



STRETCH RECONCILIATION ACTION PLAN

MAY 2023 - MAY 2026



Association of
Independent Schools
of South Australia



RECONCILIATION
ACTION PLAN
STRETCH

ACKNOWLEDGEMENT OF COUNTRY

We acknowledge and pay respect to the past, present and future original Custodians of this country and are fully committed to reconciliation between Aboriginal and Torres Strait Islander Peoples and all other Australians.

OUR ARTWORK

Jeannie Petyarre paints the Desert Yam (or Bush Plum) story from her family's Country. In this painting, Jeannie depicts the leaves of the yam paying homage to the spirit of this special plant in the hope that it will regenerate. The Desert Yam is still a staple food for central Australian desert peoples and it is also renowned for its medicinal properties.

Jeannie was born c. 1951 at Boundary Bore Outstation in the Utopia region of the Northern Territory. She is of the Petyarre (Pitjara) Skin Group and her language is Anmatyerre. Jeannie is a member of one of the best known Australian artistic families and she paints the Dreamings of the Utopia people with meticulous execution using the traditional approach. Jeannie is making an important contribution to the legacy of the artists of Utopia, and she has an impressive history of collections and exhibitions.





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MESSAGE FROM THE CHAIR OF BOARD, SHANNON WARREN



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 expanding our knowledge and understanding 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, our second Stretch Reconciliation Action Plan, which builds on the significant achievements of our first Stretch Reconciliation Action Plan and our Innovate Reconciliation Action Plan. The actions outlined in this plan, document and challenge us further, to deepen our commitment to a reconciled Australia.

MESSAGE FROM OUR CHIEF EXECUTIVE, ANNE DUNSTAN



I am delighted to share this, our second 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, and this has led us to work bravely and consistently to ensure that the truth of our nation's histories is understood.

We are inspired by, and will advocate for, the Uluru Statement from the Heart, and will use our sphere of influence to give voice to the largest consensus of First Nations Peoples on a proposal for substantive recognition.

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.



MESSAGE FROM RECONCILIATION AUSTRALIA CEO, KAREN MUNDINE



On behalf of Reconciliation Australia, I congratulate the Association of Independent Schools of South Australia (AISSA) on its formal commitment to reconciliation, as it implements its second Stretch Reconciliation Action Plan (RAP).

Formed around the pillars of relationships, respect, and opportunities, the RAP program helps organisations realise the critical role they can play in driving reconciliation across their work and area of expertise.

As the peak body for the Independent school sector in South Australia, the AISSA's sphere of influence allows it to lead, support and sustain reconciliation measures in independent schools across the state.

Understanding that the continued advancement of reconciliation lies with Australia's youth, the AISSA fosters this forward momentum by leading its member schools to embed histories, cultures and First Nations' perspectives in the learning environment.

With two-way learning at the heart of its previous RAP, the AISSA is building on the experience and lessons garnered from prioritising relationships with Aboriginal and Torres Strait Islander peoples.

The impact of this cultural respect and relationship-building can be seen in initiatives like the Cultural Immersion Program of East Arnhem Land, which over the last 6-years has provided educators with greater insight into reconciliation initiatives and helped them more effectively integrate First Nations' perspectives into teaching and learning.

The AISSA has also connected 120 students with the Indigenous Secondary Mentoring Program, where students receive relevant and engaging support from a First Nations mentor. This strengthens their agency as they begin exploring the next phase of their lives. Understanding that young Aboriginal and Torres Strait Islander peoples thrive with culturally-appropriate supports and connection to community, the AISSA is helping to strengthen outcomes for First Nations youth.

With this valuable prior experience, the AISSA has built solid foundations upon which to expand and embed its commitments in this RAP.

Continuing its focus on relationship-building, the AISSA will partner with Reconciliation South Australia and local Elders to support educators to deepen the impact of their RAP commitments. This signifies a determined effort to move beyond its own commitments to push reconciliation progress within its sphere of influence.

Accompanying this is a new commitment to deliver a series of professional learning workshops to better equip educators to teach about Aboriginal and Torres Strait Islander peoples. Increasing non-Indigenous teachers' capability on First Nations' knowledge and histories can reduce the load on Aboriginal and Torres Strait Islander educators.

Propelled by past learnings and motivated by its new commitments, the AISSA is well positioned to continue advancing reconciliation in South Australia's education sector. On behalf of Reconciliation Australia, I commend the Association of Independent Schools of South Australia on this Stretch RAP and look forward to following its ongoing reconciliation journey.

Karen Mundine
Chief Executive Officer
Reconciliation Australia



OUR VISION FOR RECONCILIATION

Our vision is to lead and support the independent sector in South Australia to enhance the success, sustainability and strength of the spirit of reconciliation.

