

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

St Peter's Woodlands Grammar School
January 2026 to January 2027



St Peter's
Woodlands



RECONCILIATION
AUSTRALIA

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VISION FOR RECONCILIATION

At St Peters Woodlands (SPW), reconciliation is a shared experience of listening and Truth-telling , acknowledging and learning from the past and taking meaningful action to build a better future. Our vision is to create a community where we all actively participate in understanding and engaging with the diverse histories, cultures and stories of Aboriginal and Torres Strait Islander peoples, beginning with the Kurna people, on whose Land our school stands. We are committed to working closely with Kurna Elders and community members as we ensure our school not only learns about, but also learns from their perspectives and lived experiences. By building respectful relationships with the Kurna people, we strive to make reconciliation a lived experience, something that is not only spoken about but deeply embedded in our daily actions and values. We recognise the deep connections that Aboriginal and Torres Strait Islander peoples have with Country and aim to reflect this understanding throughout our curriculum, environmental projects and sustainable practices. We believe reconciliation is about respect, fairness and doing what is right. We aim to teach our students to challenge stereotypes with courage, promote equality through service and embrace the wonder of learning from the worlds oldest cultures. We are dedicated to fostering student leadership in reconciliation. Through student-led projects and initiatives, we aim to create a school where young voices lead the way in shaping a future defined by respect, inclusion and understanding. We understand that reconciliation is an ongoing journey and are committed to making our school a place where everyone can celebrate and learn from First Nations peoples. Together, we will continue to build relationships, learn from one another and make SPW a welcoming, inclusive and understanding place for all, starting right here on Kurna Country.

ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Traditional Owners of the Land of which we meet, the Kurna people of the Adelaide Plains and their Ancestors. We acknowledge all Aboriginal and Torres Strait Islander peoples, their connection, knowledge of and affinity to this Land. We commit to learning more from Elders past, present and emerging, for true understanding and reconciliation.



RAP WORKING GROUP

Name	Position
Donna Culliver	Staff (teaching)
Andrew Mintern	Parent/carer
Sarah Noell	Principal / Director
Paul Mesecke	Staff (non-teaching)
Lisa Harris	Staff (teaching)
Cathy Kowalick	Staff (teaching)
Libby Graham	Staff (teaching)
Jess Gilding	Staff (teaching)
Virginia Files	Staff (teaching)
Emily Bert	Staff (teaching)
Deb Jeanes	Community member
Tom Mitton	Staff (teaching)
Michelle Lewis	Staff (teaching)
Kate Evans	Staff (teaching)

CONTRIBUTORS

St Peter's Woodlands Grammar School would like to acknowledge the following contributors to the development of this RAP.

Name	Role/Organisation
SPW RAP Jr.	Student RAP Working Group



RAP ACTIONS	COMMITMENT
<p>Aboriginal and Torres Strait Islander People in the Classroom</p>	<p>We are committed to engaging Aboriginal and Torres Strait Islander people in our learning activities. Having Aboriginal and Torres Strait Islander voices in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.</p>
<p>Early Years Learning Framework</p>	<p>We seek out ways to connect our reconciliation vision and plans and Early Years Learning Framework principles, practices and outcomes. Our efforts mean reconciliation is embedded in everyday early learning environments.</p>





RAP ACTIONS	COMMITMENT
<p>Elders and Traditional Owners Share Histories and Cultures</p>	<p>We are committed to forging a meaningful and ongoing relationship with local Aboriginal and Torres Strait Islander Elders, and people recognised in their community as Traditional Owners. We hope this relationship can be of mutual benefit, and that local Elders and Traditional Owners will feel safe, and confident, to share their historical and cultural knowledge with our staff, students and children.</p>
<p>Cultural Responsiveness for Staff</p>	<p>We are supported to reflect on and build our cultural responsiveness to improve our practice and best support the needs of Aboriginal and Torres Strait Islander students. We are provided with a range of opportunities to build our knowledge and understanding of our own positionality and Aboriginal and Torres Strait Islander perspectives, contributions and cultures.</p>
<p>Reconciliation Projects</p>	<p>Our school will collaborate on projects that visibly and authentically embed Aboriginal and Torres Strait Islander histories and cultures in learning programs and the physical environment. Through this culture of collaboration across the school and with the community, we commit to creating an environment where young people, staff and community members acknowledge, respect and experience connection to the First Australians.</p>





RAP ACTIONS	COMMITMENT
Welcome to Country	Where appropriate, significant events at our school commence with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating these protocols into formal events and important occasions, we recognise Aboriginal and Torres Strait Islander peoples as the First Australians and Custodians of the Land.
Celebrate National Reconciliation Week	Our school community celebrates National Reconciliation Week (NRW) which is held from 27 May to 3 June each year by talking about reconciliation in the classroom and around the school, and celebrating with the community. NRW is a time for all Australians to learn about our shared histories, cultures and achievements and to explore how each of us can join the national reconciliation effort.
Create Stakeholder List	We will develop and maintain a stakeholder list that reflects our current and future working relationships with members of the community who are committed to working collaboratively to drive reconciliation initiatives.





