



STRETCH RECONCILIATION ACTION PLAN



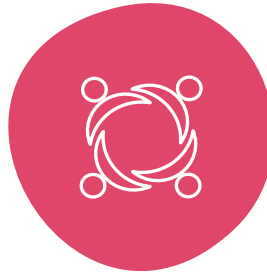
RECONCILIATION
ACTION PLAN

STRETCH

August 2023 to July 2026



Government of South Australia
Department for Education



Unity



Equality and equity



Race relations



Institutional integrity



Historical acceptance

ARTWORK





The artwork by Ngarrindjeri artist Jordan Lovegrove shows our reconciliation journey.

The Department for Education is represented by the large central meeting place. The 5 surrounding meeting places represent the 5 dimensions of reconciliation:

- Unity
- Equality and equity
- Race relations
- Institutional integrity
- Historical acceptance

Our reconciliation journey will take us across workplaces, classrooms, partnerships and communities.

These meeting places are all connected by a pathway which shows our reconciliation journey. The smaller meeting places throughout the artwork are the different families and communities supported by the department, our educators and our schools.

Note: The Department for Education uses the term 'Aboriginal' to refer to people who identify as Aboriginal, Torres Strait Islander, or both Aboriginal and Torres Strait Islander. This term is preferred by Aboriginal South Australians and the department.

MESSAGE FROM THE CHIEF EXECUTIVE OFFICER, RECONCILIATION AUSTRALIA

On behalf of Reconciliation Australia, I congratulate the South Australian Department for Education 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 provides organisations with a framework to help advance the reconciliation movement.

The department has a mandate to provide world-leading public education to South Australian children and young people. It has taken the time over the course of its previous RAPs to understand how this mandate aligns with and contributes to reconciliation; namely, by increasing education equity for the Aboriginal and Torres Strait Islander young people in its state.

It has understood that it can only achieve this aim by partnering with Aboriginal Community Controlled Organisations – ensuring the efficacy of its programs by elevating First Nations knowledge and expertise in its work.

This is clear in the YERTA program, which has been developed through a strong co-design process with the Department for Education, the Department for Human Services and the Kornar Winmil Yunti Aboriginal Community Controlled Organisation to support First Nations families with their children's school absences.

This Stretch RAP sees the department taking these partnerships and challenging itself to further leverage its operations to create further impact. This will mean putting into action all it has learnt so far and focussing on long-term strategies and measurable goals, so these initiatives become business as usual.



The department plans to strengthen its existing relationships with Aboriginal organisations by bringing them in line with the Stronger Partnership Elements in the National Agreement on Closing the Gap. It will also magnify the impact of its learnings by contributing to the development of whole-of-government best practice principles in engaging and contracting with Aboriginal Controlled Organisations.

In these ways, the department is not only creating benefits through its own operations, but also leveraging its wider sphere of influence to advance reconciliation.

On behalf of Reconciliation Australia, I commend the South Australian Department for Education on this Stretch RAP and look forward to following its ongoing reconciliation journey.

Karen Mundine
Chief Executive Officer
Reconciliation Australia

MESSAGE FROM OUR CHIEF EXECUTIVE



Reconciliation is everyone's business – every one of us has an important role to play. But in public education we are committed to fostering a future where reconciliation and respect are fundamental within our organisation, the state and the nation.

Education plays a vital role in shaping the minds and attitudes of future generations, and it's our responsibility to ensure that our education system reflects the rich and diverse history, culture, and contributions of Aboriginal people.

For our children and young people, learning about Aboriginal perspectives and experiences is not only an important part of the curriculum, but also fundamental to learning about what it means to be Australian.

This is the department's second stretch RAP. It goes beyond the curriculum and across everything we do. This plan outlines how we will place reconciliation in every aspect of our work – from the teaching and learning right through to the day-to-day operations of our preschools, schools and corporate offices.

Aboriginal staff should feel valued and culturally safe everywhere in our education system as should all Aboriginal people, children and families, however they connect with us.

Education is so powerful. Learning from our past can help us create a better future – one that is inclusive of everyone.

I encourage you to get involved and play your part in reconciliation.

A handwritten signature in black ink, reading 'Martin Westwell'.

Professor Martin Westwell
Chief Executive
Department for Education

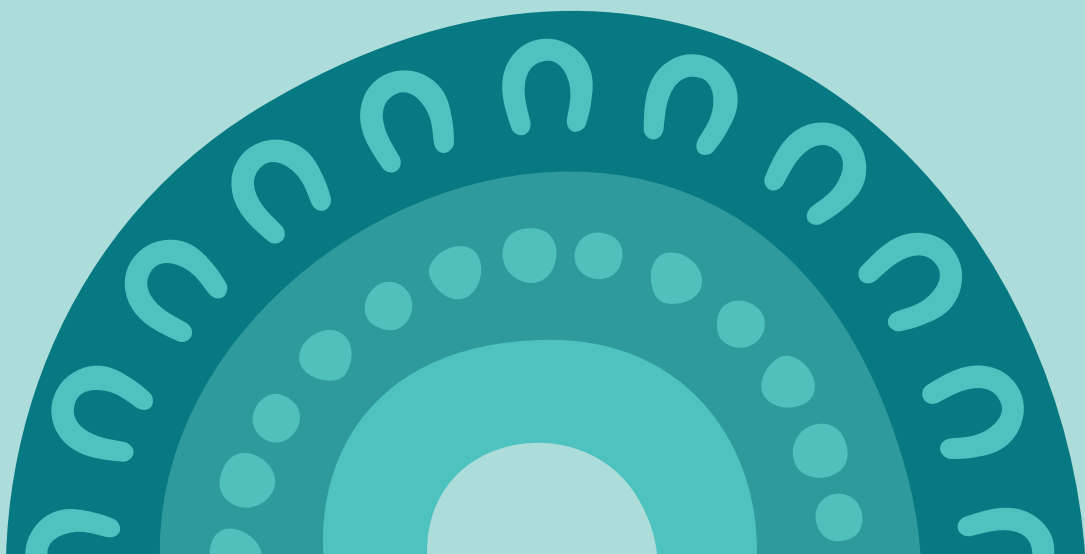
OUR VISION FOR RECONCILIATION

Our vision for reconciliation is for universal inclusion, equity and respect – where each of us has the opportunity, courage and responsibility to contribute to meaningful reconciliation efforts and change.

