



RECONCILIATION
ACTION PLAN

STRETCH

STRETCH RECONCILIATION ACTION PLAN

Sept 2019 - Sept 2022



Association of
Independent Schools
of South Australia

ACKNOWLEDGEMENT OF COUNTRY

Kurna Miyurna

Kurna Yarta

Ngadlu

Tampinhi

Translation Kurna to English:

'We acknowledge the Kurna People and Kurna Country.'

The Association of Independent Schools of South Australia is situated on Kurna Land and we acknowledge that the Kurna Elders, past and present, are the Traditional Custodians of this Land.

OUR COVER

The life giving energy of reconciliation is captured in the symbolic entwined 'meeting place.' This 'meeting place' is the coming together of all Australians, Aboriginal and Torres Strait Islander peoples and non-Aboriginal and Torres Strait Islander peoples, to create an Australian culture that acknowledges and deeply respects Australia's First Peoples as a fundamental part of our identity as a nation.

The journey to reconciliation requires us to acknowledge past injustices and this is symbolised by the layered background - our visual representation of the many dimensions of the reconciliation landscape.

The cover expresses our enduring goal of building strong and mutually beneficial relationships between the Association of Independent Schools of South Australia and Aboriginal and Torres Strait Islander peoples.



KRISTIAN DOWNING

Chair of the Board

The Association of Independent Schools of South Australia (AISSA) is built on the belief that autonomy, respect and integrity infuse all aspects of our relationships with one another and the communities we support.

Strengthening relationships with Aboriginal and Torres Strait Islander peoples and learning more about their cultures, lands and histories are important to the AISSA and our member schools. The reconciliation journey asks the AISSA and our member schools to listen to hard truths, learn from each other and together build a better future for all Australians.

The AISSA is proud to have produced this Stretch Reconciliation Action Plan, which builds on the significant achievements of our 2015-2018 Innovate Reconciliation Action Plan. The actions outlined in this plan document our new level of commitment to a reconciled Australia.



CAROLYN GRANTSKALNS

Chief Executive

I am delighted to share our Stretch Reconciliation Action Plan. We began our reconciliation journey because we wanted to act with integrity as an Australian organisation. Together, this journey has instilled in us a deep commitment to recognise Aboriginal and Torres Strait Islander cultures as a proud part of our shared national identity.

As our knowledge of Aboriginal and Torres Strait Islander histories, and cultures has grown, so has our commitment to reconciliation, both as an organisation and as a community of individuals. Our new Reconciliation Action Plan focuses on implementing within our organisation and our sphere of influence, longer-term sustainable strategies. In the spirit of reconciliation, we will work in close collaboration with Aboriginal and Torres Strait Islander peoples to achieve our goals.

We look forward to a time when the aspirations of so many Australians are realised and there is true reconciliation between Australia's First Peoples and the broader community.



KAREN MUNDINE

Chief Executive Officer

Reconciliation Australia congratulates the Association of Independent Schools of South Australia (AISSA) on its continued commitment to reconciliation, as it implements its second Reconciliation Action Plan (RAP).

Since joining the RAP community in 2015, AISSA has been an exemplary model for reconciliation in education. This Stretch RAP will build upon its initial successes by ensuring that relationships with Aboriginal and Torres Strait Islander people and communities remain central to their work.

Representing the interests of nearly 50,000 students enrolled in independent schooling across South Australia, AISSA realised in their first RAP its potential to progress an ambitious reconciliation in education agenda. With the Indigenous Secondary Student Mentoring Program, AISSA's Innovate RAP used role models and individualised guidance to support students navigate the complicated terrain of

schooling, career and beyond. The organisation's Learning Together, Building Relationships video shows just how effective and valuable Aboriginal and Torres Strait Islander cultures, languages and histories are to the work being done by AISSA today.

In launching its Stretch RAP, AISSA is looking to magnify the initial momentum and engagement sparked in its Innovate RAP and extend its reach in thoughtful and creative ways. Particularly ambitious is AISSA's plan for a cross-state Aboriginal Immersion Program in East Arnhem Land, in which it will impress upon educators the myriad cultural learnings for students in visiting Australia's remote communities. As the organisation continues to set the bar for reconciliation in independent schooling in South Australia, it will engage with consultants in order to keep Aboriginal and Torres Strait Islander perspectives, collaboration and knowledge at the forefront of their work.

AISSA's Stretch RAP signifies its accelerated commitment to reconciliation within its organisation and across its sphere of influence. On behalf of Reconciliation Australia, I commend AISSA on its Stretch RAP and look forward to following its ongoing reconciliation journey.

Karen Mundine
Chief Executive Officer
Reconciliation Australia

A handwritten signature in blue ink, appearing to be 'KM', written over a light blue circular background.

VISION

We believe that Aboriginal and Torres Strait Islander histories and cultures are foundational to our understanding of what makes Australia unique in the world. Our vision for reconciliation will be realised when Aboriginal and Torres Strait Islander histories and cultures are a source of pride for all Australians.

This vision promotes a culture that strengthens respect for Aboriginal and Torres Strait Islander peoples through rich, inclusive learning opportunities, that deepen knowledge and understanding of the diversity within and across Australia's First Peoples.

As a peak educational organisation that leads, supports, represents and advocates for the Independent school sector in South Australia, we actively engage in actions that recognise and respect Australia's First Peoples and promote reconciliation between Aboriginal and Torres Strait Islander peoples and non-Aboriginal and Torres Strait Islanders.

We aspire to influence, and endeavour to support, communities within our sector and the broader community to fully embrace reconciliation.

OUR BUSINESS

The AISSA leads, supports, represents and advocates for the Independent sector in South Australia to enhance the success, sustainability and strength of its member schools.

The AISSA represents the interests of 103 Independent schools with an enrolment in excess of 48700 students. South Australian Independent schools employ over 7328 staff, including 4435 teachers, and educate students from a wide range of cultural and socio-economic backgrounds. Our member schools educate students within a curriculum underpinned by a diverse range of religious beliefs and educational philosophies.

The AISSA is recognised as the peak body for the South Australian Independent school sector and plays a significant leadership role in providing advice and information, representing individual schools and the sector, and shaping change across the sector.

The AISSA has one office in Adelaide and employs 26 staff who work to support member schools to adopt best practice in relation to all aspects of leading learning, school governance and operations. The AISSA provides expert staff to support Principals and Boards to realise the vision they have for their schools.

We have one Aboriginal staff member, and Aboriginal consultants are regularly engaged to support the AISSA staff and our member schools to deepen their understanding of Aboriginal and Torres Strait Islander people's histories, cultures and perspectives.