RAP ACTIONS	COMMITMENT
Build Relationships with Community	We commit to forming ongoing relationships with the local Aboriginal and Torres Strait Islander community. Our relationships will be built on mutual respect, trust and inclusiveness. We respect these relationships and the way they make opportunities for Aboriginal and Torres Strait Islander peoples and non-Indigenous staff, students, children and the community.
Cultural Responsiveness for Students and Children	Our everyday program will have ways for children and students to learn about Aboriginal and Torres Strait Islander perspectives, contributions and cultures, in and outside the classroom. We will include cultural responsiveness principles our students and children have learned in the ethos of our classrooms and across our school.
Reconciliation Network	We commit to establishing or joining formal external reconciliation networks to mutually support and collaboratively progress reconciliation initiatives.





RAP ACTIONS	COMMITMENT
Teach about Reconciliation	Our school community is committed to learning about reconciliation in Australia. Having an understanding of the concept, history and progress of reconciliation is an important part of continuing the reconciliation journey. This understanding also helps to strengthen engagement with our school's RAP by positioning it within the broader story of reconciliation in Australia.
Explore Current Affairs and Issues	We commit to knowing the news and being responsive to current issues significant to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. We will do this through delivering our curriculum, policies and procedures, and integrating it into the way our school operates.





RAP ACTIONS	COMMITMENT
Acknowledgement of Country	Our school recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow. All staff and students have the opportunity to show respect to Traditional Owners and Custodians by regularly conducting an Acknowledgement of Country at meetings and events throughout the year.
Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures	We commit to demonstrating our respect for Aboriginal and Torres Strait Islander histories and cultures in the physical environment of our school. We understand that making our respect visible in the learning environment through the incorporation of meaningful, relevant and culturally appropriate art, artefacts and symbolism reinforces our work toward reconciliation. It also makes our intentions and actions clear to our students, parents and the broader community.
Care for Country	We commit to actively connecting with, and caring for, the Country/place on which our school stands. This involves respectfully learning about Aboriginal and Torres Strait Islander perspectives, philosophies and practices about caring for Country/place, as well as physically demonstrating respect for the skies, waterways and Land on which we live and learn. We will consider First Nations perspectives as part of broader sustainability plans, policies and practices. This will reinforce the meaningful and continuous connections Aboriginal and Torres Strait Islander peoples have continued to have with Country/place since time immemorial, as well as provide positive opportunities for all members of our educational community to become socially and environmentally responsible citizens who display a growing awareness of the importance of First Nations land management and sustainability.