We will utilise our sphere of influence locally and nationally to promote truth telling in partnership with First Nations Peoples. We will lead our member schools to embed histories, cultures and First Nations' perspectives in the learning environment utilising pedagogy founded in cultural competency. **This will be achieved through planned professional learning opportunities widely offered across our sector supported by a First Nations presence.**

We will actively advocate for the rights of all First Nations Peoples using the Uluru Statement from the Heart as a document to challenge us, guide us and align to throughout all of our RAP actions and deliverables. **This will form the basis of The AISSA staff cultural training in 2023 and beyond where we will invite guest speakers, including First Nations Peoples, to collaborate and learn alongside.**

We prioritise our ongoing relationships with Elders to enable us to advocate for reconciliation through deep listening and respect. As responsible and proactive citizens, and as an organisation with integrity, we will invest time and resources to work towards an equitable Australia. **We are determined to progress in meaningful and sustainable ways, to create for children in our schools a reconciled Australia.**





OUR BUSINESS

The AISSA represents the interests of 103 Independent schools with an enrolment in excess of 53,000 students. South Australian Independent schools employ over 8500 staff, including more than 5000 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 on Kurna Country and employs 30 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

Since the commencement of our RAP Journey in 2014, we have launched our Innovate RAP (2015), our first Stretch RAP (2019) and our second Stretch RAP (2023), demonstrating the AISSA's continued commitment to deepen our knowledge and advocacy for truth telling. We believe reconciliation is about strengthening relationships between Aboriginal and Torres Strait Islander Peoples and non-Indigenous peoples, for the benefit of all Australians. We are proud that our Stretch RAP has worked to 'stretch' us to be brave and challenge us to take action as individuals, and as an organisation.

"It has focused us, we have a plan and it has moved us beyond tokenistic" – AISSA staff member, 2022

This Stretch RAP was collaboratively developed with all staff, using a range of reflection and feedback mechanisms. These included focus group meetings for all staff held over several weeks. Staff were invited to share their perspectives including both reflections and aspirations. In addition, the RWG utilised focus meeting time to elaborate further, developing key ideas to include in the new RAP. In addition, informal conversations took place with the AISSA staff, checking in on their perspectives following on from cultural learning experiences. External input was informally gathered from partners for example Reconciliation SA and Elders we work closely with to further deepen our reflective practice and guide our pathway forward. This Stretch RAP was authored in partnership with the Senior Reconciliation Consultant and members of the RAP Working Group (RWG). The RAP is championed both internally and externally by the Chief Executive, members of the Executive Team and the RWG.

"One of the few things we have all worked together on, like the metaphor of a bridge, bringing everyone together" – AISSA staff member, 2022

The 2023 RWG members are Anne Dunstan, (Chief Executive 2023), Sara Singapore (Indigenous Secondary Student Mentor), Sonia Albertini (Head of Legal Services), Mary Hudson (Senior Education Consultant), Aleida Mabarrack (Senior Education Consultant), Kate Mount (Specialist Reconciliation Consultant), Christopher Prance (Head of Educational Services), Julie Tarzia (Senior Education Consultant), Lynda Secombe (Senior Education Consultant), Elizabeth Sexton (Head of Workplace and Human Relations), Melissa Symons (Senior Education Consultant) and Libby Worrell (Senior Education Consultant).

In 2021 Sara Singapore, a Ngarrindjeri woman and the AISSA Indigenous Secondary Student Mentor, joined the RAPWG, bringing a contemporary First Nations' perspective to the group, through her lived cultural experience. Prior to Sara joining the AISSA staff, Justin Wilkey, a Ngarrindjeri man, held this role. Also, on significant occasions, the decisions of the RWG have been informed by Elders.

The AISSA continues to honour the belief that reconciliation is everyone's business and is proudly committed to cultural diversity and respect for First Nations' perspectives and peoples. We have carefully selected and installed an artwork by well-known Central Australian artist, Jeannie Petyarre entitled Bush Leaves. This significant piece is situated in our AISSA gathering area, so that a visual representation of the spirit of reconciliation can be with us in our communal space.

"Moving from seeming important to becoming important" – AISSA staff member, 2022



The AISSA staff have continued to engage in powerful learning experiences which further strengthened our commitment to reconciliation. Long- standing relationships with key First Nations Elders have been pivotal in shaping our understanding and providing a safe place to have challenging conversations.

It is through these long-term relationships that a special trust has been established which has allowed us to be open to a new way of viewing ourselves, our history and our society, through First Nations' eyes. The development of these long-standing relationships has been possible because the AISSA leadership has been committed to providing the necessary time and resources.

“Powerful meetings that have created a sense of curiosity and desire to know” – AISSA staff member, 2022

There has been a significant shift in staff understanding of the five dimensions of reconciliation; historical acceptance, race relations, equity, institutional integrity and unity. Two of the primary catalysts for this shift was firstly, a shared reading by all the AISSA staff of the text “The Dark Emu” by Bruce Pascoe, led by the RWG. This 18-month engagement consisted of a chapter study, presentation and reflection by staff members, which enabled deep conversation and was pivotal in providing an opportunity for truth telling across the organisation. Secondly, a series of presentations by respected Aboriginal leader and Elder, Uncle John Lochowiak, who shared significant insights under the theme “Walking Between Two Worlds”.

This series provided a powerful perspective on the challenges faced by First Nations' Peoples through a focus on the juxtaposition of the Australian legal system and Aboriginal lore from Central Australia, the Tjukurpa. We believe that it was this intentional focus on historical acceptance through a range of cultural learning opportunities that has underpinned our shift as an organisation and as individuals.

“As we learn more, we know less” – AISSA staff member, 2022



The AISSA community of learners has evolved through the organisational structure and opportunities for truth telling over many years. This cultural growth developed because the AISSA leadership has intentionally prioritised regular, consistent staff meetings and events which have organically transformed us into a more innovative space. This has moved us from being safe to being brave.

“There is a safety and trust within the group, connectedness, non-judgemental- you can ask anyone to help you understand a concept” – AISSA staff member, 2022



KEY ACHIEVEMENTS

Significantly, the AISSA has developed sustained and valued relationships with Elders and this is foundational in shaping our ongoing cultural competency journey as individuals and as an organisation.