OUR RAP JOURNEY

We began our RAP journey in 2014 and launched our AISSA Innovate RAP in 2015. Through our RAP, we intended to contribute to the creation of an Australian society that values and recognises Aboriginal and Torres Strait Islander cultures as a proud part of a shared national identity. As part of our RAP, we established a range of strategies that promoted reconciliation internally and within the organisation's sphere of influence.

'Working at the AISSA has given me an opportunity to connect in with reconciliation. It has been really powerful because we have been able to acknowledge the Indigenous peoples and their unique cultures.'

In 2018 the staff reflections on our four-year RAP journey acknowledged it has been profoundly important both personally and professionally. The most profound impact of our reconciliation journey has been learning the stories we did not know about Australia's First

Peoples and Australia's history since European contact.

'We can't change history, we can't undo what's happened, but it is unthinkable that we wouldn't now, do everything we can to achieve the goals of reconciliation.'

As our AISSA office is on Kurna Land, being able to say the Acknowledgement to Country in Kurna is one of the ways we now show respect for the Traditional Custodians. Language is a fundamental aspect of culture and one of the initiatives of our Innovate RAP was to learn and use the Kurna language of the Adelaide Plains. In partnership with internationally recognised Kurna language expert Jack Buckskin, our staff learnt to have brief conversations in Kurna and say the Acknowledgement to Country in Kurna. Together, we gained new insights into how the Kurna people understand the world.

OUR RAP JOURNEY cont.

'The highlight for me has been working with the Kurna language and having external consultants from the Aboriginal community work with us.'

One of the strategies that has been effective in promoting reconciliation in our schools is the Indigenous Secondary Student Mentoring Program. This began in 2015 and currently provides mentoring to 146 students in 25 Independent schools across metropolitan, regional and remote South Australia. It is the first of its kind in the Independent sector, responding to a diverse range of student needs and continuing to support Aboriginal and Torres Strait Islander students to build aspirational pathways.

'The most important thing is the children, that they can participate in their own society and ours.'

The AISSA continues to promote the Reconciliation Australia's Narragunnawali: Reconciliation in Education to all our member schools

and has actively supported over a third of our schools and their associated Early Learning Centres to engage in the Narragunnawali RAP process. Reconciliation requires an organisational culture change. In the context of our schools, the RAP needs to be supported by the Principal and every group within the school. The Narragunnawali RAP is an effective process for individual schools to project-manage the cultural shifts that are key to their school's reconciliation journey.

'It has been an important and personal journey'.

Our Stretch RAP (2019-2022) was collaboratively developed through an iterative process of staff feedback. The RAP Working Group (RWG) meets regularly and the Chief Executive is the RAP champion. The RWG includes Carolyn Grantskalns (Chief Executive), Lynda Secombe (Senior Education Consultant), Elizabeth Sexton (Human Resources Consultant), Mary Hudson (Senior Education Consultant), Emily Metelmann (Administrative Officer), Justin Wilkey (Indigenous

OUR RAP JOURNEY cont.

Secondary Students Mentor), Libby Worrell (Early Childhood Education Consultant), Melissa Symonds (Special Education Consultant), and Monica Williams (Education Consultant and RWG Coordinator). We are fortunate to have Justin Wilkey, an Aboriginal man with links to the lower River Murray as part of our RWG.

'It has really made me think about whose voices you hear around commentary about issues that primarily affect Aboriginal peoples and to seek out the voices of Aboriginal commentators.'

The RWG regularly invites Aboriginal consultants to collaborate and provide the AISSA with cultural knowledge and advice. The RWG is supported by the whole staff, as we strive to more deeply embed into our own workplace practices and spheres of influence, opportunities to recognise, respect and celebrate the uniqueness of Australia's First Peoples.

'The RAP becomes no longer a document, it lives through the people who work here.'

KEY ACHIEVEMENTS

- A significant milestone for our organisation was the creation of the 'Our Reconciliation Journey' video, which captures the significant learning we have undertaken. This video is on our website.
- Our cultural language learning with Jack Buckskin, internationally recognised Kurna language expert, enabled us to say the Acknowledgement of Country in Kurna and engage in short conversations.
- The AISSA has a deeper appreciation of Aboriginal and Torres Strait Islander cultures and staff now regularly attend contemporary Aboriginal art, dance and theatre.
- We have embedded the Welcome to Country into all significant AISSA events. The Acknowledgement of Country is now part of our internal practice at the commencement of workshops and meetings.
- The Kurna Warra Karrpanthi group were consulted and provided Kurna names for all of our meeting rooms.
- Reconciliation South Australia's 2017 Kokoda Track Reconciliation Trek included one of our staff as an Aboriginal mentor.
- Digital Technologies and an Aboriginal language were integrated through the AISSA Humanoid Robot Research Project. This innovation was shared internationally, nationally and locally through conference presentations, journal articles and the websites of national education organisations.
- We initiated the Indigenous Secondary Student Mentoring Program in 19 Independent schools across metropolitan, regional and remote South Australia.
- Since 2015 we have supported over one third of our member schools and Early Learning Centres to engage in the Narragunnawali RAP process.

INDIGENOUS SECONDARY STUDENT MENTORING PROGRAM

The Indigenous Secondary Student Mentoring Program first began in 2015 and currently provides mentoring to 140 students in 19 Independent schools across metropolitan, regional and remote South Australia. It is the first of its kind in the Independent schools sector and, depending on location and contexts, responds to a diverse range of student needs.

Areas of mentoring focus include building students' self-esteem, supporting students' future aspirations and providing cultural safety and support. These are the main pillars of the program, providing a foundation for students to begin to explore their futures and to navigate post-schooling educational pathways and training opportunities.

The continuity of maintaining the same mentor since the program's inception in 2015 has resulted in strong relationships with students, school staff and families, with all involved working in synergy to provide the best possible opportunities and outcomes for students.

The program aims to build up the strength of its cohort in a way they feel comfortable to share their hopes and dreams and allow the mentor to provide individualised support and advice that is bespoke for each student.

The mentor continues to seek guidance and mentoring from Aboriginal educators and role models for professional and cultural development, to ensure the students have the most relevant and engaging content. Relationships established with external agencies which continue to work closely with the mentoring program include three universities in Adelaide, TAFE SA, government agencies which offer traineeships and employment, Maxima, National Australia Bank, South Australian Aboriginal Sports Training Academy, University of Sydney, The Smith Family, Tauondi Aboriginal College and Reconciliation South Australia.