RESPECT



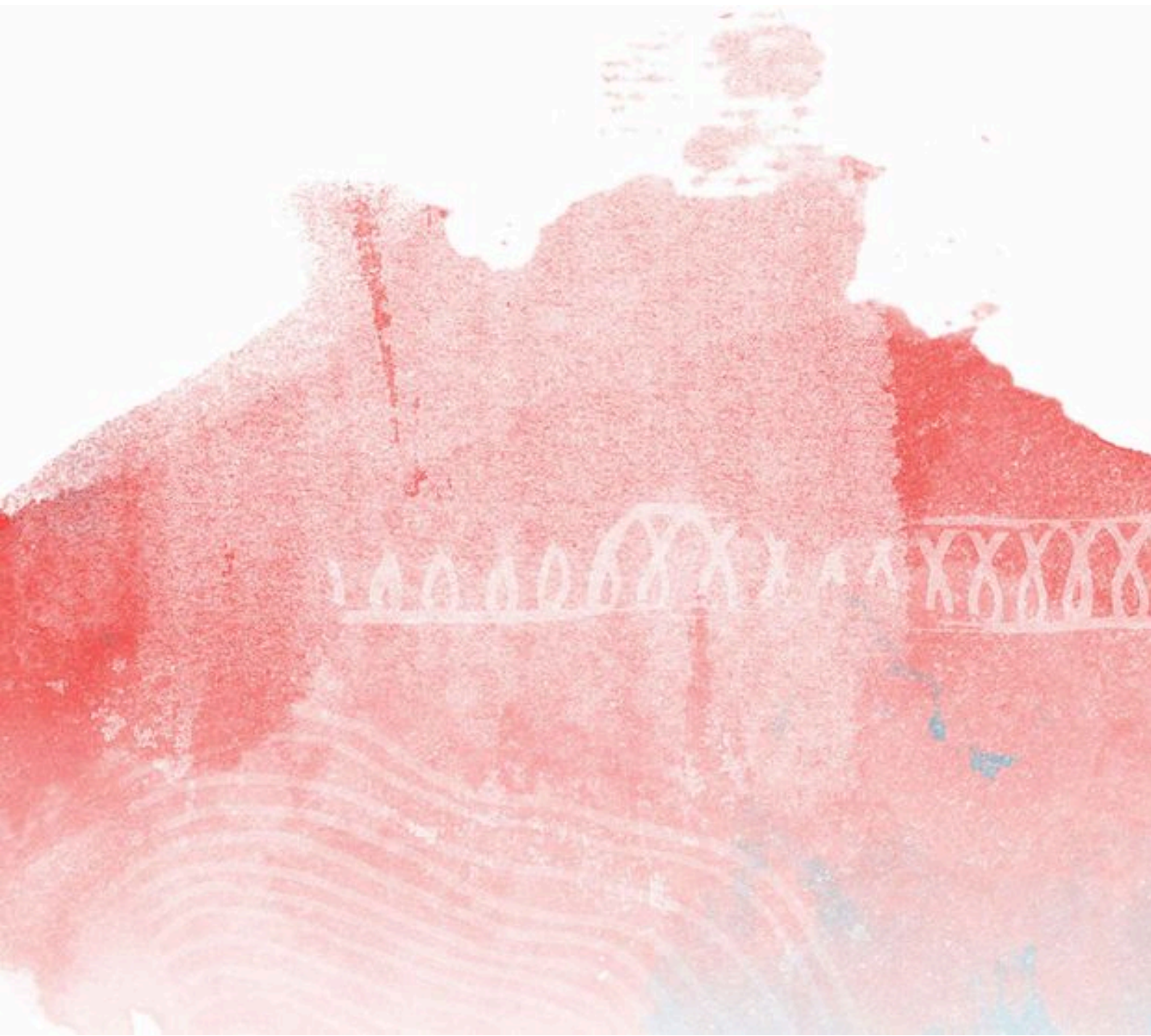
WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander Flags	Our school flies/displays the Aboriginal and Torres Strait Islander flag to demonstrate respect and recognition for the histories, cultures and contributions of the First Peoples of Australia. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation.
RAP Launch	Our school is proud to launch our RAP at an event that recognises the efforts of the working group and celebrates our school or service's commitment to reconciliation. We will use our RAP launch event to inform the wider community about our RAP and the many different ways they can get involved and take action toward reconciliation.
Take Action Against Racism	We will raise awareness of racism, its impacts and how to respond effectively when it happens. We will do this through an anti-racism strategy tailored to the needs of our school.