We are committing to a genuine embrace of Aboriginal voices in our everyday operations. We will continue to celebrate diversity, including the diversity that exists within Aboriginal cultures. We will foster cultural safety and expression for Aboriginal students, families and members of our workforce.

We will bring our vision to life with respectful relationships and a shared understanding that includes Aboriginal languages, cultures and histories. Our reconciliation commitment to inclusive learning environments supports Aboriginal children and young people to reach their best potential.

Our RAP shows that reconciliation is a core priority for us. We will embed reconciliation into our governance and across a broad reach of services. We will build on our strengths and identify areas for change. We are committed to making changes across our workplaces, classrooms, partnerships and communities.



In working towards our vision, we commit to the 5 dimensions of reconciliation:



UNITY

- Embed Aboriginal voices in the curriculum and our services.
- Understand how Aboriginal children and young people, families and communities experience our system and services and what is important to them.



EQUALITY AND EQUITY

- Achieve growth for Aboriginal children in their learning at or above their year-appropriate level.
- Ensure Aboriginal children and young people can see themselves in their learning, speak their language and practice their culture.
- Provide equal employment, professional development and career progression opportunities.



RACE RELATIONS

- Acknowledge the diversity of Aboriginal people and that no one person can speak for or on behalf of another Aboriginal community or nation.
- Include Aboriginal histories, cultures and languages in our workplaces, schools, preschools and communities.
- Build respectful and honest partnerships and relationships.



INSTITUTIONAL INTEGRITY

- Ensure our governance, policies, practices and programs are culturally inclusive, responsive and relevant for Aboriginal people.
- Make decisions and implement processes that are evidence based, inclusive and equitable.



HISTORICAL ACCEPTANCE

- Acknowledge that truth telling is essential to build a shared understanding of our history, to heal the wounds of the past and move forward together.
- Understand the historical context of education systems and their impact on Aboriginal people.
- Value and acknowledge the learning that happens outside of school.

OUR BUSINESS

Our department works with South Australia's children and young people. We support children from the early years, in preschool and school, until a young person leaves their secondary education. We believe that every South Australian child and young person deserves the opportunity to be their best in life. We are committed to supporting each child and young person with their development, wellbeing and to reach their achievements.

Our core functions are to:

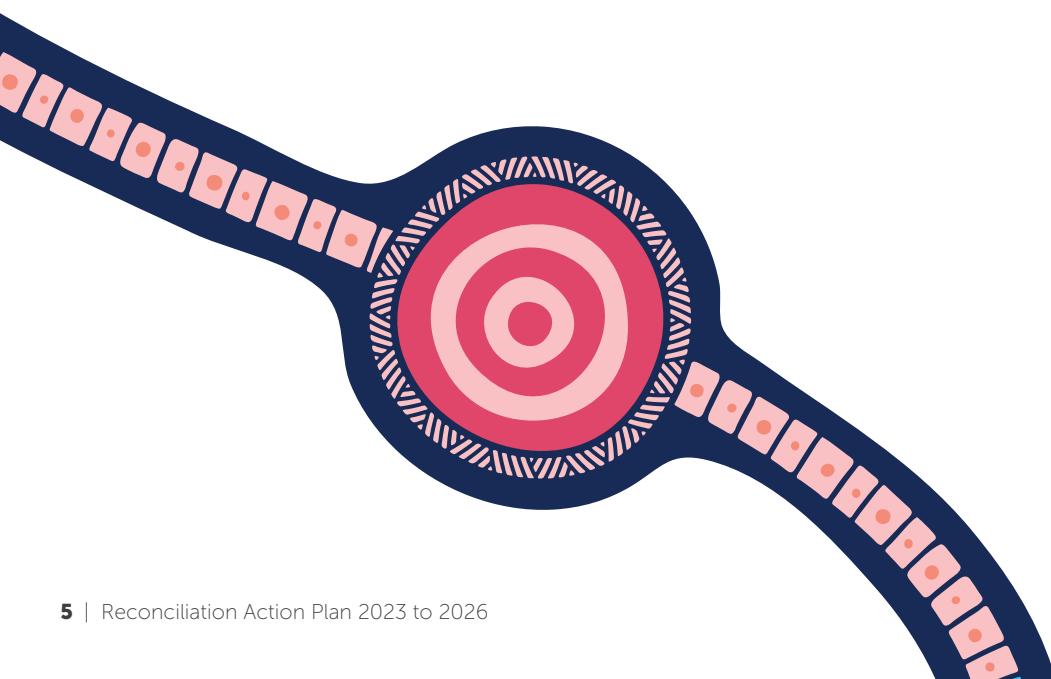
- oversee early childhood care and development services for South Australian children and families
- provide services that benefit children and families
- lead and manage South Australia's education system.