Students comment on how being involved in the mentoring program has helped shape their journey. The quote below is shared by a student who entered the program in Year 11 and is now studying a double degree at university.

'University would not have been an option for me without ... mentoring as I would have struggled to finish high school. A large part of my struggle was because of mental health, family issues, and cultural isolation. (The mentor) allowed me to explain my situation, release any bad energy, and feel a connection to my Indigenous heritage.'

2017 RECONCILIATION SA KOKODA

To commemorate 75 years since Australian soldiers fought the Japanese in Papua New Guinea a group of Year 10 and Year 11 Aboriginal and non-Aboriginal students and their leaders from South Australian State and Independent Schools spent eight days walking the 106 km track and telling the stories of soldiers, many of whom never made it home.

The 2017 Kokoda Track Reconciliation Trek, organised by Reconciliation SA, aimed to provide trekkers with the opportunity to walk and talk together and learn more about reconciliation and expand their cultural knowledge. The experience had a profound impact on the entire group and as the Indigenous Student Mentor it was amazing to see the transformation the experience had on our young people. Hearing the stories of how soldiers both Aboriginal and non-Aboriginal were tested was a sobering and humbling experience. I witnessed significant personal growth and the development of young leaders along the trek. The impact post Kokoda has been profound.

Since returning from the Kokoda Track, students who have been part of the mentoring program have addressed more than 1200 people at the annual Reconciliation SA breakfast, delivered speeches to their peers and teachers at school, told of their journey and the importance of Reconciliation on ABC radio and Radio Adelaide and presented at

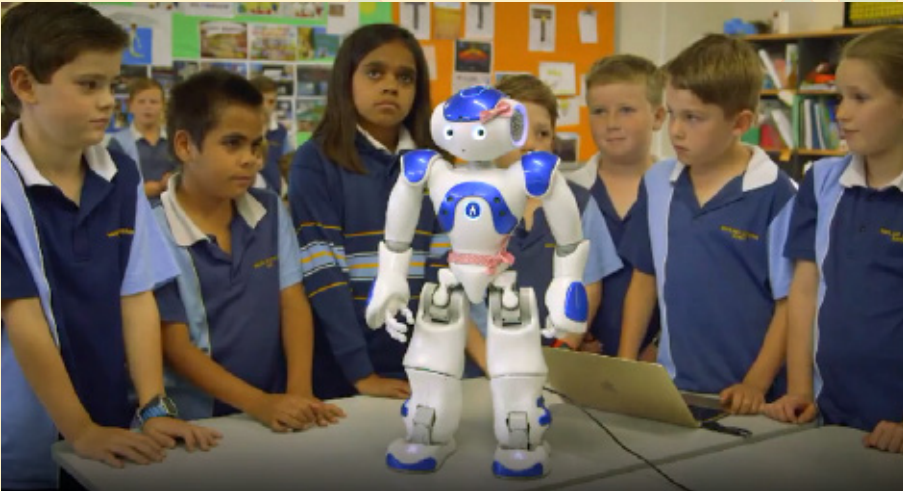
retirement villages. One student who I've had a close relationship with through the mentoring program for the past two and a half years, was the keynote speaker at the 2018 Aboriginal Veterans' Commemorative Service. The student spoke in front of more than a hundred guests including the Governor and Premier of South Australia among other invited dignitaries, something he openly admitted to me he would not have had the courage to do before completing Kokoda.



Students who attended the trek continue to keep in contact and share a bond that cannot be broken, they have returned to their schooling with a vigour and determination to spread the word about the importance of reconciliation and the need for us all to share stories and walk in each others' footsteps to continue the journey of reconciliation. *Justin Wilkey, Indigenous Secondary Student Mentor*

EMBEDDING ABORIGINAL PERSPECTIVES IN THE CLASSROOM

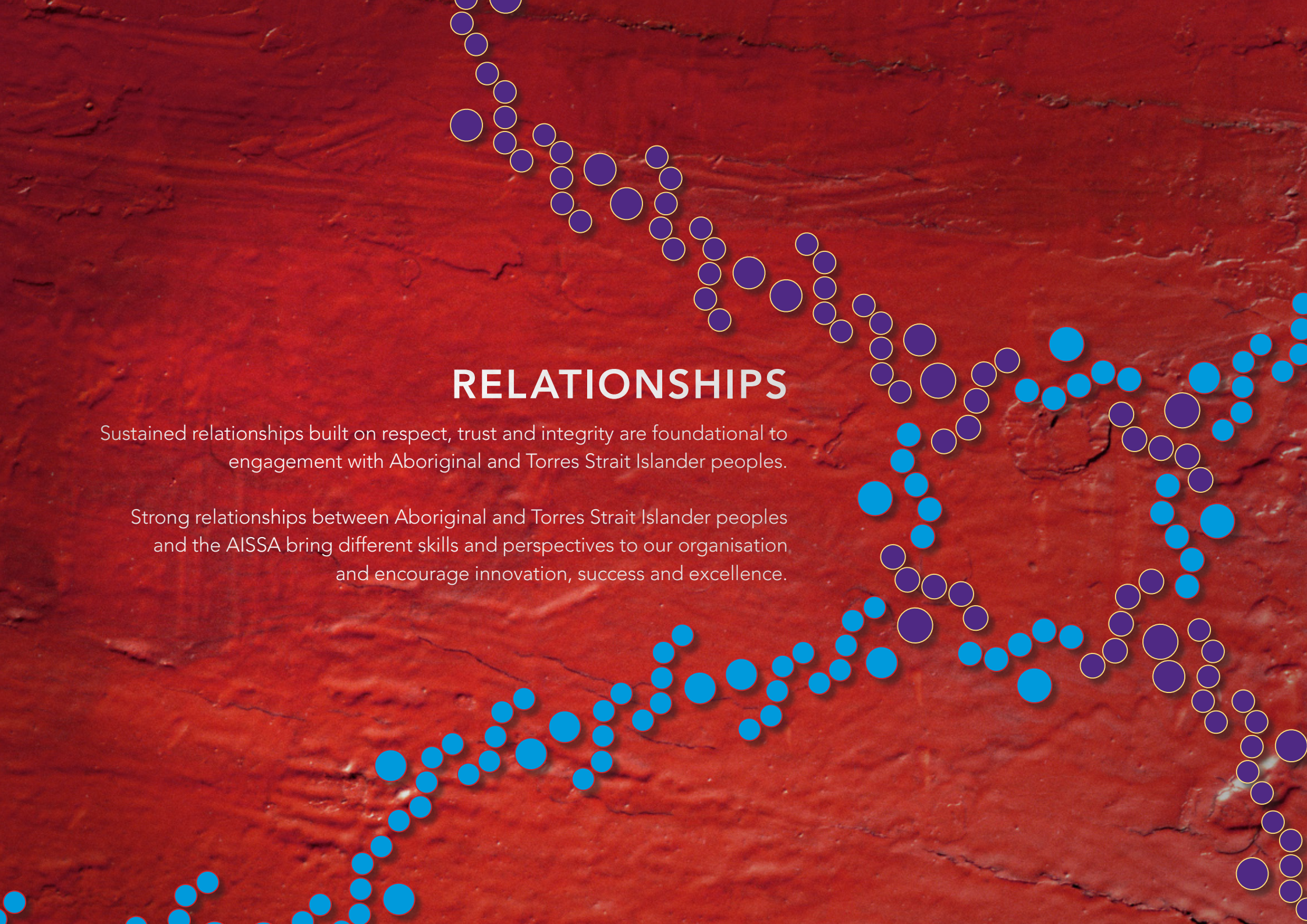
We work closely with our member schools to promote Aboriginal perspectives in the classroom through engaging with the local Aboriginal community. An illustration of this was the AISSA providing a robot to a rural school to explore how Narungga, the traditional language of the area, could be integrated with robotics, coding and programming.