The AISSA RWG has steadily grown to nearly fifty percent of the staff. Each year the Chief Executive extends an invitation to all staff to become members of the RWG.

The Chief Executive, Carolyn Grantskalns (2013 – 2022) has been a dynamic and courageous RAP Champion and active RWG member.

The 2019 – 2022 Stretch RAP commenced with a renewed rigour with the RWG needing to refine organizational structures to support the meeting process to address and progress the RAP deliverables. The evolution of a more effective shared document enabled greater efficiency at meetings and promoted a shared responsibility across the team. When entering the new RAP, it was agreed upon that roles for RWG members would be established to further enhance the desired outcome and need for collaboration.

COVID- 19 presented as an initial obstacle during the period of our RAP from 2020 – 2022 limiting our face-to-face interactions with schools. It created less opportunities for our Elders and AISSA staff to be present in schools and classrooms. Online opportunities, such as webinars, providing school staff with links to the Narragunnawali and Reconciliation SA websites providing professional learning opportunities to support their RAP journey, were made readily available to our schools to ensure this important work was not lost during this period. The AISSA staff continued its internal commitments throughout this time and in particular dedicated time to ensure relationships with our Elders were prioritized.

The AISSA has developed an innovative induction process that includes the Chief Executive and key members of the RWG sharing the importance of the AISSA RAP from both an organisational perspective and a personal perspective. Time is given to these meetings to ensure the new staff members learn through narratives from multiple perspectives about our RAP and its importance.

This process was designed to honour Aboriginal pedagogies that embed important messages in narrative. This induction is a critical part of our welcoming process.

In September 2022 Uncle John Lochowiak became the inaugural First Nations person to be appointed to the AISSA Board. This appointment ensures that the wisdom and knowledge of a First Nations Elder informs the governance of our organisation.

The Chief Executive has made a commitment to enable two staff each year to take part in a Cultural Immersion Program of East Arnhem Land. From 2019 to 2022 six members of staff have been involved in seven days of cultural immersion with a larger group of students and staff from AISSA member schools. The AISSA has led this cultural immersion program in partnership with Culture College and AISNSW. The impact of the two-way learning with the Yolngu community has been, and continues to be, profound.

We have used our sphere of influence since 2019 to create experts in embedding Aboriginal and Torres Strait Islander Histories and Cultures through mentoring teachers in partnership with an Aboriginal Elder to design and implement a unit of work. Through this capacity building process, school-based expertise was intentionally developed to be shared at AISSA centrally based workshops. An additional outcome was the creation of networks of AISSA schools strengthened by our RAP champions to mentor colleagues to embed Aboriginal and Torres Strait Islander Histories and Cultures into their curriculum planning.

As part of a National Reconciliation Week in 2021, First Nations students were invited with support from their educators, to share some of the initiatives their schools have undertaken to provide cultural safety. As a staff team, we listened with deep respect and engaged in meaningful conversation with these young people, reflecting on their messages.



INDIGENOUS SECONDARY MENTORING PROGRAM



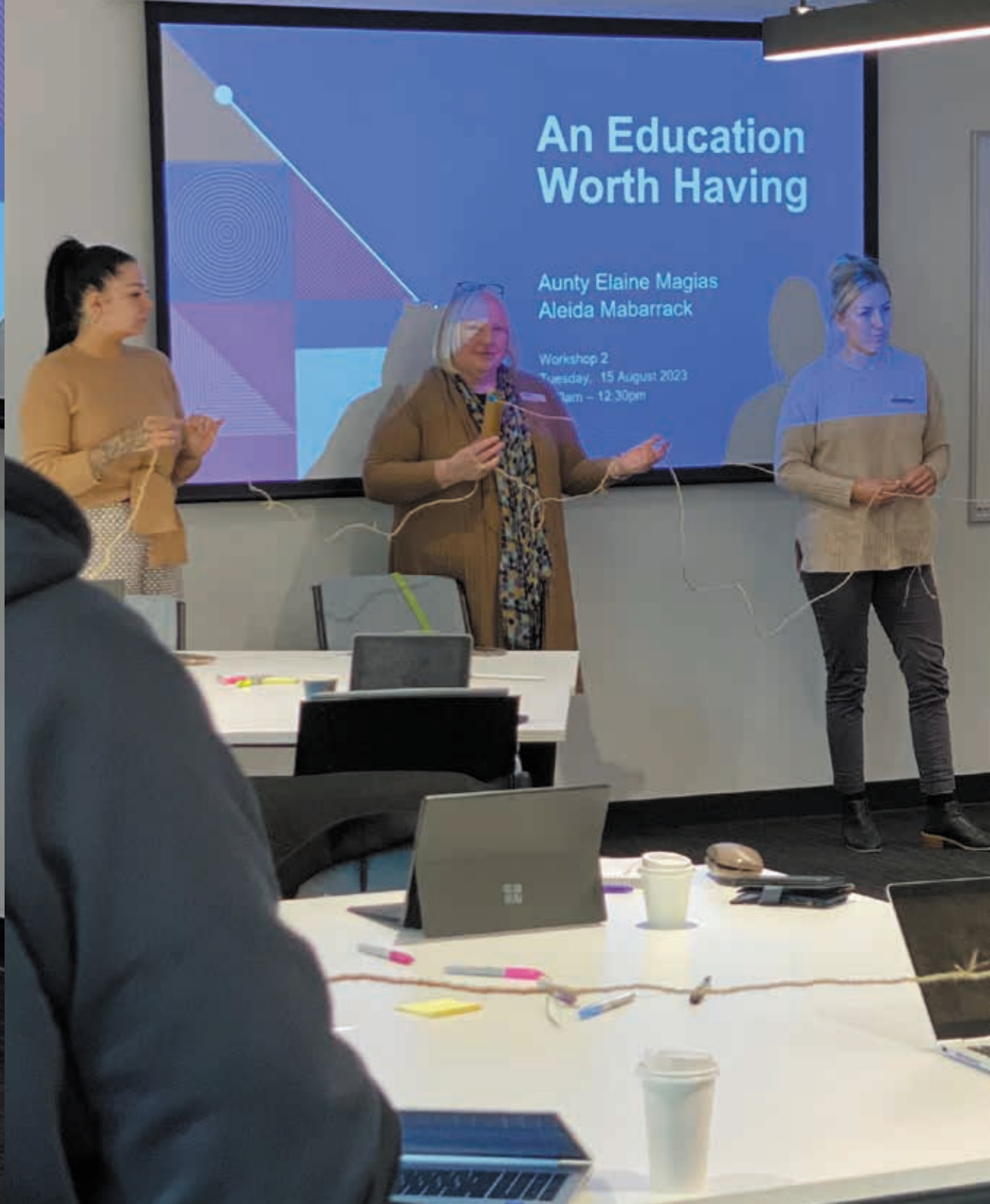
The Indigenous Secondary Student Mentoring Program is made possible through joint funding from the National Indigenous Australians Agency and the AISSA. Since its inception in 2015, approximately 120 students from Independent schools across South Australia have received ongoing mentoring each year, from an Indigenous mentor. The program is implemented in alignment with school staff who already play an important role in supporting their students.

