

## Acknowledgement of Country

The Berry Street School acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of the lands, skies, and waterways across Australia. We pay our deepest respects to Elders resting in the dreamtime, and to the Elders of today, who will continue to care, protect and nurture Traditional Lands that we gather on to learn and connect.

Berry Street has learnt that connection to Countries, cultures and communities facilitates pride in identity, resilience and healing. We also acknowledge the diversity present in each community and between communities. We are committed to supporting Aboriginal and Torres Strait Islander students to connect to their heritages, languages, storytelling, dreaming and songlines.

The Berry Street School acknowledges Aboriginal and Torres Strait Islander cultures date back 60,000 years and that sovereignty has never been ceded. We recognise that we operate on stolen land and recognise the impact invasion and colonisation has had and continues to have on people, land, seas and skies. We will remain committed to ensuring that all staff and students understand our true history as an organisation and nation.

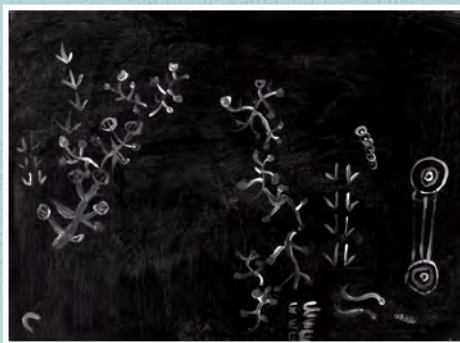
**It always was and always will be, Aboriginal land.**



## Artist statements



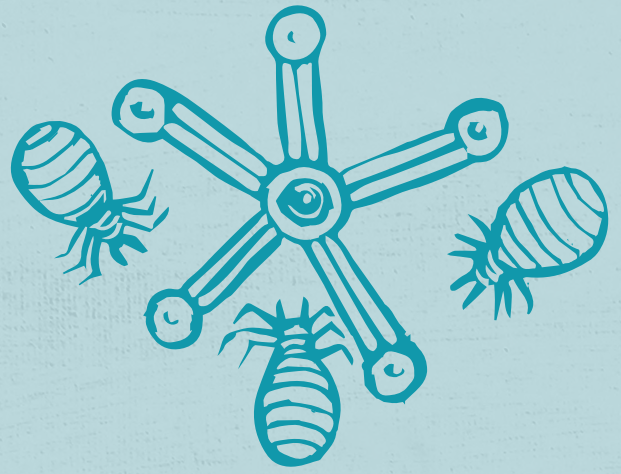
These artworks were created by Cayleb Martin – a junior student at Berry Street School’s Morwell campus and Gunaikurnai young person – on Gunaikurnai Country, with support from local Gunaikurnai artist Montana McStay.



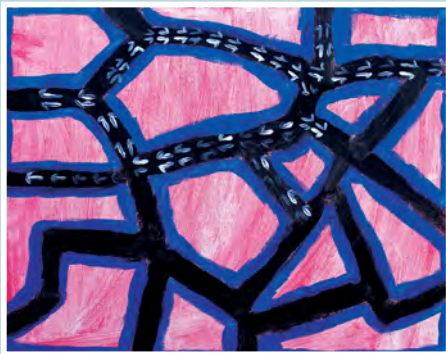
This piece (1) is about the five Gunaikurnai clan groups – Brataualung, Brayakaulung, Brabralung, Tatungalung and Krauatungalung – and the shields that represent these clans. Cayleb also chose to include symbols of a river, a tree and a hand.

This artwork (2) represents a story of Cayleb and his cousin going for a walk on local Gunaikurnai Country. Cayleb remembers looking at the animals and getting lost. After a few hours of being lost in the bush, Cayleb and his cousin found a house. The people in this house showed them where the track was, which allowed them to return home.

Cayleb created this piece (3) when reflecting on what reconciliation means to him. He included symbols about coming together as a group.



## Artist statements



**These artworks were created by Gunaikurnai and Barkindji student Trent Frost on Gunaikurnai Country, with support from local artist Montana McStay.**

The piece (1) relates to a river and a journey. When asked about his other piece (2), Trent reflected on his decision to include the shields from the five Gunaikurnai clan groups. He depicted a meeting place, which he said represents his family coming together. Trent hoped to symbolise his family's connection to animals.