This integration of Narungga with robotics was made possible through a partnership with Tania Wanganeen, (the only fluent speaker of Narungga). This case study from the AISSA Humanoid Robot Research Project has been shared in local, national and international conferences and journals and was selected by ACARA as one of eight national illustrations of practice demonstrating how the Aboriginal and Torres Strait Islander Cross Curricula Priority can be integrated in to classroom practice.

A recent focus of the AISSA Early Years Workshops has been strategies to support Early Learning teachers integrate Indigenous perspectives through literacy, numeracy, technologies and art.

We continue to work with Aboriginal leaders and our member schools to foster innovative ways to build teacher confidence and capacity to incorporate Aboriginal perspectives into student learning.



RELATIONSHIPS

Sustained relationships built on respect, trust and integrity are foundational to engagement with Aboriginal and Torres Strait Islander peoples.

Strong relationships between Aboriginal and Torres Strait Islander peoples and the AISSA bring different skills and perspectives to our organisation and encourage innovation, success and excellence.

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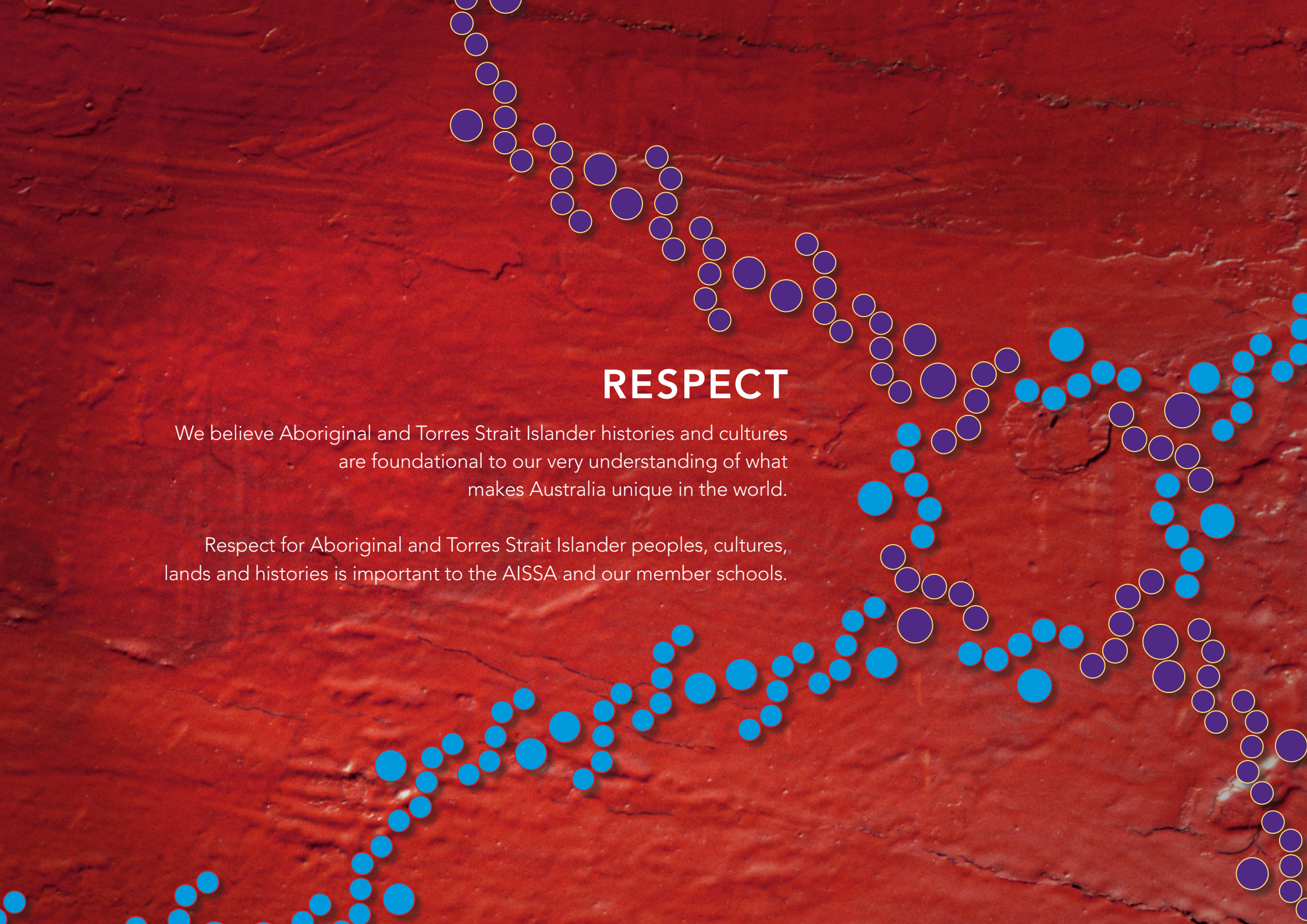
Action	Deliverable	Timeline	Responsibility
RAP Working Group actively monitors RAP development and implementation	Oversee the development and endorsement of the AISSA STRETCH RAP.	August 2019	Chief Executive and RWG Coordinator
	Oversee the launch of the new AISSA STRETCH RAP.	September 2019	Chief Executive and RWG Coordinator
	Ensure there is an Aboriginal and Torres Strait Islander person on the RWG.	September 2020, 2021	Chief Executive
	Plan for the quarterly RWG meetings to monitor and report on the RAP implementation.	February 2020, 2021, 2022	Chief Executive and RWG Coordinator
	Maintain the Chief Executive as an internal RAP Champion and include representation from all levels of the organisation.	January 2020, 2021, 2022	Chief Executive and RWG Coordinator
	Review the Terms of Reference for the RWG.	November 2020	Chief Executive
	Annually extend an invitation to all members of the AISSA staff to join the RWG.	January 2020, 2021, 2022	Chief Executive
	Continue to seek advice from Elders and other holders of cultural knowledge to inform our strategies and practices.	January 2020, 2021, 2022	RWG Chair and RWG Coordinator
Celebrate National Reconciliation Week (NRW) to strengthen and maintain relationships between Aboriginal and Torres Strait Islander staff and other staff	Organise at least one internal NRW event each year that deepens our understanding of Aboriginal and Torres Strait Islander histories, cultures and perspectives.	27 May – 3 June 2020, 2021, 2022	Chief Executive
	Promote NRW events to Principals, staff and RAP Coordinators in our sector responsible for Aboriginal and Torres Strait Islander perspectives in the curriculum.	27 May – 3 June 2020, 2021, 2022	Chief Executive and RWG Coordinator
	Encourage and support Aboriginal and Torres Strait Islander students to engage in and lead school based and external NRW activities.	27 May – 3 June 2020, 2021, 2022	Indigenous Mentor and RWG Coordinator
	Register all NRW events via Reconciliation Australia's NRW website.	27 May – 3 June 2020, 2021, 2022	RWG Coordinator
	RAP Working Group members to participate in three external NRW events.	27 May – 3 June 2020, 2021, 2022	Chief Executive and RWG Coordinator

