

Narragunnawali  
Reconciliation in Education

**NAKRA  
GUNNA  
WALI**

# RECONCILIATION ACTION PLAN

St Peter's Girls' School  
April 2026 to April 2027



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**ST PETERS**  

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**GIRLS**

## VISION FOR RECONCILIATION

As a community of learners, we strive to maintain and strengthen relationships with Aboriginal and Torres Strait Islander peoples; continue our learning about First Nations peoples' perspectives, histories, experiences, and cultures and to uphold the values of inclusivity, respect, care and cooperation. We will continually seek opportunities to increase respect, reduce prejudice and strengthen relationships between the wider Australian community and Aboriginal and Torres Strait Islander peoples. We acknowledge that working together with respect for diverse skills and perspectives for all. As a school, we strive to develop global citizens who will: Make meaningful and respectful connections with the local First Nations community and value in the contributions First Nations peoples make to our school and wider community Rejoice in differences in our community and the benefits of understanding cultural diversity of Aboriginal and Torres Strait Islander peoples and all community members Actively promote and engage in practices of justice and respect for all peoples, especially Aboriginal and Torres Strait Islander peoples Actively engage with anti-racism in all aspects of our school Understand and acknowledge our own diverse cultures and personal biases Deepen our understanding of how to respect the values and traditions of other individuals and communities Respect the connections Aboriginal and Torres Strait Islander peoples have to Country As teachers, we encourage students to be powerful, active agents in their education and provide opportunities for students to lead reconciliation actions within the school community. At St Peters Girls School, a friendly, caring Anglican community, we believe in the value of each individual's academic, spiritual, emotional, creative, physical and social development. We welcome and celebrate the cultural diversity within Australia and believe that reconciliation will lead to respect for Aboriginal and Torres Strait Islander peoples, their Lands, cultures, and spiritualities.

## ACKNOWLEDGEMENT OF COUNTRY

Ngadlurlu tampinthe Kurna miyurna, Ngadlurlu tampinthe ngadlu Kurna yartangka. Ngaityalya purkana pukinangku, yalaka. We recognise the Kurna People, And acknowledge we are on Kurna land. We pay our respect to Elders past and present.



# RAP WORKING GROUP

<b>Name</b>	<b>Position</b>
Alice Johnswood	Staff (non-teaching)
Valentina Fernandes	Staff (non-teaching)
Tracey LLOYD	Staff (non-teaching)
Anvika Singh	Student
Ashley Lau	Student
Chloe Park	Student
Christina Balasis	Student
Layla Dodd	Student
Peyton Doan	Student
Matilda (Tilly) Birmingham	Student
Nell Tierney	Staff (teaching)
Ali Ferrall	Staff (non-teaching)
Monique McLeay	Staff (teaching)
Angela Zhou	Student
Florence White	Student
Harper Nguyen	Student
Ishana Chettimada	Student
Sohansa Fernando	Student
Urooj Khan	Student
Cherylyn Skewes	Principal / Director
Gregor Dingwall	Staff (teaching)
Helen Smith	Staff (teaching)
Trish Tynan	Staff (teaching)
Rebecca Riley	Staff (teaching)
Caterina Pennestri	Staff (teaching)
Kate Burnett	Staff (teaching)
Iszabella Lochowiak	Student
Olivia Park	Student
Lisa Hollis	Staff (teaching)
Liz Schembri	ELC Director
Kate Fryer	Staff (teaching)

**Name****Position**

Louisa Mitchell

Staff (teaching)

Wolita Harding

ELC Manager

Patricia Wise

Staff (teaching)

**RELATIONSHIPS****IN THE CLASSROOM****RAP ACTIONS****COMMITMENT**

Aboriginal and Torres Strait Islander People in the Classroom

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.

Early Years Learning Framework

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.

Opportunities for Aboriginal and Torres Strait Islander Students and Children

We commit to providing opportunities for all Aboriginal and Torres Strait Islander students to celebrate their cultural identities. These opportunities positively impact the wellbeing of Aboriginal and Torres Strait Islander students and children, and create shared pride for Aboriginal and Torres Strait Islander cultures, contributions, identities and histories in the wider school community.

Uncle Ivan Copley

Peramangk/Kaurna Elder

Bianca Levai

Yankunytjatjara woman/Local Indigenous artist

Kaine Sultan-Babij

Former Bangarra dancer

Adrian Symonds

Aboriginal dancer

Trent Hill

Botanic Garden Indigenous Storyteller and Educator

Natalie Gentle

Advisor/ReconciliationSA

Eve Gregory

Events &amp; Marketing Director Southern Cultural Immersion Living Kaurna Cultural Centre at Warriparinga

Karra Nam

Kaurna woman/Australian Dance Theatre

Belinda Hallsworth

Advisor/ReconciliationSA

Mya Damon

Nyoongar Artist

Daniel Riley

Wiradjuri man/Artistic Director of Australian Dance Theatre

Jeremy Johncock

Wirangu and Mirning man/Aboriginal Consultant

John Lochowiak

Wati man/National Aboriginal and Torres Strait Islander Catholic Council (NATSICC) Chair

Boori (Monty) Pryor

Kunggandji/Birri-gubba man/Aboriginal author &amp; storyteller

Cathy Wallace

Ngutu College

Uncle Mickey (Kumatpi Marrutya) O'Brien

Kaurna/Narrunga Elder

Jayden Willie

Aboriginal Performer

Kendall Fitzgerald

Advisor/former Cultural Liason Officer

Name

Role/Organisation

Of Desert and Sea

Dance Troupe

RELATIONSHIPS



AROUND THE SCHOOL

RAP ACTIONS

COMMITMENT

Cultural Responsiveness for Staff

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.