The program offers Indigenous students in secondary schools with relevant and engaging mentoring support, allowing them to grow and develop as they complete their education. Provided at no cost to students and parents, it aims to encourage social and emotional well-being, identity development and contribute towards positive educational outcomes and post-secondary school learning opportunities.

A strength of the program is that mentoring can be individualised or alternatively, take place in small groups. Both of these types of mentoring opportunities provide culturally safe and respectful spaces for students. They enable students to feel a sense of pride in being young First Nations people who are listened to and with agency to express themselves. This recognises the importance of supporting and celebrating each young person's cultural journey and is a critical foundation to the mentoring component that supports students in goal setting and exploring post school options.

The mentor has built relationships with Aboriginal educators and Elders, as well as with universities and external agencies and the program has seen students flourish and be supported in their transition to the next phase of their lives post-secondary school.

"Sara speaks to students in such a way that students can only be assured of our commitment to them, their families, their journeys and this program." – Allison McDonnell F-12 Indigenous Education Coordinator



ABORIGINAL IMMERSION PROGRAM

EAST ARNHEM LAND

The AISSA Aboriginal Cultural Immersion Program has been a unique component of the AISSA Professional Learning opportunities since 2019, bringing together school leaders, educators and students to experience first-hand the uniqueness of Aboriginal culture. This program provides opportunities to deepen understandings of Australia's First Peoples, the oldest living cultures in the world. This experience empowers educators to lead with greater insight the reconciliation initiatives in their community and broaden their understanding of the ways that First Nations' perspectives can be integrated into teaching and learning.

'Teachers must do more than simply know and deliver Aboriginal and Torres Strait Islander cultural content. They must 'immerse themselves in Indigenous knowledges and experiences, supported by institutional action at the school, system and sector level.'
ATSIL Building a culturally responsive Australian teaching workforce - Final Report John Hattie

Significantly, the program contributes to providing the Yolngu people of East Arnhem Land with an economically sustainable way of maintaining their culture on their Homelands and builds true reconciliation through two-way learning. Through this reciprocal learning, participants explored the embedded ways of being present in body, mind and spirit, learning about lore, language and kinship as well as engaging in cultural practices such as fishing, exploring the mangroves and coastline, fire making and weaving. Respect, openness and vulnerability were supported and enabled by the wisdom and generosity of the Yolngu People in the Nyinyikay community.

'Nyinyikay will forever hold a special place in my heart, I enjoyed it all so much, the fishing, the weaving, the dancing but mostly just being here sitting, watching the land and listening to the waves. I hope to come back someday soon.'
Year 9 Student

The AISSA strongly promotes this 7-day Cultural Immersion Program to member schools and commits to supporting at least two staff annually. The AISSA collaborates with Culture College and the AISNSW to ensure the viability of this significant program, because we believe for schools to build their cultural competency as members of the Australian teaching workforce, immersion on Country and in Aboriginal lore and culture is invaluable.





NARRAGUNNAWALI: RECONCILIATION IN EDUCATION

The AISSA continues to promote schools to engage in Reconciliation Australia's Narragunnawali: Reconciliation in Education program and RAP process because it provides both a strategic direction and measurable accountability of progress towards reconciliation. The number of schools and early learning centres that have engaged in Narragunnawali RAPs continues to increase with several schools now having their own RAP champions. The AISSA Reconciliation Consultant provides ongoing support with the refresh process of RAPs, encouraging self-reflection, courage and challenge in this process.

Strategies that have supported this process include the ongoing mentoring AISSA provides to staff teams to assist them with the process and the professional learning opportunities AISSA has offered to share exemplary practice.