RELATIONSHIPS

Action	Deliverable	Timeline	Responsibility
	Invite annually all staff to attend the NRW Reconciliation SA Celebration Breakfast.	January 2020, 2021, 2022	Chief Executive
	Promote NRW Reconciliation SA Celebration Breakfast to all member schools annually.	March 2020, 2021, 2022	RWG Coordinator
	Disseminate NRW resources and external event information annually to member schools to support a deeper engagement within the classroom and the school community with NRW.	March 2020, 2021, 2022	RWG Coordinator
	Ensure there is RWG representation at the Aboriginal Veterans' Commemorative Service at the Torrens Parade Grounds in NRW.	27 May – 3 June 2020, 2021, 2022	Chief Executive and RWG Coordinator
	Ensure staff representation (including senior staff) at three or more external NRW celebrations including: Reconciliation SA Breakfast, Aboriginal Veterans' Commemorative Service and a local exhibition.	27 May – 3 June 2020, 2021, 2022	Chief Executive and RWG Coordinator
Maintain and leverage mutually beneficial relationships with Aboriginal and Torres Strait Islander peoples, communities and organisations to support positive outcomes	Implement engagement strategies to work with and actively support organisations that promote reconciliation that include: • Silver Sponsor Reconciliation SA • Reconciliation SA Education Steering Committee • South Australian Certificate of Education Aboriginal Education Steering Committee, Aboriginal Education Working Party and Aboriginal Student Pathways Conference Working Party • Smith Family • Aboriginal Student Engagement and Transitions Initiative (SA Dept Innovation and Skills) • Narragunnawali Reconciliation Action Plans in Schools Team • Adelaide University – Wirrtu Yarlur • Flinders University – Yunggorendi • Australians Together.	August 2020	Chief Executive, Indigenous Mentor and Indigenous Education Consultant
	Scope and develop an Independent Schools Australia Reconciliation Network.	March 2022	Indigenous Education Consultant
	Commit to working with member schools in SA and interstate Independent schools' associations to establish an immersive tourism program that provides economic support for remote First Nations communities.	December 2020, 2021	Indigenous Education Consultant
	Meet with three local Aboriginal and Torres Strait Islander organisations to develop guiding principles for future engagement.	June 2021	Chief Executive and RWG Coordinator

RELATIONSHIPS

Action	Deliverable	Timeline	Responsibility
Raise internal and external awareness of our RAP to promote reconciliation across our business and sector	Develop and implement a strategy to communicate our new Stretch RAP to all internal and external stakeholders.	September 2019	Chief Executive and RWG Coordinator
	Promote reconciliation through ongoing active engagement with all stakeholders.	October 2019, 2020, 2021	Chief Executive and RWG Coordinator
	Plan annually to engage our senior leaders and all staff in the delivery of RAP outcomes at our quarterly staff meetings.	November 2019, 2020, 2021	Chief Executive, RWG Chair and RWG Coordinator
	Have at least two Principals share their reconciliation journey at the Combined Heads of Schools meeting.	June 2022	Chief Executive
	Regularly promote Reconciliation SA events to member schools through a variety of communication channels that include; Principals, Key Teacher networks, AISSA website.	February, May, August 2019, 2020, 2021, 2022	Chief Executive
	Invite the RWG and all staff to attend the Reconciliation South Australia National Sorry Day Breakfast commemoration annually.	January 2020, 2021, 2022	Chief Executive
	Promote to member schools the Reconciliation South Australia National Sorry Day Breakfast commemoration annually.	January 2020, 2021, 2022	Indigenous Education Consultant
Further develop relationships, actions and targets related to our core business and vision for reconciliation	Actively support Reconciliation SA initiatives.	June 2022	Chief Executive and Indigenous Education Consultant
	Regularly promote Reconciliation SA events to member schools through a variety of communication channels which include Principals, Key Teacher networks, AISSA website.	February, May, August 2019, 2020, 2021, 2022	Indigenous Education Consultant
Promote positive race relations through anti-discrimination strategies.	Promote Reconciliation SA anti-discriminatory interactive theatre to all member schools annually.	May 2020, 2021, 2022	Indigenous Education Consultant
	Promote anti-discrimination information sessions and workshops to AISSA staff and member schools.	April 2020, 2021, 2022	Indigenous Education Consultant



RESPECT

We believe Aboriginal and Torres Strait Islander histories and cultures are foundational to our very understanding of what makes Australia unique in the world.

Respect for Aboriginal and Torres Strait Islander peoples, cultures, lands and histories is important to the AISSA and our member schools.