Our department reaches across 900 public schools, preschools and children's centres. We have the opportunity to promote cultural change across the classroom, workplace and a diverse range of services and communities.

There are 180,000 children and young people in our schools, preschools, children centres and integrated early childhood services. This includes over 10,000 Aboriginal children and young people.

The department has more than 30,000 staff working across all areas of South Australia, including corporate divisions located centrally.

As of June 2022, 2.5% of the department's workforce identify as Aboriginal, compared to 2.12% for the total South Australian public sector. We are yet to reach 2% representation in some employment categories, including teachers in preschools and schools, as well as school principals and leaders. Our RAP commitment to being a culturally safe, inclusive and welcoming workplace aims to support and grow our Aboriginal workforce across the department. This includes supporting Aboriginal students who may be considering the department as a future employer.





**2.5% of the
department's
workforce
identify as
Aboriginal.**

**We have the opportunity to
promote cultural
change across
the classroom,
workplace
and a diverse range of
services and communities.**

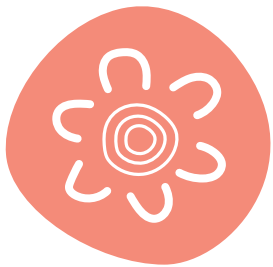
**Over 10,000
Aboriginal
children and
young people
in our schools,
preschools and
children's centres.**

OUR RAP

The 2023 to 2026 Reconciliation Action Plan (RAP) is the department's second Stretch RAP. We aim to build on our reconciliation efforts, supported by good governance, in 3 areas:



Relationships built on trust and respect, and free of racism



Respect through understanding of Aboriginal cultures, rights and experiences



Opportunities for equal participation.

A Stretch RAP requires organisations to **embed** reconciliation initiatives into business strategies so they become 'business as usual'. Through our RAP, the department will place reconciliation as a core priority in our everyday work.

The department's RAP is a practical action plan to promote relationships, understanding, accountabilities and sustainable opportunities.

Our RAP was informed by consultation within and outside of the department, including with schools and preschools. We held interviews, workshops and sought feedback across the department via our intranet. We took time to better understand new opportunities for reconciliation as well as barriers and gaps from our last RAP. We have been working with Reconciliation South Australia to consult on key reconciliation issues and identify priorities for our new RAP. The RAP is championed by the department's Deputy Chief Executive, Strategy and Corporate Services, and monitored by our Senior Executive Group.

Our RAP was developed with advice, input and review from our RAP working group. The working group includes at least one representative from each of the department's corporate divisions and directorates:

- Aboriginal Education
- Curriculum and Learning
- Finance
- Information and Communication Technology
- Infrastructure
- Office of the Chief Executive
- Office for the Early Years
- Partnerships, Schools and Preschools
- People and Culture
- Skills SA
- Strategic Policy and External Relations
- Student Pathways and Careers
- Support and Inclusion
- System Performance

The department's RAP working group has 6 Aboriginal members including representation from Reconciliation SA. The working group is co-chaired by the department's Deputy Chief Executive, Strategy and Corporate Services and Director, Aboriginal Education.

Our RAP deliverables are linked to the educational outcomes and wellbeing of Aboriginal children and young people. This includes progressing our Aboriginal Education Strategy 2019 to 2029, Aboriginal Workforce Plan 2021 to 2031, Early Learning Strategy 2021 to 2031 and Closing the Gap commitments.

The vision for the Aboriginal Education Strategy 2019 to 2029 is that each Aboriginal child and young person is a proud and confident learner, achieving at their highest potential. The strategy works alongside our RAP, supporting Aboriginal voices and partnerships, and increasing opportunities for learning about Aboriginal cultures, histories and knowledge.

The department's Aboriginal Workforce Plan 2021 to 2031 has been developed as part of the Aboriginal Education Strategy and outlines how we will build and grow our Aboriginal workforce. The Aboriginal Workforce Plan is also the first chapter in our Workforce Strategy, which has a vision to enable every person in our workforce to perform at their best, so that together we achieve growth for every child, in every class, in every school and preschool.

The department's Culturally Responsive Framework is a key priority in the Aboriginal Workforce Plan 2021 to 2031. The framework outlines the capabilities for employees to build cultural responsiveness.

The department engages with internal and external Aboriginal people through the Department's Aboriginal Workforce Network and our Aboriginal Education Strategy Expert Advisory Panel.





OUR RECONCILIATION JOURNEY

Following our Innovate RAP, our first Stretch RAP was delivered between 2018 and 2021. This was based on the 3 RAP pillars of Relationships, Respect and Opportunities. It aimed to achieve a positive shift towards seeing reconciliation as a core priority, rather than a symbolic gesture.

Key achievements during our first Stretch RAP (2018 to 2021) include:

- launch and continued implementation of our Aboriginal Education Strategy and Aboriginal Learner Achievement Leaders Resources
- meeting the 0.5% procurement target for Aboriginal businesses
- roll out of online cultural awareness training for all staff, which is mandatory for central staff to complete. This has been completed by approximately 70% of current central office employees and 30% of the entire department
- local Aboriginal cultures celebrated in a range of design elements across our corporate sites, such as banners and artwork displays
- establishment of the Department's Aboriginal Workforce Network.

The core of our progress has involved strengthening partnerships with Aboriginal organisations and communities and building relationships within reconciliation networks. This includes:

- partnerships with 11 South Australian Aboriginal Community Controlled Organisations (ACCOs) and 1 national ACCO peak body to deliver services including playgroups, training, educational and cultural content to students, curriculum development and guidance on strategic goals
- working in partnership with the SA Aboriginal Education and Training Consultative Council to increase community engagement and inclusion of Aboriginal voices within education
- participating as a member of the Education Reconciliation Industry Network Group.