**This artwork was created by senior secondary student and Gunaikurnai woman Bek Wright, with support from local artist Montana McStay.**

Bek's piece symbolises what reconciliation looks like and means to her. She used her handprints and symbols to represent people coming together.

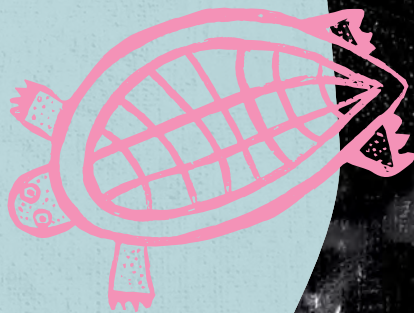
We give great thanks to Cayleb, Trent and Bek for the wonderful artworks for the Berry Street School's Reconciliation Action Plan.





## Contents

2	Our vision for reconciliation
3	Vision actions
4	Our RAP Working Group
6	About us
7	Our campuses
8	Relationships
10	Respect
12	Opportunities
15	Contact us



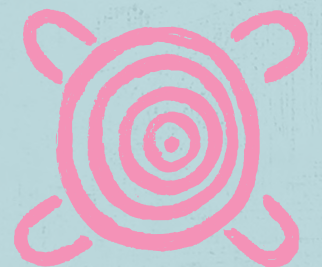


## Our vision for reconciliation

Berry Street's vision for reconciliation is an Australia where Aboriginal and Torres Strait Islander children and families have the same life opportunities as all Australians. We believe that all children, young people and families should be safe, thriving and hopeful.

The Berry Street School is committed to providing a culturally safe learning environment that teaches truth-telling. Our priority is to ensure that Aboriginal and Torres Strait Islander voices are heard, valued, respected and influential.

We will respectfully embed Aboriginal and Torres Strait Islander cultures within our learning spaces and local communities, ensuring pride in identity flourishes and the longest living continuous cultures are celebrated.





## Vision actions



To reach our vision for reconciliation, we are committed to:

- 1** Cultural safety
- 2** Anti-racism and allyship
- 3** Establishing and maintaining relationships with community
- 4** Cultural learning for all students and staff
- 5** Cultural Plans that prioritise connection to Country and community
- 6** Celebrate Aboriginal and Torres Strait Islander cultures all year
- 7** Prioritise voice and agency of Aboriginal and Torres Strait Islander peoples

## Our RAP Working Group

The Berry Street School's RAP Working Group includes:

**Chair** Sarah Dawson  
Senior Manager, Aboriginal Service Development

**Principal** Rebecca Robinson

**Staff**

Charles Hertzog	Jamie Ozga
Damian McKee	Louise Childs
Dieni Powell	Melinda Patterson
Ebony Joachim	Melissa Hoffman
Eliza Kramer	Meredith Barclay
Fred Couper	Nina Portail
Holly Grayhart	

We would like to acknowledge the Walking Together Group for their guidance and support during our reconciliation journey.







## About us

Berry Street believes children, young people and families should be safe, hopeful and thriving. Berry Street is committed to achieving this vision through working with and alongside the people who use our services to address their trauma, repair relationships and strengthen their identity.

The Berry Street School is a specialist, independent secondary school established in 2003. The school operates to educate children with a history of adverse childhood experiences who are at risk of disengaging from their education. The school adopts a trauma-informed approach to teaching and learning by implementing the Berry Street Education Model and puts the needs of our students at the centre of everything we do.

The Berry Street School's vision is to create and sustain a safe and inclusive learning community where our students have access to a high-quality education so they can thrive, achieve and belong.





## Our campuses

The Berry Street School has four campuses. They include:

### Ballarat Campus

Wadawurrung Country  
11-13 Yarrowee Street  
Sebastopol VIC 3356

P: 03 5330 5000

E: [ballaratcampus@berrystreet.org.au](mailto:ballaratcampus@berrystreet.org.au)

### Morwell Campus

Gunaikurnai Country  
58-62 Commercial Road  
Morwell VIC 3840

P: 03 5120 2590

E: [morwellcampus@berrystreet.org.au](mailto:morwellcampus@berrystreet.org.au)

### Narre Warren Campus

Bunurong Country  
17 Cranbourne Road  
Narre Warren VIC 3805

P: 03 9239 1480

E: [narrewarrencampus@berrystreet.org.au](mailto:narrewarrencampus@berrystreet.org.au)