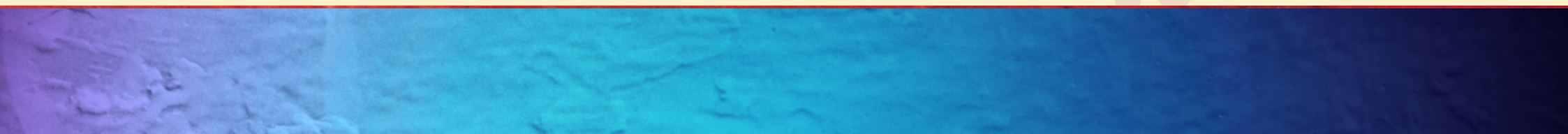
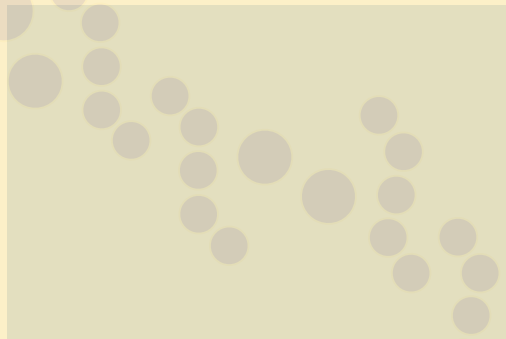
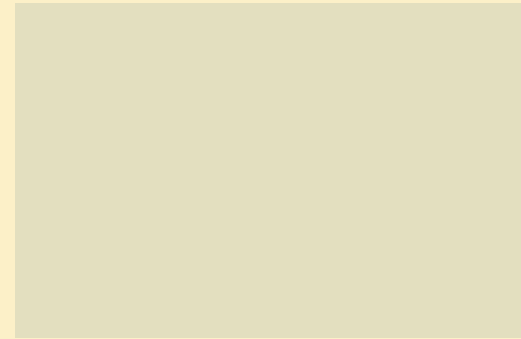
RESPECT

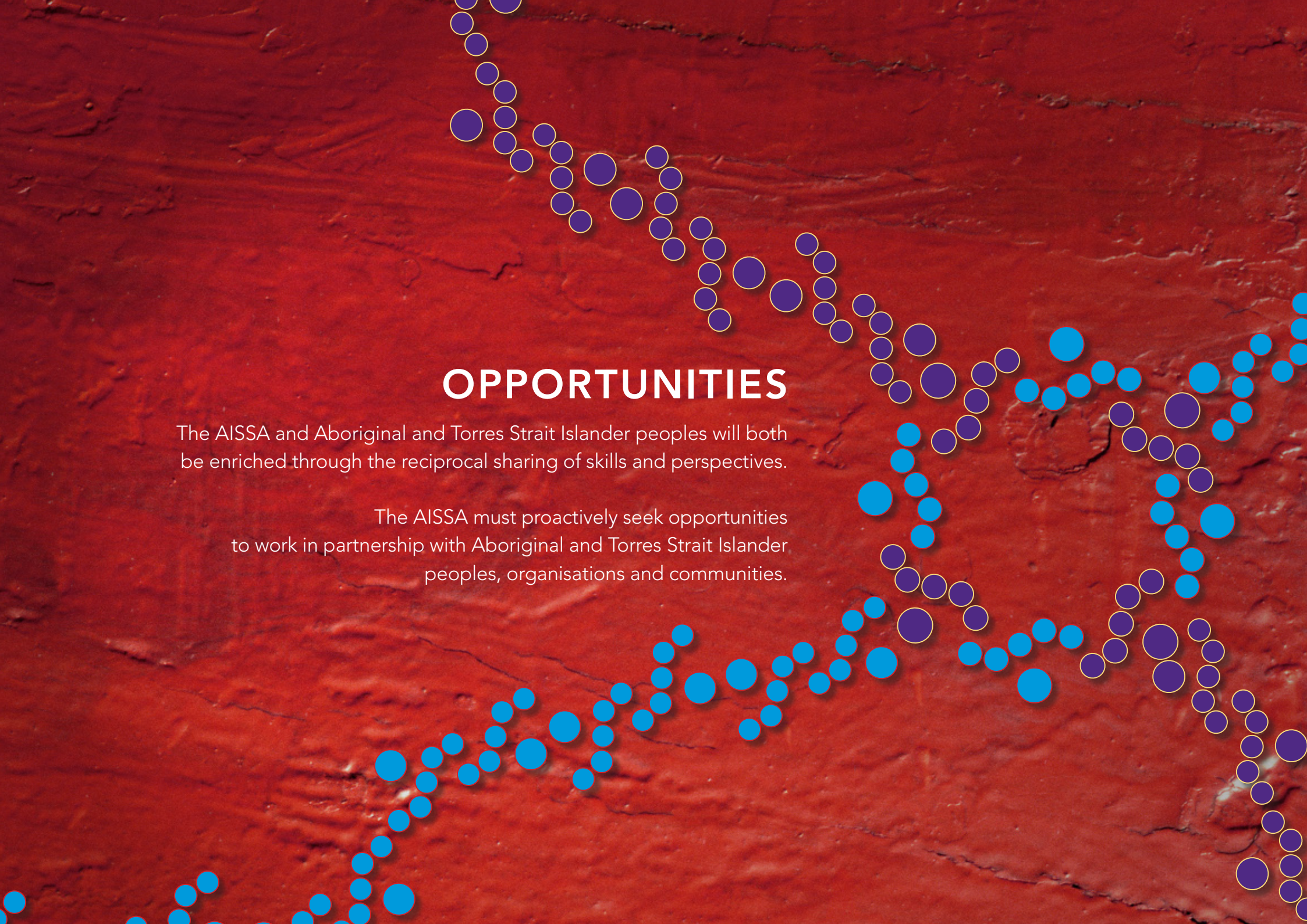
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Action	Deliverable	Timeline	Responsibility
Increase knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and achievements	Ensure all staff undertake face to face cultural workshop learning activities at least four times a year.	January, April, August and November 2019, 2020, 2021, 2022	Chief Executive, RWG Chair and RWG Coordinator
	Continue to have 1 person or 3.85% of staff undertake cultural immersion learning activities.	June 2022	Chief Executive
	Invite a local Aboriginal person annually to deepen and extend the cultural and First Nation language knowledge of all staff.	December 2019, 2020, 2021	Chief Executive and RWG Coordinator
	Ensure all new staff complete the Cultural Awareness Induction Package as part of the AISSA induction process.	January 2020, 2021, 2022	Chief Executive and Organisational Development Coordinator
	Promote all new Australian Curriculum Aboriginal and Torres Strait Islander elaborations and provide professional learning for educators to support them embed this learning into classroom practice.	December 2020	Indigenous Education Consultant
	At least once a year, invite an Aboriginal person to deepen and extend the cultural knowledge of all staff through learning the Acknowledgement to Country in the traditional language of one of our regional schools.	February 2020, 2021, 2022	Indigenous Education Consultant
	Conduct a review of cultural learning needs within our organisation.	February 2020	Indigenous Education Consultant
	Implement and communicate a cultural learning strategy for our staff.	August 2020	Chief Executive
	Consult local Traditional Owners and/or Aboriginal and Torres Strait Islander advisors on the implementation of a cultural learning strategy.	May 2020	Indigenous Education Consultant
	Commit all RAP Working Group members, HR managers, senior executive group and all new staff to undertake formal and structured cultural learning.	February 2021	Chief Executive
	Provide at least one opportunity for Aboriginal students in our member schools to speak to AISSA staff about issues that are important to them.	March 2021	Indigenous Education Consultant