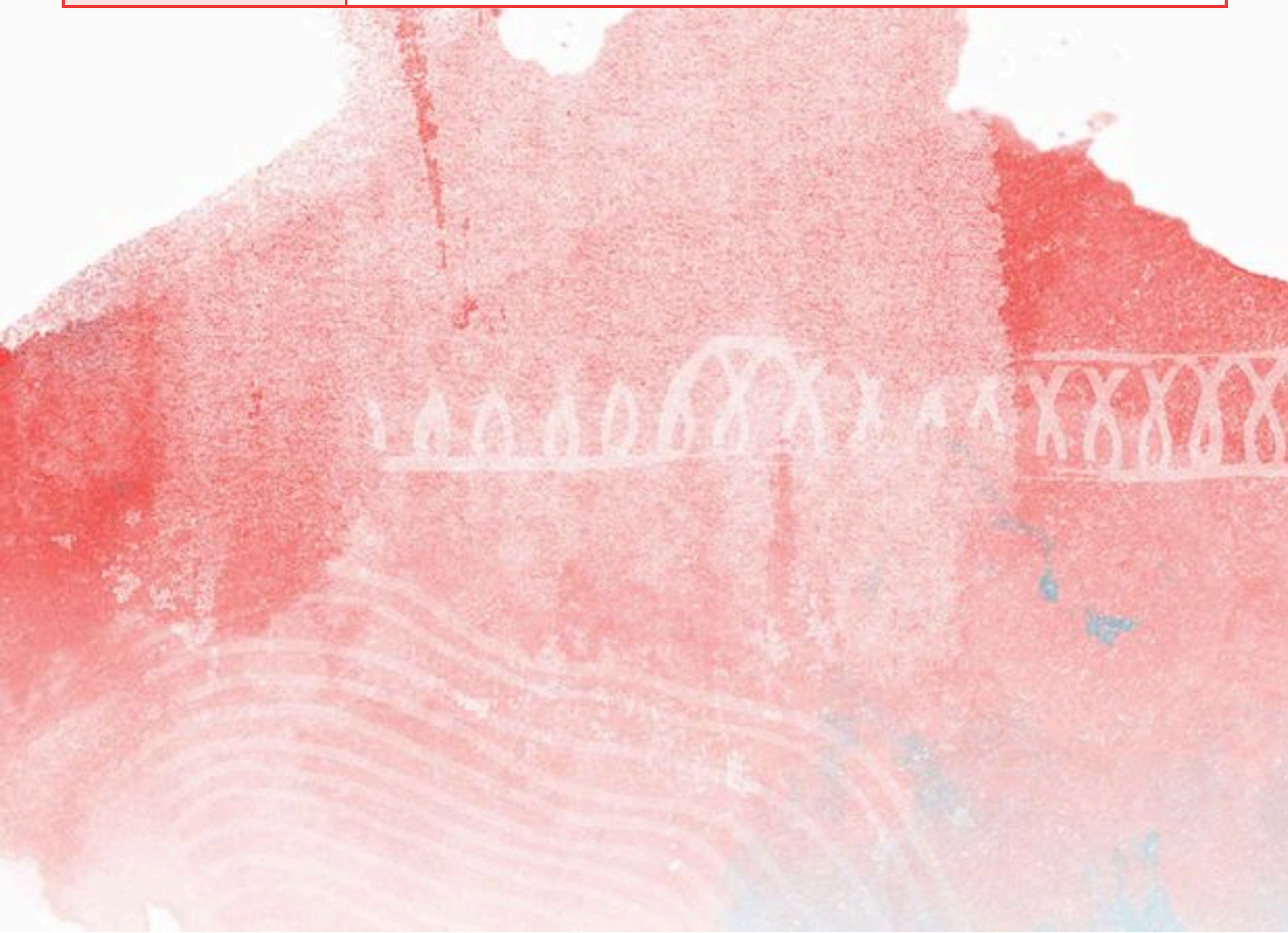
OPPORTUNITIES IN THE CLASSROOM

RAP ACTIONS	COMMITMENT
Embed Cross-curriculum Priority	All staff from across the school are supported to understand and embed Aboriginal and Torres Strait Islander Histories and Cultures in the curriculum. Teachers will consider the cross-curriculum priority when developing units, lesson plans and resources in all learning areas and across all year levels.
Curriculum Planning	Aboriginal and Torres Strait Islander histories and cultures are a key, ongoing part of curriculum planning, development and evaluation across all year levels and learning areas. We will review curriculum documents to find out where we include Aboriginal and Torres Strait Islander histories and cultures, and to what extent and where we could include Aboriginal and Torres Strait Islander histories, cultures and contributions in the curriculum.





RAP ACTIONS	COMMITMENT
<p>Inclusive Policies</p>	<p>All staff at school are aware of policies referring to improving educational outcomes for Aboriginal and Torres Strait Islander people and building knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. When internal policies are reviewed and developed, we will ensure that they are inclusive of Aboriginal and Torres Strait Islander peoples and perspectives, and that there is a plan in place to ensure that all staff comply with these policies in their daily practice.</p>
<p>Staff Engagement with RAP</p>	<p>Commitment to the Reconciliation Action Plan (RAP) from all staff is essential for developing a RAP that is implemented in a meaningful and sustainable way. All staff will be involved in the ongoing development and implementation of our RAP through staff development opportunities facilitated by the RAP Working Group.</p>
<p>RAP Budget Allocation</p>	<p>We have set aside dedicated funds from within our budget to procure relevant goods and services that strengthen the sustainability of our RAP Actions. Staff are aware that it is important to consider remuneration for people who have been involved in RAP initiatives out of respect for the time and resources that they have contributed.</p>



OPPORTUNITIES



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Local Sites, Events and Excursions	We commit to learning more about the Aboriginal and Torres Strait Islander histories, cultures and contributions of the Country on which we live, work, learn and play, by working with the local Aboriginal and Torres Strait Islander community to learn about events of historical and cultural significance and visit appropriate sites.
Celebrate RAP Progress	We are committed to reflecting on the progress made in the growth of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions in our school. We will track the progress of our RAP, continually revisit our commitments, and celebrate our achievements, while generating new ideas to develop and sustain our RAP into the future.
Aboriginal and Torres Strait Islander Languages	We commit to providing students and children with a deeper knowledge and understanding of Aboriginal and Torres Strait Islander cultures and identities by learning about Aboriginal and Torres Strait Islander languages. We acknowledge the importance of language maintenance and revitalisation efforts and will provide students and children with opportunities to learn – or learn about – the First Language of their local area.