With the significant impact of COVID-19 on the department's preschools, schools and operations, there were delays developing our next Stretch RAP.

We have reflected on Reconciliation Australia's objectives for Stretch RAPs to strengthen our commitments in 2023 to 2026; "to embed reconciliation initiatives into the organisation and to use our sphere of influence to drive reconciliation." Developing our second Stretch RAP has involved thinking about our systemic impact as a next step in our reconciliation journey.

We continue to learn on our reconciliation journey. The reflections on our last RAP have helped to drive the deliverables in our next RAP. These reflections include:

- reconciliation is everyone's business
- it is important to build and sustain cultural responsiveness and safety, personal connections and interactions
- the new plan needs clear objectives, measurements and governance to monitor and drive implementation
- there needs to be clear and ongoing communication about deliverables, responsibilities and progress.

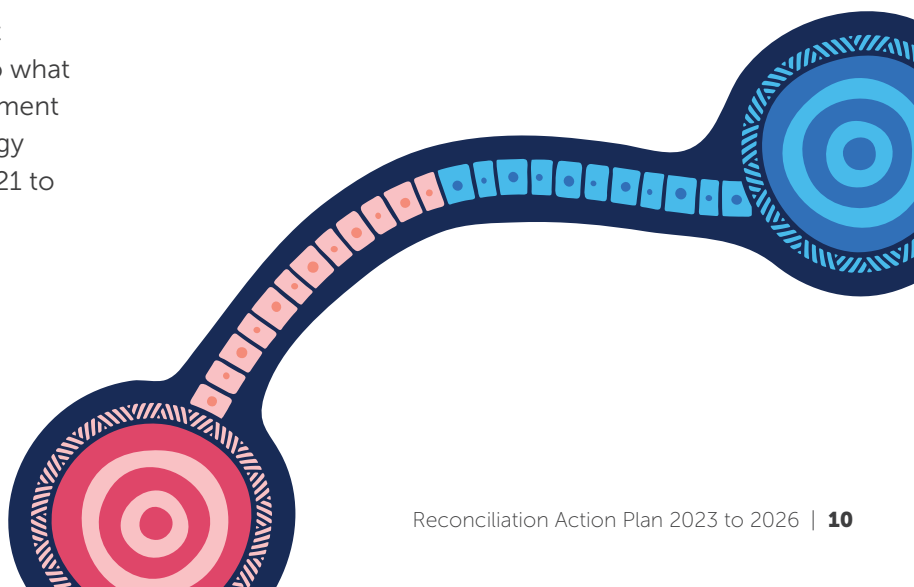
An important learning from our last RAP was the need to develop clearer deliverables. We also reflected that by focusing on supporting system level changes we will achieve the most traction for reconciliation.

Input from across the department and with stakeholders ensures that our RAP actions are achievable, aligned and supported with the right governance. This includes showing clear links to what is already underway through the National Agreement on Closing the Gap, Aboriginal Education Strategy 2019 to 2029 and Aboriginal Workforce Plan 2021 to 2031 implementation.

In further developing our RAP, we've improved engagement with Aboriginal staff and organisations. Engagement will continue during implementation of the RAP, including through the department's RAP working group.

Our RAP recognises the next steps we need to make so that we can meet the Stretch RAP requirements and strengthen our reconciliation outcomes. This includes the development of an anti-discrimination policy for our organisation to help promote positive race relations and create an expectation that racism is called out wherever it is observed.

As we deliver on the department's RAP over the next 3 years, we encourage schools, preschools, early childhood services and children's centres to write their own RAP to suit their local community context. Currently almost 50% have registered to develop a RAP on Reconciliation Australia's Narragunnawali platform. The Narragunnawali online platform is a free and practical guide on how to introduce meaningful reconciliation initiatives. The platform also helps teachers and educators with professional learning and curriculum resources to support the implementation of reconciliation at their school, preschool or children's centre.



NATIONAL RECONCILIATION WEEK 2022

During National Reconciliation Week 2022 we held a display in our Flinders Street, Adelaide office that featured a gallery of artwork created by Aboriginal students from across the state.

The entry foyer also displayed signage on the floor and lifts with information about different aspects of National Reconciliation Week. There were banners and posters to promote NRW2022, helping to educate visitors and staff about the significance of the week. This was supported by other activities during the week including information for staff and social media posts.

ABORIGINAL EDUCATION STRATEGY

Our Aboriginal Education Strategy 2019 to 2029 was launched in 2018 with the vision that each Aboriginal child and young person is a proud and confident learner, achieving at their highest potential.

The South Australian Aboriginal Education and Training Consultative Council led the consultation and helped us co-design the strategy. A panel of Aboriginal education and child development experts provided strategic advice on teaching and learning, professional development and curriculum to develop the strategy.

Developing the Aboriginal Education Strategy was an action completed as part of our 2018 to 2021 RAP. Its implementation is an action in our new RAP.

Aboriginal Education Strategy progress includes:

- Aboriginal Learner Achievement Leaders' resources developed for leaders as part of school improvement planning
- increased opportunities for children and young people across South Australia to engage with Aboriginal languages
- detailed individual learning plans being developed for Aboriginal learners at our schools
- expansion of the Workabout and South Australian Aboriginal Secondary Training Academy programs to support secondary Aboriginal learners
- working with South Australian Aboriginal communities, Aboriginal educators and cultural institutions to embed Aboriginal contexts in appropriate curriculum areas where it enriches the learning
- an Expert Advisory Panel providing regular input into strategy implementation
- the development and implementation of the Aboriginal Workforce Plan 2021 to 2031 and Culturally Responsive Framework.

