smiling at the camera. He is wearing a dark blue school blazer with light blue vertical stripes, a white shirt, and a dark blue tie with a repeating crest pattern. A crest is visible on his left breast pocket. In the background, two other students in similar uniforms are walking on a grassy area with trees. The text 'OUR RECONCILIATION ACTION PLAN' is overlaid in white on a dark blue rectangular background at the bottom right.

# OUR RECONCILIATION ACTION PLAN



# THE RAP HAS ADDRESSED THE FOLLOWING ELEMENTS:

## Relationships

- Relationships within the School community of staff, students and their families, and Old Haleians.
- Relationships within the Aboriginal and Torres Strait Islander communities across WA that are connected to Hale School.
- Relationships with the Whadjuk Noongar people on whose land Hale School is situated.

## Respect

- Respect in the classroom.
- Respect in the Hale School community.

## Opportunities

- Cross-cultural opportunities for Hale students.
- Opportunities to connect to the Aboriginal and Torres Strait Islander community in Perth.
- Opportunities to learn more about history and culture in class.
- Opportunities to continue the development of the Hale School Foundation Indigenous Scholarship programme at Hale School.
- Opportunities for the broader Hale School community to learn about and celebrate the history of the area and the culture of Aboriginal and Torres Strait Islander people, Australia wide.







## WITHIN THE CLASSROOM

### **Purpose:**

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This element is focused on the further implementation of Aboriginal and Torres Strait Islander knowledge and topics into various curriculum areas.

The aim is to allow a broader scope of knowledge and understanding throughout different areas of the School during day-to-day class time.



# WITHIN THE CLASSROOM

ACTION	RESPONSIBILITY	TIMELINE	MEASURABLE TARGET
Inclusion of Aboriginal and Torres Strait Islander art studies in Art curriculum (Year 7/8)	David Bean	Commence inclusion Semester 1, 2022	Curriculum documentation updated and implemented
Aboriginal and Torres Strait Islander art study options in Years 9-12		Commence inclusion Semester 1, 2023	Curriculum documentation updated and implemented
Year 7 Curriculum – inclusion of more Aboriginal and Torres Strait Islander resources and perspectives	Jackie Hunt	Commence inclusion Semester 1, 2022	Curriculum documentation updated and implemented
Year 11/12 Year Periods – invite Aboriginal and Torres Strait Islander guest speakers on a range of topics (political, social and educational)	David Bean	Commence invitations to speak Semester 1, 2022	Guest speakers visit on a regular basis
Year 11/12 Hale Aboriginal and Torres Strait Islander student leaders invited to speak to Year 7 to share culture and knowledge	Year 11/12 Aboriginal and Torres Strait Islander leadership group each year	Commence Semester 1, 2022	Regular classroom visits and interaction with younger boys
Audit of Aboriginal and Torres Strait Islander Studies in curriculum at Hale School, Pre-Primary – Year 12	David Bean and Academic Office	Commence Semester 1, 2022	Audit completed, new curriculum documentation created
Year 7 Aboriginal and Torres Strait Islander Day (Yokayi Day)	Jackie Hunt	1st celebration to commence 2022	Scheduled and implemented day each year
Junior School reading programme: Aboriginal and Torres Strait Islander books	Hale Aboriginal and Torres Strait Islander students	Semester 1, 2022	Library catalogue review Minimum 4 visits a year Programme of buying comprehensive set of books
More frequent library displays of books by Aboriginal and Torres Strait Islander writers and local stories	Jackie Hunt	Semester 1, 2022	Displays created during significant weeks e.g. Reconciliation Week, NAIDOC Week and to highlight particular authors and themes





**Purpose:**

This element is focused on building relationships with the broader Aboriginal and Torres Strait Islander community through commitment to significant events and an improved connection with local Aboriginal organisations along with Elders. This element allows opportunity for cross-cultural learning through guests and current students, along with camps and trips.

ACTION	RESPONSIBILITY	TIMELINE	MEASURABLE TARGET
NAIDOC Week celebrations (whole school)	Emily Broderick	NAIDOC Week each year (ongoing)	Whole school diverse celebrations throughout NAIDOC Week each year
Reconciliation Week acknowledgement and activities	Emily Broderick	Reconciliation Week each year (ongoing)	Whole school acknowledgement and activities each year
More involvement and engagement with local Aboriginal and Torres Strait Islander organisations	Emily Broderick	Ongoing	Engagement during NAIDOC week, Reconciliation Week and two additional visits per year (4 total)
Look for opportunities to increase representation of Aboriginal and Torres Strait Islander people as Hale School staff members. Appointments encouraged in Parents' & Friends' Association and other committees.	Chris Miles Emily Broderick School Executive	Ongoing	Create more opportunities for Aboriginal and Torres Strait Islander coaches (Old Boys and other)  Create an equal opportunity employer footer for advertisements  Create identified positions for employment (e.g. EAs) where educationally desirable