RESPECT

Action	Deliverable	Timeline	Responsibility
Continue to increase staffs' understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols.	Review and refine if required, existing cultural protocol document for Welcome to Country and Acknowledgement of Country.	May 2020	RWG Chair
	Invite a local Traditional Owner to provide a Welcome to Country, at a minimum of three significant events each year, and a smoking ceremony at one or more events a year including Annual School Leaders' Dinner, Governance Conference and an AISSA Staff Meeting.	May June 2020, 2021, 2022	Chief Executive, and RWG Coordinator
	Staff and Senior Leadership to provide an Acknowledgement of Country at all other AISSA events and important internal meetings.	June 2022	Chief Executive
	Maintain and annually review a list of key contacts for organising a Welcome to Country.	May 2020, 2021, 2022	Indigenous Education Consultant
	Create and display an Acknowledgement of Country as part of our digital display on entering the office.	January 2021	Chief Executive and RWG Coordinator
	Design and implement an Acknowledgement of Country as part of the AISSA email signature.	December 2019	Chief Executive and all staff
Celebrate NAIDOC Week and provide opportunities for Aboriginal and Torres Strait Islander staff to engage with culture and community during NAIDOC Week	Review HR policies and procedures to ensure there are no barriers to staff participating in NAIDOC Week.	First week in July, 2020, 2021, 2022	HR Consultant and RWG Chair
	Provide opportunities for all Aboriginal and Torres Strait Islander staff to participate in community NAIDOC Week events.	First week in July, 2020, 2021, 2022	Chief Executive and Indigenous Education Consultant
	Support all staff to participate in 2 NAIDOC Week events in the local community including NAIDOC Week at our Market and a local exhibition.	First week in July, 2020, 2021, 2022	Chief Executive
	Consult with Aboriginal and Torres Strait Islander peoples to hold an internal or public NAIDOC Week event.	First week in July, 2020, 2021, 2022	Chief Executive and Indigenous Education Consultant
	Disseminate information annually to member schools about NAIDOC Week.	May 2020, 2021, 2022	Indigenous Education Consultant
	Support schools to celebrate Aboriginal and Torres Strait Islander cultures.	May 2020, 2021, 2022	Indigenous Education Consultant
	Celebrate NAIDOC Week all year round by promoting attendance at cultural events to AISSA staff and member schools including, but not limited to, Aboriginal and Torres Strait Islander performances at the Fringe Festival, Festival of Arts and Tarnanthi Art Exhibition.	December 2019, 2020, 2021	Indigenous Education Consultant and RWG Chair





OPPORTUNITIES

The AISSA and Aboriginal and Torres Strait Islander peoples will both be enriched through the reciprocal sharing of skills and perspectives.

The AISSA must proactively seek opportunities to work in partnership with Aboriginal and Torres Strait Islander peoples, organisations and communities.