YOUNG PEOPLE EMPOWERED TO REENGAGE TOWARDS ACHIEVEMENT

Young People Empowered to Reengage Towards Achievement (YERTA which means country in Kurna language) is an intensive Family Service program. Its strong education focus is aimed at re-engaging Aboriginal children and young people with school. The program works with Aboriginal families with complex family circumstances where their children have concerning absences from school. The program is delivered by Kornar Winmil Yunti (KWY), an Aboriginal Community Controlled Organisation, working in partnership with us and the Department of Human Services.

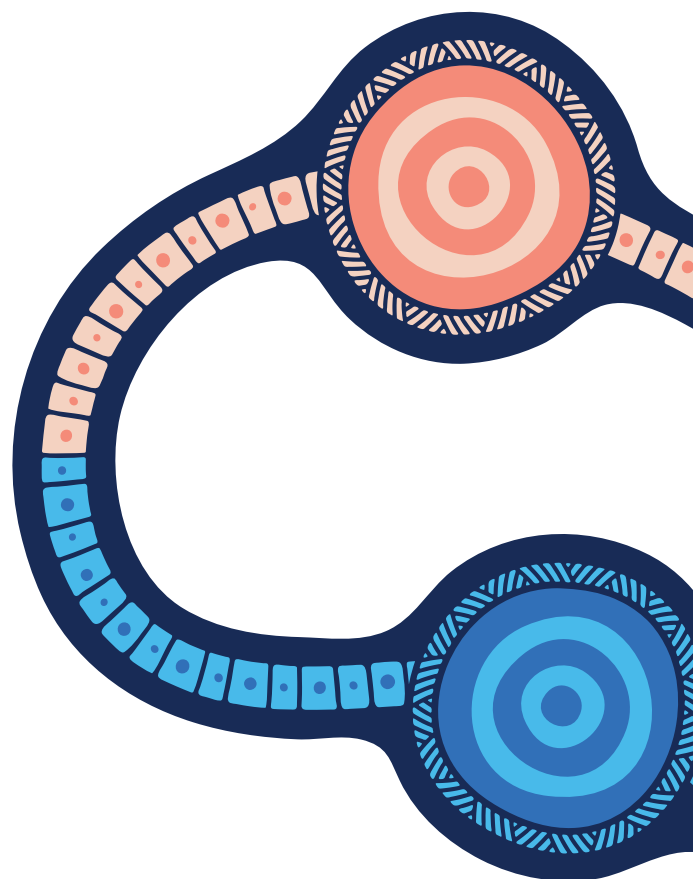
The objective is to improve attendance and engagement in educational programs for Aboriginal children and young people (primary and high school age) by:

- increasing family and parenting support
- reducing barriers to school attendance including:
 - > domestic and family violence, alcohol and other drugs issues and functional needs including mental health concerns
 - > school connection, classroom culture, teacher and peer relationships, and learning needs
 - > supporting the building and embedding of cultural safety at school
 - > increasing engagement and trust between children and young people, their families and schools to support the student's re-engagement with education or vocational pathways.

This program aligns to the National Agreement on Closing the Gap including, Building the community-controlled sector (Priority Reform 2), Aboriginal students achieve their full learning potential (Outcome 5) and Children are not over-represented in the child protection system (Outcome 12).

YERTA is funded by our department and has been developed through a strong co-design process with KWY and Department of Human Services. It is being implemented using a 'try, test, learn' approach and an independent evaluation will assist help refine the program.

Students from Woodville Primary, Woodville Gardens B-6, Woodville High School, Le Fevre Peninsula Primary School and Le Fevre High School participated in the pilot that started in term 4 2022.



OUR PEOPLE

Angalee Taraneko

Office of the Chief Executive
Kurna Country

Angalee is a proud Ngarrindjeri Mi:mini (woman) who has been employed at the department as a trainee since early 2021.

Guided by an interest in helping people, Angalee considered her next steps after she left school, prompting her involvement in the department's Workabout program, which supports Aboriginal high school students in their transition from school.

After completing a pre-employment program at Tauondi College, Angalee started her traineeship at the department, where she provides administrative support in the Office of the Chief Executive.

Not only has Angalee been developing her skills in the corporate office, she has been sharing her culture and language including the 'Word of the Week' in Ngarrindjeri language on display in the office, which is often discussed by staff and visitors.

Angalee also organised a team building activity to invite members of the Ngarrindjeri community to teach traditional basket weaving as part of National Reconciliation Week. She was inspired to lead this experience 'for everyone to have fun and give it a go'.

The team is still reflecting about how special it has been to make these genuine connections with Aboriginal culture, stories and experience, which has helped to give context for their own work. 'We have respected the opportunity that Angalee and members of the Ngarrindjeri community shared with us and will not take it for granted'.

Angalee has continued to work with her mentor from the Workabout program and she is passing on her knowledge to guide other young people as they think about their next steps at events for Aboriginal students in high schools.





Labhaoise Upton

Teacher, Keller Road Primary School
Kurna Country

Labhaoise is an inspiring teacher of Kurna language. In collaboration with Kurna educators, she writes and delivers a rigorous, progressive R to 6 program aligned with the Australian Framework for Aboriginal Languages, and is involved in writing Kurna language curriculum documents. The program supports non-Aboriginal students to engage in conversations about Kurna language and culture from the perspective of their own background and cultures. Sense of self and reconciliation are nurtured in this process.