The impact of our member schools engaging so deeply in the Narragunnawali program is evident in student agency in our schools. We have observed a strong student voice with many schools now having their own Acknowledgement of Country written and recorded by students, as well as strong representation of First Nations students on Narragunnawali RAP Working Groups.



NARRAGUNNAWALI AWARDS

The success of Narragunnawali RAPs has been evident in with some schools submitting applications in the 2021 biennial Narragunnawali Awards. This is a national award and in 2021 Prince Alfred College was shortlisted in the schools category and St Peter's Girls' Early Learner's Centre (ELC) became a finalist in the Early Learning Service category. St Peter's Girls' ELC became the first finalist from the Independent sector nationally as well as the first finalist from South Australia.

“The journey to reach the stage of becoming a finalist had been a challenging one. The strong relationship with our Kurna Elder, Uncle Tamaru, was pivotal to our success. As an ELC community, we took brave steps, being prepared to face our vulnerabilities and ask the questions that needed to be asked. Our daily practice was transformed through rituals, student learning and community investment.” – ELC Director of St Peter's Girls' Early Learner's Centre, Kate Mount

Educators from the St Peter's Girls' ELC generously shared their work locally and nationally and opened their service up to others to view and learn from. A very significant opportunity to share was an invitation for the ELC Director, Kate Mount, to be a panelist representing the ELC – Year 12 education sector, at the 2021 South Australian Reconciliation Breakfast. In recent years, staff members from the ELC have partnered with the AISSA to share their practice at workshops. A national webinar with key staff and Uncle Tamaru was developed to showcase how Aboriginal histories and cultures can be embedded. This was part of a webinar series created for the Reggio Emilia Australia Information Exchange (REAIE).



“Being a finalist in the Narragunnawali Awards was a significant accomplishment for St Peter's Girls' ELC and provided a platform for very young children to be involved in truth telling.”

“I am very grateful for being part of such a rigorous process as it stretched us to reflect on our practice, identifying areas that needed greater focus, so that we could truly honour not only our children, but our First Australians.” – ELC Director of St Peter's Girls' Early Learner's Centre, Kate Mount

ABORIGINAL AND TORRES STRAIT ISLANDER PERSPECTIVES IN THE CLASSROOM



The AISSA views the inclusion of First Nations' perspectives into everyday classroom learning as crucial to authentic reconciliation in education and a fundamental aspect of Narragunnawali RAPs. This inclusion of Aboriginal and Torres Strait Islander histories and cultures cross- curriculum priority content has been historically absent from Australian curriculums and teacher professional learning, and therefore, developing knowledge of Aboriginal and Torres Strait Islander perspectives is something that takes time and commitment at the individual teacher, school and sector level. The cultural learning and truth telling that unfolds when schools do embark on embedding Aboriginal and Torres Strait Islander content across year levels and across the learning areas, sits at the heart of developing a culturally competent school.

In collaboration with local Elders Uncle Tamaru and Uncle John, the AISSA has been mentoring teachers to embed the Aboriginal and Torres Strait Elaborations into the Australian Curriculum learning area of science since 2019. These teachers then shared this expertise with other teachers at a central workshop. This program has been designed to target ELC – Year 2, Year 3- Year 6 and Year 7 Year- 10 teachers. In 2021, the presenters of the Year 7 -Year 10 workshop and the AISSA, were invited by the South Australian Science Teachers' Association to collaborate on a cultural workshop paper and this article was published in their journal.

In 2022 the AISSA collaborated with the Aboriginal and Torres Strait Islander Mathematics Alliance (ATSIMA) and Dr Caty Morris, to create a project focussed on increasing knowledge and understanding about the Aboriginal and Torres Strait Islander Histories and Cultures Cross-Curriculum Priority and the mathematics curriculum. Leaders and teachers engaged deeply with the elaborations and explored their potential for enriching mathematics teaching and learning whilst providing a more culturally responsive curriculum experience for students.



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 are pivotal to being brave and advocating for truth telling and equity, as individuals and as an organisation.



Action	Deliverables	Timeline	Responsibility
1. Establish and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations.	Meet with local Aboriginal and Torres Strait Islander stakeholders and organisations to continuously improve guiding principles for engagement.	May 2023, 2024, 2025	Senior Reconciliation Consultant
	Review, update and implement an engagement plan to work with Aboriginal and Torres Strait Islander stakeholders.	June 2024	Senior Reconciliation Consultant
	Establish and maintain 3 formal two-way partnerships with Aboriginal and Torres Strait Islander communities or organisations.	September 2024	Senior Reconciliation Consultant
	Engage in ongoing partnerships with Reconciliation SA, Culture College, and Uncle John Lochowiak	December 2023, 2024, 2025	Senior Reconciliation Consultant
2. Build relationships through celebrating National Reconciliation Week (NRW).	Circulate Reconciliation Australia's NRW resources and reconciliation materials to all staff.	May 2023, 2024, 2025	Senior Reconciliation Consultant and RWG Communication Coordinator
	Invite member schools to participate in the Reconciliation SA NRW Breakfast event	April 2024, 2025, 2026	Senior Reconciliation Consultant
	Support member schools to plan and resource for NRW events through newsletters and professional learning opportunities	March 2024, 2025, 2026	Senior Reconciliation Consultant
	Provide a professional learning opportunity in partnership with a Kurna Elder leading up to NRW, with intentional connection to NRW for our member schools	May 2023, 2024, 2025	Senior Reconciliation Consultant
	Encourage member schools to share their NRW activities via an allocated section on the AISSA website	August 2023, 2024, 2025	Senior Reconciliation Consultant
	RAP Working Group members to participate in at least 5 external NRW events.	27 May- 3 June, 2023, 2024, 2025	Chief Executive and RWG Event Coordinators
	Encourage and support staff and senior leaders to participate in 3 external events to recognise and celebrate NRW, including the Reconciliation SA NRW Breakfast.	27 May- 3 June, 2023, 2024, 2025	Chief Executive and RWG Event Coordinators
	Organise 1 internal organisational NRW event each year.	27 May- 3 June, 2023, 2024, 2025	RWG Event Coordinators
	Register our NRW events on Reconciliation Australia's NRW website.	April 2024, 2025, 2026	RWG Event Coordinators
3. Promote reconciliation through our sphere of influence.	Invite leaders of member schools, sector heads, the SACE, Reconciliation SA, politicians, and other stakeholders to the launch of the AISSA 2023-2026 Stretch RAP.	June 2023	Chief Executive
	Participate in quarterly RAP Leadership Gatherings	May 2023, 2024, 2025	Senior Reconciliation Consultant
	Implement strategies to engage all staff to drive reconciliation outcomes.	May 2025	Chief Executive and Senior Reconciliation Consultant
	Provide annual focus group opportunities to bring staff together in small groups to reflect on RAP progress	October 2023, 2024, 2025	Senior Reconciliation Consultant