### Shepparton Campus

Yorta Yorta Country  
54 Reedy Swamp Road  
Shepparton VIC 3630

P: 03 5822 8191

E: [sheppartoncampus@berrystreet.org.au](mailto:sheppartoncampus@berrystreet.org.au)



## Relationships

Action	Commitment	Assigned to	Due
<b>Relationships in the classroom</b>			
<b>Aboriginal and Torres Strait Islander people in the classroom</b>	<ul style="list-style-type: none"> <li>Organise a ceremony for the naming of school places at campuses where local language is used.</li> <li>Invite Aboriginal and Torres Strait Islander community members to participate in learning activities.</li> </ul>	RAP Working Group	Ongoing
<b>Relationships around the school</b>			
<b>Cultural competence for staff</b>	<ul style="list-style-type: none"> <li>Audit Aboriginal Cultural Knowledge and Understanding Training compliance for new staff.</li> <li>Research other professional learning opportunities for staff in 2023.</li> </ul>	RAP Working Group	March 2023
<b>Relationships with the community</b>			
<b>Welcome to Country</b>	<ul style="list-style-type: none"> <li>Welcome to Country at the Conference and RAP Launch.</li> <li>Welcome to Country at each campus during NAIDOC Week.</li> </ul>	RAP Working Group	July 2023
<b>Celebrate National Reconciliation Week</b>	<ul style="list-style-type: none"> <li>Co-develop with campus representatives, and share to all staff, a week-long unit to teach about and celebrate National Reconciliation Week.</li> <li>Each campus to organise and attend a community-based event to celebrate National Reconciliation Week.</li> </ul>	RAP Working Group	June 2023

Action	Commitment	Assigned to	Due
<b>Build relationships with community</b>	<ul style="list-style-type: none"> <li>• Cultural Plans that prioritise connection to Country and community.</li> <li>• Invite Aboriginal Community Controlled Organisations to campuses.</li> <li>• Students visit local Aboriginal significant sites through excursions.</li> <li>• Students have more opportunities to participate in local community events (knowledge of these shared by staff via Newsletter).</li> <li>• Aboriginal and Torres Strait Islander peoples have more opportunities to engage with the Berry Street School.</li> <li>• Create an Aboriginal garden at each campus by collaborating with local Aboriginal and Torres Strait Islander community members.</li> </ul>	RAP Working Group	Ongoing
<b>Cultural competence for students and children</b>	<ul style="list-style-type: none"> <li>• Ensure books written by Aboriginal and Torres Strait Islander authors are in all school libraries.</li> <li>• Incursion opportunities for students preferably once per term.</li> </ul>	RAP Working Group	Ongoing

# Respect

Action	Commitment	Assigned to	Due
<b>Respect in the classroom</b>			
<b>Teach about Reconciliation</b>	<ul style="list-style-type: none"> <li>• Students' iPads have the Yalinguth app downloaded on it.</li> <li>• Plan and deliver an activity that discusses the significance of the anniversary of the 'Bringing them Home' report.</li> <li>• Create a centralised system for sharing this cross-curriculum priority.</li> </ul>	RAP Working Group	Ongoing
<b>Explore current affairs and issues</b>	<ul style="list-style-type: none"> <li>• Lessons for significant dates to be created and delivered consistently across all campuses.</li> <li>• Explicitly teach about the Uluru Statement from the Heart and Voice to Parliament.</li> <li>• Each campus to attend one community event in 2023.</li> </ul>	RAP Working Group	Ongoing
<b>Respect around the school</b>			
<b>Acknowledgment of Country</b>	<ul style="list-style-type: none"> <li>• Explore the various ways of delivering our acknowledgments in the classroom by considering student ideas and technologies.</li> <li>• Each campus to record an Acknowledgment of Country in preparation of the RAP launch.</li> <li>• Revise the Berry Street School Acknowledgement of Country and share with staff, students and on digital platforms.</li> </ul>	RAP Working Group	April 2023

