

Adding Actions, Goals and Deliverables to Your RAP – FAQs

What are RAP Actions?

[RAP Actions](#) represent your school or early learning service’s practical commitments to reconciliation. There are 40 RAP Actions to select from, each of which relates to relationships, respect and opportunities, as they play out in the classroom, around the school or early learning service, and with the community. There are 14 Actions that must be included in the RAP for it to be considered complete – they are marked as ‘required’. The required Actions are essential to enable a consistent minimum standard for RAPs, and to driving sustainable, whole-scale change.

ACTIONS

RAP Actions are the commitments included in the Reconciliation Action Plan (RAP). There are 40 RAP Actions, each of which relates to relationships, respect and opportunities, as they play out in the classroom, around the school or early learning service and with the community. There are 14 Actions that must be included in the RAP for it to be considered complete – they are marked as ‘required’. The required Actions are essential to enable a consistent minimum standard for RAPs.

RELATIONSHIPS

- in the classroom >
- around the school >
- with the community >

RESPECT

- in the classroom >
- around the school >
- with the community >

OPPORTUNITIES

- in the classroom >
- around the school >
- with the community >

Search

Show all Only show required RAP Actions Only show added RAP Actions

Relationships in the classroom

Aboriginal and Torres Strait Islander People in the Classroom ★ Required
VIEW ACTION
Enhance teaching and learning activities by engaging Aboriginal and Torres Strait Islander people from within the school community.

Early Years Learning Framework - Early Learning Specific ★ Added
VIEW ACTION
Support educators to embed Aboriginal and Torres Strait Islander histories and cultures into the curriculum as outlined in the EYLF.

Opportunities for Aboriginal and Torres Strait Islander Students and Children VIEW ACTION

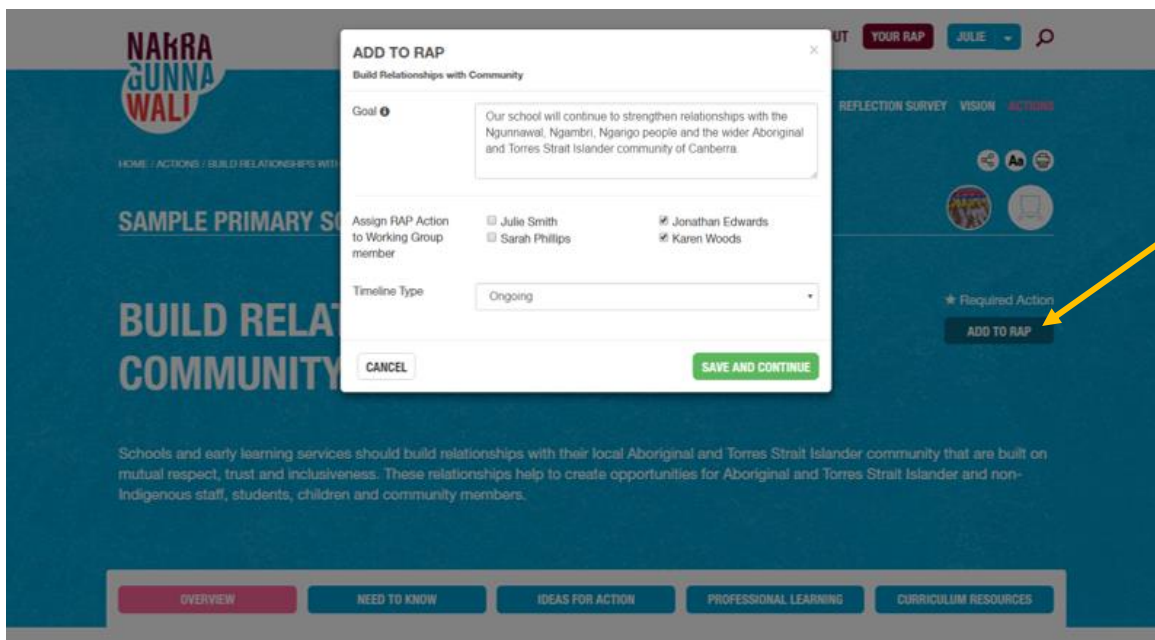
When you proceed to ‘View’ a given RAP Action page on the Narragunnawali platform, you will see:

- An Overview
- Some foundational ‘Need to Know’ text

- Some 'Ideas for Action' – non-prescriptive or non-exhaustive examples of how that RAP Action can be 'put into action'
- Professional Learning and Curriculum resources to support the understanding and/or implementation of each RAP Action. There is at least one professional learning resource and at least one curriculum resource at each of the early learning, primary school and secondary school levels linked to each RAP Action

Who can add Actions to our RAP?

Any Chair of your RAP Working Group can add an Action to your school or early learning service's RAP while it is in draft. In doing so, they will also be prompted to assign the Action to one or more Working Group members to drive, and to set a timeline for the Action's implementation, whether this be a specific date, date range, or ongoing activity.



What text will automatically appear in our RAP document when we add an Action to the RAP?

Prior to adding an [Action](#) to your RAP, you will note that a general descriptive statement appears under the Action title. For example, the [Build Relationships with Community](#) RAP Action is described as follows:

Schools and early learning services should build relationships with their local Aboriginal and Torres Strait Islander community that are built on mutual respect, trust and inclusiveness. These relationships help to create opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children and community members.