Aboriginal students, especially Kurna children are given leadership roles and encouraged to express their pride in their identity through community engagement and teaching language workshops. The impact of this program on Aboriginal students is measured against achievement standards with retention and pride in identity. Every student in the school, and at other sites Labhaoise visits, demonstrate high levels of fluency and respect for the language of the Country.

Labhaoise has supported Keller Road Primary School to start Kurna as an official language. This has built pride and has affirmed the importance of language in the wider community for the students and parents.

Labhaoise's vision for reconciliation centres on accountability to the Aboriginal community and engagement with training and teaching that respects boundaries set by Aboriginal authority. She develops systematic programs and pathways for Aboriginal educators so school communities can move forward together with authentic respect for the primacy of Aboriginal voices in the teaching of their languages.

Labhaoise was a Credit Union SA Primary Teacher of the Year Award Finalist in the 2022 Public Education Awards.



Ngarrindjeri Language Program

Meningie Area School

Ngarrindjeri Country

The Ngarrindjeri language is an endangered Aboriginal language. It is one of the oldest languages in the world and it belongs to the oldest living continuous culture in the world. The Ngarrindjeri language program commenced as an afterschool language program in 2016 and went into school time in 2017. During school time students learned German, switching to Ngarrindjeri after hours.

The success of the program, along with the determination of the team, saw the Ngarrindjeri language lessons offered alongside German for Aboriginal students just 2 years later. Since that time the team have worked tirelessly to embed the program and in 2022 there were 4 Ngarrindjeri language classes being taught (R to 3, 4 to 7, 8 to 10 and 11 to 12). Students can now study the SACE Stage 1 and Stage 2 Australian Languages-Revival Language as well as Stage 1 Modified SACE Subject, Language and Culture.

The Meningie Area School, Aboriginal Languages Program Initiative and First Language Maintenance and Development program provide support for the Ngarrindjeri language program. This has assisted in the maintenance, development and continuity of the Ngarrindjeri language and the intergenerational cultural transmission of knowledge and skills.

The positive impact these language classes have is powerful for students at the school. Their engagement is high, with the subject supporting students to feel valued and included. Parents, caregivers, community and Elders all support and provide positive feedback on the program. As a result of including the Ngarrindjeri language lessons into the curriculum, students are able to bring the language home to share with family members. This is a highlight for many Meningie Area School students and supports their own confidence in their schooling, promoting positive learning behaviours which increasingly translate across other subjects.

The whole school has benefited from powerful student-delivered Welcome to Country performances, Aboriginal artworks and cultural activities at school events. The language program is building greater cultural awareness and understanding across the whole community and between Aboriginal and non-Aboriginal people.

The Meningie Area School's Ngarrindjeri Language Program was the Honorary recipient of the Aunty Josie Agius Award in the 2022 Public Education Awards.



'I encourage non-Aboriginal people to learn from and embrace the oldest living continuous culture in the world. We need to acknowledge all of Australia's history and engage in truth telling. Healing the wounds of the past will allow us to move forward.

Through reconciliation, we can continue to build upon the foundation that has been laid before us through respectful working relationships.

I encourage Aboriginal and non-Aboriginal people and organisations to come together and to work in collaboration for productive and positive outcomes for the whole community.

The foundation of the partnership needs to be based on truth, justice, reconciliation, equality and respect.

Reconciliation means coming together as one to learn, share and celebrate our history and culture.

It is a time to acknowledge the past, present and future.

It is a time to learn together, work together and walk together.

It is a time to share our stories and to listen to one another and to create a better and brighter future for all.'

Rita Lindsay, Ngarrindjeri Language Instructor,
Meningie Area School, 2023



Aboriginal Secondary Education Transition Officer Team

Murray Bridge High School
Ngarrindjeri Country

'Reconciliation to us is about acknowledging and understanding the past to enable our young people to thrive'.

The Aboriginal Secondary Education Transition Officer (ASETO) team took a multi-pronged approach to create culturally appropriate educational strategies for the success of Aboriginal students at Murray Bridge High School. Collaborating widely, they were able to introduce, facilitate and contribute to the Aboriginal Learners Education Review Team.

The team meet weekly with the broader Aboriginal Education team for a deep focus on selected individual students. Analysis of key attendance, engagement and achievement datasets, along with extensive knowledge of families and community, provides the opportunity for more meaningful connections and opportunities for student growth.

In 2022, a double cohort of students transitioning into high school created the potential for students to slip through the cracks. The team went above and beyond to connect with all Aboriginal students and families in all feeder schools. They built positive relationships with each of them while collecting key information such as the students' educational interests and wellbeing priorities. This enabled the team to support any special interests or initiate any necessary intervention strategies to ensure all students transitioned successfully.

The ASETO team take all staff on a journey to discover the different perspectives of Aboriginal, specifically Ngarrindjeri, culture. Cultural competency training on student-free days, regular open question times, yarning circles with staff during collaborative professional learning time, curriculum design support and in-class participation all contribute to a shared vision and moral purpose. Lunch time yarning circles for girls have been created to tell stories while learning different crafts, increasing wellbeing and belonging.

The Murray Bridge High School ASETO team was an Aunty Josie Agius Award Finalist in the 2022 Public Education Awards.



Tamara Dobozy

Teacher, Pipalyatjara Anangu School
Pitjantjatjara Country



Tamara creates a culturally sensitive and safe learning environment for young children and their families. She recognises the benefits of maternal literacy to children and actively partners with families to build play-based pedagogy, with a view to setting children up for future reading success. Tamara addresses the equity gap for Anangu children by building risk-taking mind-sets for families leading to family carers feeling safe in the 'school' environment and trusting that the teachers will support their child to acquire English.