Action	Deliverables	Timeline	Responsibility
3. Promote reconciliation through our sphere of influence. Continued...	Invite staff from RWG to take leadership of RAP action deliverables through the allocation of the RWG roles	December 2023, 2024, 2025	Senior Reconciliation Consultant
	Communicate our commitment to reconciliation publicly including, but not limited to, the AISSA Annual Report and the AISSA website.	October 2023, 2024, 2025	Chief Executive and RWG Communication Coordinator
	Implement strategies to positively influence our external stakeholders, specifically our member schools, to drive reconciliation outcomes.	September 2025	Chief Executive and Senior Reconciliation Consultant
	Collaborate with 3 RAP and other like-minded organisations to implement ways to advance reconciliation.	January 2026	Chief Executive and Senior Reconciliation Consultant
	Lead the Independent Schools Australian /Independent Schools Association National Reconciliation Working Group to build a national commitment to reconciliation and advocate for 'truth telling.'	May 2023, 2024, 2025	Senior Reconciliation Consultant
	Utilise our local, state and national spheres of influence to inspire our member schools to take braver action to address reconciliation.	January 2026	Chief Executive and Senior Reconciliation Consultant
	Regularly, at least 6 times a year, through a network email and the AISSA website, promote significant reconciliation days, events, resources, updates, programs and professional learning.	November 2023, 2024, 2026	Senior Reconciliation Consultant
4. Promote positive race relations through anti-discrimination strategies.	Engage with Aboriginal and Torres Strait Islander staff and Aboriginal and Torres Strait Islander advisors to review and refine our anti-discrimination policy.	November 2023, 2024, 2025	Chief Executive and Head of Workplace and Human Relations
	Communicate and implement our refined anti-discrimination policy for our organisation.	January 2024, 2025, 2026	Chief Executive and Head of Workplace and Human Relations
	Continuously refine and improve HR policies and procedures concerned with anti-discrimination.	November 2023, 2024, 2025	Head of Workplace and Human Relations.
	Provide information to senior leaders and staff about countering racism, and additionally, undertake this as an intentional focus of staff cultural learning for one year of our RAP	August 2023, 2024, 2025	Senior Reconciliation Consultant, RWG Cultural Learning Coordinators
	Senior leaders to publicly support anti-discrimination campaigns and initiatives against racism	January 2026	Chief Executive
5. Actively promote Reconciliation Australia's Narragunnawali: Reconciliation in Education program to member schools.	Partner with Reconciliation SA and local Elders to support Leaders, RAP coordinators and educators to further develop strategies to deepen the implementation of their RAPs via the Narragunnawali and Reconciliation SA professional learning workshops..	December 2023, 2024, 2025	Senior Reconciliation Consultant
	Continue to promote Reconciliation Australia's Narragunnawali Reconciliation in Education program to all member schools.	December 2023, 2024, 2025	Senior Reconciliation Consultant
	Support member schools using the processes from the Narragunnawali platform to publish and refresh their RAPS on an annual basis	December 2023, 2024, 2025	Senior Reconciliation Consultant
	Encourage member schools who have shown outstanding commitment to reconciliation to apply for the Narragunnawali Awards 2023 and 2025.	May 2023, 2025	Senior Reconciliation Consultant
	Establish an invitation to join a Community of Learners group, focussed on addressing key actions from the Narragunnawali's platform, using a variety of communication channels to be inclusive of all local and regional member schools.	March 2024	Senior Reconciliation Consultant
	Invite annually, one Junior School and one Combined or Secondary School Principal to address their peers at a formal AISSA meeting to share their school's reconciliation journey, through the lens of the Narragunnawali RAP.	November 2023, 2024, 2025	Chief Executive
	Establish an award that recognises the work of a staff member or members from our member schools who has championed the Narragunnawali RAP in their school. This prize is to be presented at the annual AISSA Appreciation Function.	November 2023, 2024, 2025	Chief Executive

RESPECT

We advocate that Aboriginal and Torres Strait Islander histories and cultures, past, present and future, are fundamental to our very understanding of what makes Australia unique in the world, and promote constitutional change that recognises that their sovereignty was never ceded. Our work, both internal and external, is strongly guided by our commitment to increasing cultural learning that prioritises truth telling and our deep reflection upon our own history as well as the history of First Nations Peoples through guided, respectful learning opportunities informed by our partnerships with Kaurna Elders. We will embed this throughout the year utilising our partnerships and sphere of influence.