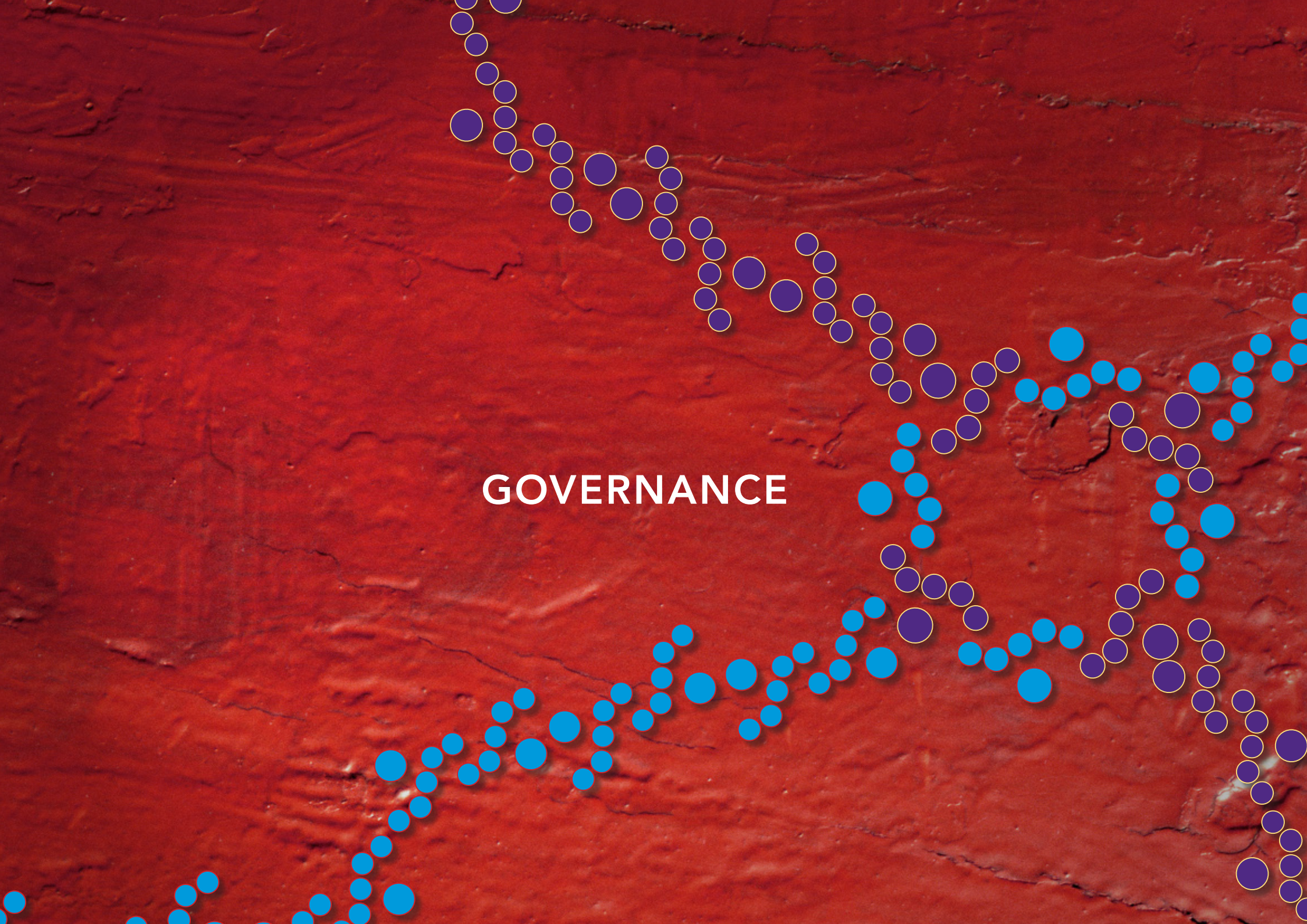
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Action	Deliverable	Timeline	Responsibility
Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention and professional development.	Encourage Aboriginal and Torres Strait Islander people to apply for positions at AISSA when a position becomes vacant.	December 2019, 2020, 2021	Chief Executive
	Develop, implement, review and update an Aboriginal and Torres Strait Islander employment and retention strategy, which includes professional development.	January 2022	Chief Executive and HR Consultant
	Engage with existing Aboriginal and Torres Strait Islander staff to consult on employment strategies, including professional development.	September 2020	HR Consultant and RWG Coordinator
	Continue to advertise all job vacancies in Aboriginal and Torres Strait Islander media.	December 2019, 2020, 2021	Chief Executive
	Investigate opportunities to include Aboriginal and/or Torres Strait Islander representation on the AISSA Board and committees.	December 2021	Chief Executive
	Review HR and recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace.	July 2020	Chief Executive
	Aboriginal and Torres Strait Islander employees encouraged to deepen and broaden their leaderships skills through professional development so they have the expertise and experience needed for more senior positions.	November 2021	Chief Executive
	Maintain at over 3% the number of Aboriginal and Torres Strait Islander people employed at the AISSA and plan to increase Aboriginal and Torres Strait Islander employment at the AISSA.	August 2022	Chief Executive
Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes.	Continue to implement an Aboriginal and Torres Strait Islander procurement strategy.	December 2021	Chief Executive
	Continue to promote Supply Nation on the public page of the AISSA website and investigate Supply Nation membership.	May 2020	Indigenous Education Consultant
	Develop three new commercial relationships with Aboriginal and/or Torres Strait Islander businesses. This will include Aboriginal businesses which support schools to embed Aboriginal and Torres Strait Islander perspectives into classroom practice.	August 2022	Indigenous Education Consultant
	Commission an art work by a local Kurna artist to display in the AISSA office.	July 2020	Chief Executive

OPPORTUNITIES

Action	Deliverable	Timeline	Responsibility
Promote Narragunnawali: Reconciliation in Education to staff and external stakeholders	Promote Reconciliation Australia's Narragunnawali: Reconciliation in Education program to all Early Learning Services and schools in our sector.	September 2019, 2020, 2021	Early Years and Indigenous Education Consultants
	Nominate schools or Early Learning Centres within our network which have shown exceptional commitment to reconciliation for a Narragunnawali Award.	April 2020, 2021, 2022	Indigenous Education Consultant
	Encourage school staff and Early Learning Centre staff in our sector to sign up to the Narragunnawali News mailing list.	April 2020, 2021, 2022	Early Years and Indigenous Education Consultants
	Provide centrally based workshops at least once every two years to provide information about Narragunnawali RAPs, how to maintain the momentum of the RAP and how to increase student agency in designing and implementing the RAP.	August 2019, 2020, 2021	Indigenous Education Consultant
	Increase by 10% the number of member schools that regularly update their Narragunnawali RAP.	June 2022	Indigenous Education Consultant
	Increase the number of member schools which have engaged in the Narragunnawali RAP process from 35 to 55.	June 2022	Indigenous Education Consultant

The image features a deep red, marbled background with a fine, cracked texture. A white dotted line, composed of small circles, meanders across the frame from the top left towards the bottom right. Scattered along this line and in the surrounding red space are numerous circles of varying sizes. Some circles are a vibrant blue, while others are a deep purple. The circles are distributed unevenly, with some appearing in small clusters and others in isolation. The word "GOVERNANCE" is centered in the middle of the image in a white, bold, sans-serif font.

GOVERNANCE

GOVERNANCE

Action	Deliverable	Timeline	Responsibility
Establish and maintain an effective RAP Working group (RWG) to drive governance of the RAP.	Maintain Aboriginal and Torres Strait Islander representation on the RWG.	January 2020, 2021, 2022	Chief Executive
	Review and update the Terms of Reference for the RWG.	January 2020, 2021, 2022	Indigenous Education Consultant
	Meet at least four times per year to drive and monitor RAP implementation.	January, May, August, November 2020, 2021, 2022	Chief Executive
Provide appropriate support for effective implementation of RAP commitments.	Embed resource needs for RAP implementation.	October 2020, 2021	Indigenous Education Consultant
	Embed key RAP actions in performance expectations of senior management and all staff.	July 2022	Chief Executive
	Embed appropriate systems and capability to track, measure and report on RAP commitments.	November 2020	Indigenous Education Consultant
	Maintain an internal RAP Champion from senior management.	January 2020, 2021, 2022	Chief Executive
	Include our RAP as a standing agenda item at all staff meetings.	January, April, July, November 2019, 2020, 2021, 2022	Chief Executive
Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.	Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia.	30 September 2019, 2020, 2021, 2022	Chief Executive
	Report RAP progress to all staff and senior leaders quarterly.	January, April, July, November 2019, 2020, 2021, 2022	Chief Executive
	Publicly report against our RAP commitments annually, outlining achievements, challenges and learnings.	November 2019, 2020, 2021	Chief Executive
	Continue to participate in Reconciliation Australia's biennial Workplace RAP Barometer.	August 2020, 2021, 2022	Indigenous Education Consultant
Continue our reconciliation journey by developing our next RAP.	Register via Reconciliation Australia's website to begin developing our next RAP. https://www.reconciliation.org.au/reconciliation-action-plans/submit-your-rap/	March 2022	Indigenous Education Consultant

RECONCILIATION ACTION PLAN 2019 - 2022



Association of
Independent Schools
of South Australia