'I build risk-taking mind-sets for both families and children by modelling trust that children can have agency (lead their own learning), have a go and make autonomous decisions. I'm alongside them, encouraging and gently nudging as well as giving them the space to explore, nudge and support each other.'

Tamara recognises the distinct challenges faced by children who live remotely. Tamara's visionary approach led to the community becoming one of the first Anangu lands' communities to undertake the family literacy project; Paint the Town REaD. The project was an opportunity to build relationships and literacy practices with families. Tamara invited playgroup and junior primary teachers to participate in the literacy journey, ensuring sustainability into 2022. She also supported families and children to feel confident in their learning environment. Tamara ensures each family's values and strengths are integrated into the resilience programs she designs in Mimili, Indulkana and Kenmore Park.

Tamara Dobozy was the Early Years Teacher of the Year Award Winner in the 2022 Public Education Awards.





Eden Hills Kindergarten Team

Kaurna Country

Eden Hills Kindergarten is located near Colebrook Reconciliation Park, the site of the former Colebrook Training Home where Aboriginal children removed from their families were placed. After the home was demolished 3 decades ago, the Blackwood Reconciliation Group was established.

The kindergarten has built strong, long-standing connections with the site, supporting belonging and Aboriginal perspectives. For a decade, the kindergarten has made visiting the park a priority, sharing damper and fruit around campfires, playing games and exploring sculptures and plaques. Former residents of the home have visited the kindergarten during National Reconciliation Week to share memories. The children have actively participated in changes to the park including a revegetation project and working alongside an Aboriginal artist to create a listening post.

An artist-in-residence project in 2018 connected the kindergarten children with primary school children in the development of murals on the Eden Hills railway station platform and at the kindergarten, depicting local flora and fauna and Kaurna language.

Eden Hills Kindergarten's Reconciliation Action Plan for August 2022 to August 2023 was developed with support from the Blackwood Reconciliation Group. It recognises the role that Eden Hills Kindergarten plays not only in the lives of the kindergarten children but also the lives of their families and the wider community. In this role, the kindergarten can foster genuine opportunities for everyone associated with the centre to respectfully connect with Aboriginal ways of being and knowing.

Children at the kindergarten continue to be encouraged to explore relationships with the land and consider 'who first belonged to this land?'. A strong culture of sustainability is fostered at the site, where educators and students are considered custodians of the places where they live, play and learn, and the children participated in a video called, 'What does reconciliation mean to you?', developed by the Blackwood Reconciliation Group and sites within the partnership.

The Eden Hills Kindergarten Team was an Early Years Teacher of the Year Award Finalist in the 2022 Public Education Awards.





RELATIONSHIPS

At the core of our reconciliation actions are relationships that are based on trust and mutual respect. As a leader in the education sector, we appreciate that honest and truly collaborative partnerships are at the core of meaningful reconciliation efforts and change. We strive to work in partnership with Aboriginal stakeholders and organisations to deliver services and shared outcomes.

We use our influence to promote our vision for reconciliation and work towards our actions with clarity and commitment. This includes celebrating National Reconciliation Week (NRW) and other important reconciliation dates each year. This will be supported by meaningful and consistent communication of progress so that everyone within our sphere is aware of how they can get involved in the department's reconciliation activities.

We continue to strengthen our local community focus and learn how families and students experience our system through their local school and preschool, to be able to provide an equitable education for all students.

Action	Deliverable	Timeline	Responsibility
1. Establish and maintain mutually beneficial relationships with Aboriginal stakeholders and organisations.	1.1 Meet with local Aboriginal stakeholders and organisations to continuously improve guiding principles for engagement.	November 2023, 2024, 2025	Executive Director, Strategic Policy and External Relations
	1.2 Review, update and implement our engagement plan for working with Aboriginal stakeholders.	September 2023, 2024, 2025	Executive Director, Strategic Policy and External Relations
	1.3 Establish and maintain formal two-way partnerships with Aboriginal communities and organisations (meeting annually as a minimum) including: <ul style="list-style-type: none"> Aboriginal councils in remote and regional South Australia Burrardies Aboriginal Corporation Nunkuwarrin Yunti of South Australia Inc Pitjantjatjara Yankunytjatjara Education Committee South Australian Aboriginal Education and Training Consultative Council Tauondi College 	November 2023, 2024, 2025	Lead: RAP Working Group Co-Chairs Support: Executive Directors, Partnerships, Schools and Preschool Curriculum and Learning Strategic Policy and External Relations Head of the Office for the Early Years
	1.4 Ensure there is ongoing Aboriginal representation on advisory groups including the Literacy and Numeracy Advisory Group and Aboriginal Education Strategy Expert Advisory Panel.	December 2023, 2024, 2025	Executive Director, Curriculum and Learning
	1.5 Build on existing relationships with Aboriginal Community Controlled Organisations (ACCOs) through: <ul style="list-style-type: none"> strengthening existing relationships in line with the Stronger Partnership Elements in the National Agreement on Closing the Gap identifying an opportunity and measures to reprioritise funding to an ACCOs in line with Priority Reform 2 in Closing the Gap active contribution into the development of whole-of-government best practice principles in engaging and contracting with ACCOs. 	December 2024	Executive Director, Strategic Policy and External Relations