Action	Commitment	Assigned to	Due
<b>Respect with the community</b>			
<b>Aboriginal and Torres Strait Islander flags</b>	<ul style="list-style-type: none"> <li>• Enquire about a flag raising ceremony opportunity for all campuses in 2023.</li> </ul>	RAP Working Group	March 2023
<b>Take action against racism</b>	<ul style="list-style-type: none"> <li>• Plan and deliver one whole-school staff meeting/PL (or campus-specific) about anti-racism and allyship.</li> <li>• Staff from each campus to attend the Centre for Multicultural Youth (CMY) professional learning about Schools Standing Up to Racism.</li> <li>• Complete the CMY reflection survey: anti-racism and our school.</li> <li>• Create an anti-racism action plan.</li> <li>• Develop an anti-racism policy.</li> <li>• Take a proactive approach to racism by providing staff with skills to be able to facilitate conversations about racism in a safe space.</li> <li>• Design and implement a unit of study about racism.</li> <li>• Research and share professional learning opportunities for dealing with racism in schools.</li> <li>• Staff are made aware of how to record racial vilification in ERIN.</li> <li>• Incorporate activities at meetings or PLs using CMY reflection card decks.</li> </ul>	RAP Working Group	October 2023

## Opportunities

Action	Commitment	Assigned to	Due
<b>Opportunities in the classroom</b>			
<b>Embed cross-curriculum priority</b>	<ul style="list-style-type: none"> <li>• Cross-curriculum priorities explicitly stated in lesson/unit plans.</li> <li>• Fortnightly collaborative planning with community at Morwell.</li> <li>• Time allocated during RAP Working Group meetings to create cross-curriculum lesson plans.</li> </ul>	RAP Working Group	October 2023
<b>Curriculum planning</b>	<ul style="list-style-type: none"> <li>• Cross-curriculum priorities are embedded into whole-school scope and sequence documents.</li> <li>• Identify location on SharePoint for staff to access and share lesson plans about Aboriginal and Torres Strait Islander cultures, histories and perspectives.</li> <li>• Lead Teachers to identify the extent to which Aboriginal and Torres Strait Islander histories, cultures and contributions are already embedded in curriculum planning, and to identify opportunities for strengthening the representation of this content in the curriculum.</li> </ul>	RAP Working Group	December 2023



Action	Commitment	Assigned to	Due
<b>Opportunities around the school</b>			
<b>Inclusive policies</b>	<ul style="list-style-type: none"> <li>• Raise staff awareness of Berry Street School's existing policies that refer specifically to improving educational outcomes for Aboriginal and Torres Strait Islander peoples.</li> <li>• Where necessary, amend existing policies to ensure they are inclusive of Aboriginal and Torres Strait Islander peoples, histories and cultures.</li> </ul>	RAP Working Group	December 2023
<b>Staff engagement with RAP</b>	<ul style="list-style-type: none"> <li>• Celebrate and reflect on RAP at the 2023 Conference.</li> <li>• Ensure RAP progress is a rolling agenda item in meetings.</li> </ul>	RAP Working Group	May 2023
<b>Opportunities with the community</b>			
<b>Local sites, events and excursions</b>	<ul style="list-style-type: none"> <li>• Ensure all students have the opportunity to participate in an excursion on Country each term.</li> <li>• Lessons planned and distributed to staff about connection to Country.</li> </ul>	RAP Working Group	Ongoing
<b>Celebrate RAP progress</b>	<ul style="list-style-type: none"> <li>• 2021–2022 RAP progress to be celebrated at 2023 Conference.</li> <li>• RAP progress is celebrated on digital platforms including the school website and Microsoft Teams.</li> <li>• Work alongside Berry Street's Innovate RAP Working Group to celebrate our collective RAP progress.</li> </ul>	RAP Working Group	Ongoing





## Contact us

### **Berry Street School**

**P:** 03 9429 9266 (Monday to Friday, 8am to 5pm)

**E:** [BSVSchool@berrystreet.org.au](mailto:BSVSchool@berrystreet.org.au)

[berrystreetschool.vic.edu.au](http://berrystreetschool.vic.edu.au)

**Sarah Dawson**, Senior Manager  
Aboriginal Service Development, Berry Street

**P:** 03 9429 9266

**E:** [sdawson@berrystreet.org.au](mailto:sdawson@berrystreet.org.au)



Berry Street acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of the lands, skies and waterways across Australia. We recognise that we operate on stolen land and that sovereignty was never ceded. We are committed to supporting Aboriginal and Torres Strait Islander children and young people to connect to their cultures, countries and communities.



Berry Street is committed to the principals of social justice. We support the LGBTIQ+ community and celebrate diversity.

**BERRY  
STREET  
SCHOOL**

Thrive, Achieve, Belong.