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.
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.





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.



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.
Physical Acknowledgement of Country	Our school proudly commits to displaying a physical Acknowledgement of Country as a way of showing awareness of, and respect for, the Aboriginal or Torres Strait Islander Traditional Owners and Custodians of the land on which our school is located.
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.



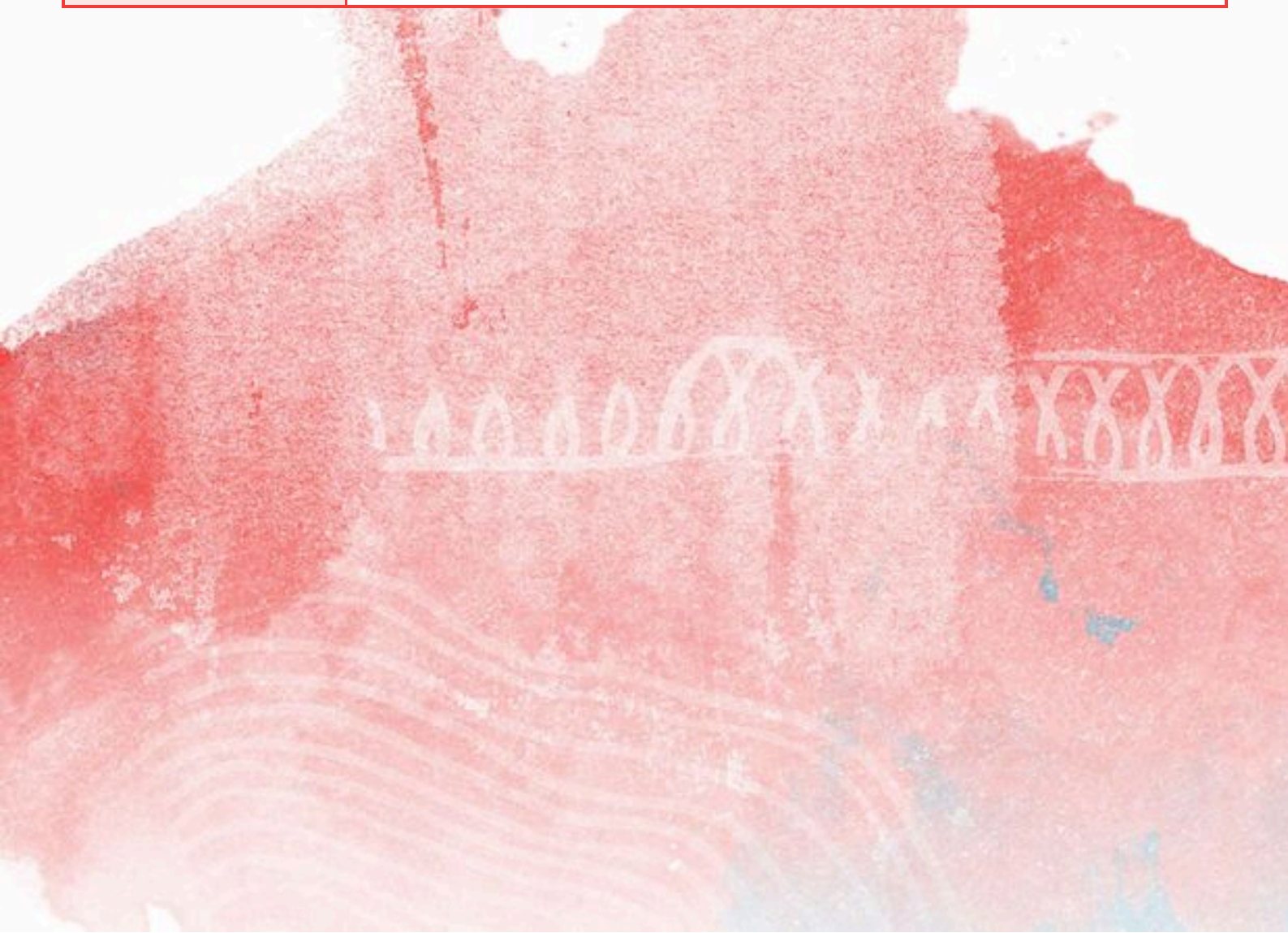
# OPPORTUNITIES IN THE CLASSROOM

RAP ACTIONS	COMMITMENT
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.