Upon adding an Action to the RAP, the language of this statement will automatically shift to active commitment text, and this text will automatically appear in your downloadable RAP document. Compared to the general descriptive text above, see, for example, the auto-generated commitment text that appears against the Build Relationships with Community RAP Action once it has been added to the RAP:

We commit to building relationships with our local Aboriginal and Torres Strait Islander community that are built on mutual respect, trust and inclusiveness. We value these relationships and their role in helping to create opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children and community members.

What is the difference between a Goal and Deliverable?

After adding an [Action](#) to your RAP, you will be prompted to consider whether your RAP Working Group would like to add an aligned Goal and/or Deliverables.

A Goal is an opportunity to describe your school or early learning service's unique, aspirational approach to a particular RAP Action. One personalised/localised and yet high level Goal can be set against any given RAP Action.

A Deliverable is a specific task or step that can support the delivery of a RAP Action. Several dynamic Deliverables can be set against a single RAP Action.

For example, a Goal aligned with the [Build Relationships with Community](#) RAP Action might include something like *“Our school will continue to strengthen relationships with Ngunnawal, Ngambri and Ngarigo peoples, as well as the wider Aboriginal and Torres Strait Islander community, of the Canberra area.”*

Deliverables aligned with this same RAP Action might include examples such as *“Investigate opportunities for becoming a member of the ACT Aboriginal and Torres Strait Islander Education Consultative Group (ATSIECG)”* and/or *“Contact the Local Aboriginal Land Council to learn more about the Traditional Owners of the Canberra Area”*.

Of course, the Goals and Deliverables set by any given school or early learning service will be dependent on the particular local context, and on where the school/service is currently at on its reconciliation journey.

Is it mandatory to set Goals and/or Deliverables?

While adding a Goal and/or Deliverables against any given RAP Action is an opportunity to personalise and localise your school or early learning service's RAP commitments, it is not mandatory to do so.

Will the Goals and/or Deliverables appear on our published RAP document?

For confidentiality/privacy reasons, the default setting is for Goals to be hidden from the published RAP document. However, should your school or early learning service wish to have its RAP Goals published, please [notify the Narragunnawali team](#) before your Principal/Director approves the RAP to have it sent to Reconciliation Australia for final review/publication.

Deliverables are always kept hidden from the published RAP document in that they are intended to be flexible internal planning tools rather than public statements of commitment.

If, at any stage, you wish to confidentially view all Goals and/or Deliverables that your school or early learning service has set against its RAP commitments in a single place, consider downloading the 'RAP Working Document' file under the "Your RAP" tab when logged into the Narragunnawali platform:



Can we continue to set Goals and/or Deliverables after the RAP is published?

Deliverables can be used as dynamic planning and tracking tools that all RAP Working Group members can add to, edit and check off even after the RAP has been published. For those schools and services whose Goals are, by default, set to 'hidden' from the formal RAP document, it is also possible for RAP Working Group Chairs to add/edit these Goals within the Narragunnawali platform while the RAP is otherwise in published form. If your school or service had requested to have your Goals published in the RAP document, however, the RAP would need to be reverted to draft to make any updates to Goals after the RAP has been published, and would then need to be re-submitted for re-publication.

How do we ensure that our Goals and/or Deliverables are meaningful?

While there is generally no inherently "right" or "wrong" Goal and/or Deliverable, strong Goals and/or Deliverables tend to:

- Reflect conversations, consultations and collaborations carried out with the school or early learning service's local [Aboriginal and/or Torres Strait Islander community](#).
- Reflect [respectful and inclusive language and terminology](#) use.
- Reflect an attention to fostering [cultural safety and respect](#).
- Reflect an attention to [tackling tokenism](#).
- Reflect an attention to [evaluating reconciliation-related resources and activities](#).
- Reflect a recognition that reconciliation in education often involves ongoing journeys of [learning, unlearning and relearning](#).
- Reflect a clear alignment with the school or early learning service's [Vision for Reconciliation](#), keeping in mind that strong Vision statements tend to:
 - Be personalised and localised.
 - Have been shaped by active engagement with the school or early learning service's Aboriginal and Torres Strait Islander and wider local community.

- Be based on careful and critical reflection, but be forward-thinking and aspirational in nature, rather than simply logging existing activities and achievements.
- Draw on a strengths-based approach – that is, don't focus exclusively on “close the gap”-type aspirations but also recognise the successes and continued potential of Aboriginal and Torres Strait Islander knowledges and contributions in shaping educational (and wider) outcomes.
- Provide a holistic picture of what the school or early learning service hopes to achieve through the implementation of reconciliation initiatives, rather than providing a summary of individual RAP Actions committed to.
- Appreciate that reconciliation is an ongoing and multi-dimensional process. Refer to [The State of Reconciliation in Australia](#) report (and [Discussion Guide](#)) for guidance in understanding the interrelated dimensions required to drive it forward.
- Recognise that reconciliation in Australia is about more than celebrating multiculturalism generally, or promoting human rights and equal opportunities on a broad level. It is essential to highlight the particular place of Aboriginal and Torres Strait Islander peoples in Australia's reconciliation journey, and explicitly point to the significance of recognising and respecting the histories, cultures and contributions of Aboriginal and Torres Strait Islander Australians as part of our shared national story and identity.
- While recognising the above, reinforce the importance of reconciliation for all Australians. Remember that reconciliation is not a matter of ‘us’ and ‘them,’ and necessitates genuine and meaningful two-way relationships between non-Indigenous Australians and Aboriginal and Torres Strait Islander peoples.

Any other questions?

Contact the Narragunnawali team via www.narragunnawali.org.au/contact-us!