Action	Deliverables	Timeline	Responsibility
6. Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning.	Conduct an annual review of cultural learning needs within our organisation.	September 2023, 2024, 2025	Senior Reconciliation Consultant
	Consult local Traditional Owners and/or Aboriginal and Torres Strait Islander advisors on the implementation of a cultural learning strategy.	October 2023, 2024, 2025	Senior Reconciliation Consultant and RWG Cultural Learning Coordinators
	Implement and communicate a cultural learning strategy for our staff.	November 2023, 2024, 2025	Senior Reconciliation Consultant and RWG Cultural Learning Coordinators
	Commit all RAP Working Group members, HR managers, senior executive group and all staff to undertake formal and structured cultural learning.	January 2024, 2025, 2026	Chief Executive
	All staff undertake face to face formal and structured cultural learning.	July 2023, 2024, 2025	Chief Executive
7. Promote First Nations perspectives and culturally inclusive pedagogies across the curriculum.	Lead our member schools to embed First Nations histories, cultures and perspectives utilising culturally responsive pedagogy.	July 2024, 2025	Head of Educational Services
	Continue to be proactive in collaborating with ACARA, ACECQA, SACE and AITSL to embed First Nations perspectives and culturally inclusive pedagogies across the curriculum	May 2023, 2024, 2025	Head of Educational Services
	Deliver a series of professional learning workshops that focus on the Australian Curriculum v 9.0 Science and Mathematics, that build teacher capacity to include the Aboriginal and Torres Strait Islander elaborations in their teaching and learning.	November 2023, 2024	Head of Educational Services
	Deliver a series of professional learning workshops that focus on the Australian Curriculum v 9.0 and build teacher capacity to include the Aboriginal and Torres Strait Islander elaborations in their teaching and learning.	November 2024, 2025	Head of Educational Services
	Support schools to provide forums for students to offer perspectives that progress a culturally responsive environment.	November 2024	Senior Reconciliation Consultant

Action	Deliverables	Timeline	Responsibility
8. Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.	Deepen the staff's understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country, Smoking Ceremony and Welcome to Country, by continuing to listen with respect and reflect on the narrative that accompanies each protocol.	July 2023, 2024, 2025	RWG Cultural Learning Coordinators Senior Reconciliation Consultant
	Update and communicate a cultural protocol document (tailored for all communities across the SA Independent sector), including protocols for Welcome to Country, Smoking Ceremony and Acknowledgement of Country.	July 2023, 2024, 2025	Senior Reconciliation Consultant
	Invite a local Traditional Owner or Custodian to provide a Welcome to Country or other appropriate cultural protocol at 6 significant events each year, including Cultural Learning Workshops, NRW and the Launch of the AISSA 2023-2026 RAP.	December 2023, 2024, 2025	Senior Reconciliation Consultant
	Include an Acknowledgement of Country or other appropriate protocols at the commencement of important meetings.	December 2023, 2024, 2025	Chief Executive
	Staff and senior leaders provide an Acknowledgement of Country or other appropriate protocols at all public events.	December 2023, 2024, 2025	Chief Executive
	Update the digital Acknowledgment of Country display in the AISSA Reception area to reflect the AISSA RAP 2023-2026.	June 2023	Chief Executive
9. Engage with Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week.	Members of the RAP Working Group to participate in an external NAIDOC Week event.	First week in July, 2023, 2024, 2025	RWG Events Coordinators
	Review annually HR policies and procedures to ensure there are opportunities for all staff to participate in NAIDOC Week.	November 2023, 2024, 2025	Head of Workplace and Human Relations
	Support staff to participate in 2 NAIDOC Week events in our local area.	First week in July, 2023, 2024, 2025	RWG Events Coordinators
	Organise an internal NAIDOC Week event for the AISSA staff annually.	First week in July, 2023, 2024, 2025	RWG Events Coordinators

OPPORTUNITIES

We support Aboriginal and Torres Strait Islander people and businesses through our commitment to developing mutually beneficial opportunities. This will be done by ensuring we are addressing opportunities for employment of staff, embedding procurement processes and investing in partnerships where Aboriginal and Torres Strait Islander peoples and communities benefit.