# WITHIN THE COMMUNITY

ACTION	RESPONSIBILITY	TIMELINE	MEASURABLE TARGET
PD for staff and students on a regular basis	Chris Miles Emily Broderick	Ongoing	Day 0 PD – one a year at minimum Optional additional cultural training courses
Look for opportunities to teach Aboriginal and Torres Strait Islander culture across the School through formal curriculum and other opportunities e.g. Year Periods, Chapel and lunchtime talks	Emily Broderick Year 11/12 Aboriginal and Torres Strait Islander leadership group Academic Office	Ongoing	Curriculum documentation created and implemented for: Year 11/12 cultural studies Years 7-9 PD programme Culture classes
Engagement with local Elders and/or significant community members	Emily Broderick 2022 & beyond: Year 12 Aboriginal and Torres Strait Islander leaders	Ongoing	Welcome to Country – 2 per year (start of year and NAIDOC Week) Informal mentoring for boys throughout the year
Service learning / community work	Senior Aboriginal and Torres Strait Islander students Emily Broderick Wendy Keene	Ongoing	Fundraising and giving back by Hale Aboriginal and Torres Strait Islander students to community once a year
Carry out feasibility study for a Rugby WA Aboriginal and Torres Strait Islander Academy	Chris Miles	2022	Engage with Rugby WA, boys and girls schools offering rugby to focus on raising profile of Indigenous students rugby competition  Creation of Aboriginal and Torres Strait Islander academy in partnership with Rugby WA utilising Hale's resources
Journey stick crafting with Koomal Dreaming (Years 7-9 Outdoor Education)	Jackie Hunt Outdoor Education Department	Commenced 2021 Ongoing	Journey sticks created and crafted on Year 7 Outdoor Ed camp, to be carried through each camp until Year 9 where boys will leave a marking on the stick. Each stick represents boys from a House group.
Maintain and continue cross-cultural tours, where possible to include St Mary's AGS, visiting communities such as One Arm Point, Warmun	David Bean Emily Broderick	Ongoing	Annual visits to communities Opportunity for students to engage with the local community



# AROUND THE SCHOOL

## Purpose:

This element is focused on committing to a visible representation of culture and history around the School grounds and during events.

ACTION	RESPONSIBILITY	TIMELINE	MEASURABLE TARGET
'Physical' Welcome to Country sculpture or signage on the entry to the School grounds	Emily Broderick Prefect body	Semester 1, 2022	'Physical' Welcome to Country approved by Board of Governors and in position on School grounds
ANZAC Day recognition of Aboriginal and Torres Strait Islander service	Katie Feutrill	ANZAC Day, 2022	Implementation of recognition in Anzac Day service
Specific Hale School Acknowledgement to Country using stories from the area and Elders' knowledge	Emily Broderick	Semester 1, 2022	Creation and implementation of Hale School Acknowledgement to Country at the start of events
Documenting the stories, practices, activities of local Aboriginal and Torres Strait Islander people, their descriptions of local flora and fauna around campus	Emily Broderick	Semester 1, 2022	Increased awareness and education on local knowledge around the School, storytelling about the area by Whadjuk Elders and flora and fauna signage. Documentation Signage around the School



# AROUND THE SCHOOL

ACTION	RESPONSIBILITY	TIMELINE	MEASURABLE TARGET
Consultation with local Elders in regard to a place name for the land on which Hale is located, landmarks on the Hale grounds, given the significant surrounds of <i>Ngurnboro</i> (Herdsman Lake), <i>Galup</i> (Lake Monger) and Jackadder Lake. Herdsman was Mooroo country, home to Yellagonga's people.	Emily Broderick	Semester 1, 2022	Knowledge in Hale's community about the Aboriginal and Torres Strait Islander cultural name or names Future nomenclature opportunities
Artist in Residence – NAIDOC Week	Emily Broderick David Bean	NAIDOC Week at Hale School	Students engage with artist throughout the week
Hale School Aboriginal and Torres Strait Islander tie, created by the students	Aboriginal and Torres Strait Islander students	2022	Hale School community can purchase the tie from the Hale Shop
Cultural reference and recognition to be considered within the design of future new buildings	Hale School Executive Board of Governors David Bean	Ongoing	Building materials, cultural references, artwork to reference Aboriginal and Torres Strait Islander culture
Visible cultural practices in Junior School (Mia Mia upkeep and creation)	Emily Broderick Aboriginal and Torres Strait Islander students Junior School staff	Mia Mia creation – Semester 1, 2022 Upkeep every year during <i>Djeran</i> (Autumn) by Junior School boys using peppermint branches, woolly bush, paper bark sought from bushland around the School	Two visible Mia Mias in Junior School for boys to play in
Maintain tradition of Aboriginal and Torres Strait Islander flag visible around School	Boarding students (rostered)	Ongoing	Visible on flagpoles at the entrance of School



# PROGRESS AND REPORTING

**Purpose:**

To maintain the integrity of the RAP, to keep to the timelines set out and to make the RAP a living document, the plan will be reviewed and updated annually after consultation with relevant stakeholders and committee members. New actions will be added as required.

ACTION	RESPONSIBILITY	TIMELINE	MEASURABLETARGET
RAP Committee to meet once a semester to report on assigned areas	RAP Committee	Ongoing	Meeting minutes kept on record for staff to access
Refreshment of RAP	RAP Committee Emily Broderick	Annually	Following on from RAP Committee meetings, RAP to be refreshed to include up-to-date progress of elements and any new actions



## A special thanks to the Hale School 2021 RAP Committee for their dedication and commitment to Reconciliation.

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**Emily Broderick,  
Coordinator Aboriginal  
and Torres Strait  
Islander Programme**



**Jackson Sara,  
Year 12 Aboriginal and  
Torres Strait Islander  
Student Leader**



**David Bean,  
Deputy Headmaster**



**Tom Higgins,  
Year 12 Aboriginal and  
Torres Strait Islander  
Student Leader**



**Chris Miles,  
Head of Wilson House**



**Richie Farmer,  
Year 12 Aboriginal and  
Torres Strait Islander  
Student Leader**



**Jackie Hunt,  
Head of Year 7**



**Ty Mahony,  
Year 12 Aboriginal and  
Torres Strait Islander  
Student Leader**



**Katie Feutrill,  
Assistant Head of  
Haynes House**



**Lachlan Flavel,  
Captain of School**



**Jack Lane,  
Year 12 Aboriginal and  
Torres Strait Islander  
Student Leader**



**Michael McKenna,  
Vice Captain of School**



# MORE THAN A WORD: RECONCILIATION TAKES ACTION.







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