Action	Deliverables	Timeline	Responsibility
10. Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention and professional development.	Engage with Aboriginal and Torres Strait Islander staff to consult on our recruitment, retention and professional development strategy.	August 2023, 2024, 2025	Chief Executive
	Review and update an Aboriginal and Torres Strait Islander recruitment, retention and professional development strategy.	November 2023, 2024, 2025	Chief Executive and Head of Workplace and Human Relations
	Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders.	August 2023, 2024, 2025	Chief Executive
	Review HR and recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace.	November 2023, 2024, 2025	Chief Executive and Head of Workplace and Human Relations
	Aboriginal and Torres Strait Islander persons to be engaged at a senior policy level in the organisation.	December 2025	Chief Executive
	Mentor and financially support Aboriginal and Torres Strait Islander employees to engage in professional learning that includes opportunities to participate in tertiary education.	December 2025	Chief Executive
	Use every endeavour to increase by 100% the number of Aboriginal and Torres Strait Islanders employed by the AISSA.	December 2025	Chief Executive
	Further develop strategies to ensure we are a culturally safe workplace and an employer of choice for First Nations Peoples.	October 2025	Chief Executive and Head of Workplace and Human Relations
	Develop and implement a strategy to provide work experience for Aboriginal and Torres Strait Islander Peoples.	October 2025	Chief Executive and Senior Reconciliation Consultant
	Continue to provide mentoring for secondary Aboriginal and Torres Strait Islander students.	November 2023, 2024	Indigenous Secondary School Mentor
11. Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes.	Continue to implement and refine an Aboriginal and Torres Strait Islander procurement strategy.	November 2023, 2024, 2025	Chief Executive
	Continue to utilise Supply Nation members so we can support as many businesses as possible.	November 2023, 2024, 2025	Chief Executive
	Develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses to staff.	November 2023, 2024, 2025	Chief Executive
	Continue to review and update procurement practices to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses.	November 2023, 2024, 2025	Chief Executive
	Maintain 10 commercial relationships with Aboriginal and/or Torres Strait Islander businesses.	December 2025	Chief Executive
	Ensure an annual procurement of \$35,000 from Aboriginal and Torres Strait Islander businesses.	November 2023, 2024, 2025	Chief Executive
	Teach all relevant staff the processes involved in contracting Aboriginal and Torres Strait Islander businesses through Supply Nation or an equivalent organisation.	November 2023, 2024, 2025	Chief Financial Officer

Action	Deliverables	Timeline	Responsibility
12. Continue to provide economic support to remote First Nations communities.	Continue to financially support a minimum of two AISSA staff members to experience the Culture College Immersion Program in East Arnhem Land annually.	August 2023, 2024, 2025	Chief Executive
	Increase the number of member schools who participate in the annual Culture College Immersion Program in East Arnhem Land.	August 2023, 2024, 2025	Chief Executive and Senior Reconciliation Consultant
	Extend the participation of the Culture College Immersion Program in East Arnhem Land, to include the Associations of Independent Schools by promoting it to all states and territories.	August 2025	Chief Executive and Senior Reconciliation Consultant
	Develop and implement in partnership with Culture College, local Elders and the Yolngu community, an immersion program for member schools that provides a 'Homeland' experience in situ.	August 2025	Senior Reconciliation Consultant
13. Continue to promote cultural safety and competency both internally and externally	Continue in our commitment to First Nations student voice through a range of mechanisms which support the cultural safety of those involved, is purposeful and draws from a range of modes and opportunities.	May 2023, 2024, 2025	Senior Reconciliation Consultant
	Provide annual face to face professional learning for the AISSA Education Team on cultural competency, in line with the AITSL Final Report June 2022 on 'Building a culturally responsive Australian teaching workforce'.	December 2023, 2024, 2025	Head of Educational Services
	Provide 3 professional learning opportunities annually, focussing on creating culturally safe classrooms for member schools in partnership with First Nations' advisors.	December 2023, 2024, 2025	Senior Reconciliation Consultant

GOVERNANCE



Action	Deliverables	Timeline	Responsibility
14. 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 2024, 2025, 2026	Chief Executive
	Maintain a Terms of Reference for the RWG.	June 2023, 2024, 2025	RWG Chair
	Meet at least four times per year to drive and monitor RAP implementation.	January, May, August and November 2023, 2024, 2025	Chief Executive
	Annually extend an invitation to all members of the AISSA staff to join the RWG.	January 2024, 2025, 2026	Chief Executive
	Annually review the roles and responsibilities of the RAP RWG to ensure a dispersed leadership model and that the roles are aligned to the RAP implementation.	November 2023, 2024 and 2025	RWG Chair
15. Provide appropriate support for effective implementation of RAP commitments.	Embed resource needs for RAP implementation.	August 2023, 2024, 2025	Chief Executive and Chief Financial Officer
	Continue to embed key RAP actions in performance expectations of senior management and all staff.	November 2023, 2024, 2025	Chief Executive
	Continue to embed appropriate systems and capability to track, measure and report on RAP commitments.	June 2023, 2024, 2025	Chief Executive and RWG Chair
	Maintain an internal RAP Champion from senior management.	June 2023, 2024, 2025	Chief Executive
	Include our RAP as a standing agenda item at senior management meetings.	June 2023, 2024, 2025	Chief Executive
16. Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.	Contact Reconciliation Australia to verify that our primary and secondary contact details are up to date, to ensure we do not miss out on important RAP correspondence.	June annually	Senior Reconciliation Consultant
	Contact Reconciliation Australia to request our unique link, to access the online RAP Impact Questionnaire	1 August annually	Chief Executive
	Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia.	30 September 2023, 2024, 2025	Chief Executive and Senior Reconciliation Consultant
	Report RAP progress to all staff and senior leaders quarterly.	May, August, November 2023, 2024, 2025	RWG Communications Coordinator
	Publicly report against our RAP commitments annually, outlining achievements, challenges and learnings.	December 2023, 2024, 2025	Chief Executive
	Continue to participate in Reconciliation Australia's biennial Workplace RAP Barometer.	May 2024	Chief Executive.
	Submit a traffic light report to Reconciliation Australia at the conclusion of this RAP	May 2026	Senior Reconciliation Consultant
17. Continue our reconciliation journey by developing our next RAP.	Register via Reconciliation Australia's website to begin developing our next RAP.	September 2025	Chief Executive and Senior Reconciliation Consultant





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