Action	Deliverable	Timeline	Responsibility
2. Build relationships through celebrating National Reconciliation Week (NRW).	2.1 Develop and implement a communications plan to promote NRW each year.	27 May to 3 June 2024, 2025, 2026	Director, Communications
	2.2 Circulate Reconciliation Australia's NRW resources and reconciliation materials to all staff.	May 2024, 2025, 2026	Director, Communications
	2.3 RAP Working Group members to participate in at least 2 external NRW events each year.	27 May to 3 June 2024, 2025, 2026	RAP Working Group Co-Chairs
	2.4 Encourage and support staff and senior leaders to participate in at least 2 external events each year to recognise and celebrate NRW, including the National Reconciliation Week breakfast.	27 May to 3 June 2024, 2025, 2026	Director, Communications
	2.5 Organise at least 5 internal NRW events, including at least one organisation-wide metropolitan NRW event and one regional event, each year.	27 May to 3 June 2024, 2025, 2026	Director, Communications
	2.6 Senior leadership to sponsor at least one NRW activity within their divisions.	27 May to 3 June 2024, 2025, 2026	Deputy Chief Executive, Strategy and Corporate Services
	2.7 NRW activity to include a foyer display in the Flinders Street office, social media and screensavers.	27 May to 3 June 2024, 2025, 2026	Director, Communications
	2.8 Register all corporate NRW events on Reconciliation Australia's NRW website.	May 2024, 2025, 2026	Director, Communications
	2.9 Register all corporate NRW events in the SA Government's NRW calendar of events.	27 May to 3 June 2024, 2025, 2026	Director, Communications
3. Encourage the participation of school students and staff in local NRW events.	3.1 Provide guidance for schools and preschools for hosting local events and encourage the participation in NRW events, including sharing examples of NRW events on our website and in social media.	27 May to 3 June 2024, 2025, 2026	Director, Communications
	3.2 Distribute Narragunnawali NRW resources to schools and preschools each year.	27 May to 3 June 2024, 2025, 2026	Director, Communications



Action	Deliverable	Timeline	Responsibility
4. Promote positive race relations through anti-discrimination strategies.	4.1 Implement strategies to engage all staff to drive reconciliation outcomes, including: <ul style="list-style-type: none"> annual communications on our website to report on how we are tracking towards achieving our reconciliation outcomes incorporate and report on reconciliation activities in divisions' business plans. 	August 2023, 2024, 2025	Deputy Chief Executive, Strategy and Corporate Services
	4.2 Communicate our commitment to reconciliation publicly, including: <ul style="list-style-type: none"> making our RAP available on our website, supported by communications about what reconciliation means to us providing quarterly updates, including on our website and social media. 	August 2023, 2024, 2025	Director, Communications
	4.3 Implement strategies to positively influence our external stakeholders to drive reconciliation outcomes, including: <ul style="list-style-type: none"> promoting significant dates such as National Closing the Gap Day, National Sorry Day, National Reconciliation Week, National Aboriginal and Torres Strait Islander Children's Day, International Day of the World's Indigenous Peoples and Indigenous Literacy Day communicate our tips to drive greater reconciliation deliver our yearly report cards to show our work in reconciliation. 	November 2023, 2024, 2025	RAP Working Group Co-chairs
	4.4 Collaborate with RAP and other like-minded organisations to implement innovative approaches to advance reconciliation, including: <ul style="list-style-type: none"> working with Reconciliation Australia and Reconciliation SA continuing Education Reconciliation Industry Network Group (RING) membership partnerships with SA Government agencies. 	November 2023, 2024, 2025	Lead: RAP Working Group Co-chairs Support: Senior Executive Group
	4.5 Continue to implement and Aboriginal Education Strategy 2019 to 2029 and report on progress and monitor achievements against its indicators.	December 2023, 2024, 2025	Executive Director, Curriculum and Learning
	4.6 Attend at least 2 quarterly RAP leadership gatherings per year.	June, Dec 2023, 2024 2025	Deputy Chief Executive, Strategy and Corporate Services



Action	Deliverable	Timeline	Responsibility
5. Create an expectation that racism is called out wherever it is observed.	5.1 Continuously improve HR policies and procedures concerned with anti-discrimination.	September 2023, 2024, 2025	Executive Director, People and Culture
	5.2 Develop, implement and communicate an anti-discrimination policy for our organisation.	September 2023, 2024, 2025	Executive Director, People and Culture
	5.3 Engage with Aboriginal staff and/or Aboriginal advisors to develop and continuously improve our anti-discrimination policy.	September 2023, 2024, 2025	Executive Director, People and Culture
	5.4 Provide ongoing education to senior leaders and managers on the effects of racism.	September 2023, 2024, 2025	Executive Director, People and Culture
	5.5 Senior leaders to publicly support anti-discrimination campaigns, initiatives and stances against racism including: <ul style="list-style-type: none"> Racism. It stops with me Racism. No way. 	February 2024, 2025, 2026	Lead: RAP Working Group Co-chairs Support: Senior Executive Group
	5.6 Implement projects in partnership with Reconciliation SA to reduce racism, improve cultural safety and facilitate positive engagement with reconciliation activities within schools and communities.	December 2023	Executive Director, Curriculum and Learning



RESPECT

Respect for Aboriginal knowledge, cultures, histories and voices is an important part of building our relationships and delivering our services. This includes encouraging and supporting pride, expression and cultural safety for Aboriginal students, families, and members of our workforce. It also involves our commitment to increasing opportunities for South Australian children and young people to learn and engage with Aboriginal languages and culture.

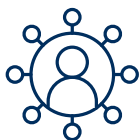
Learning about Aboriginal concepts of wellbeing and ways of being helps connect us to our reconciliation actions. We will continue to work towards deepening this understanding, in consultation with Aboriginal communities, during the life of our RAP and beyond. Cultural responsiveness is an essential element of our core business. The department is prioritising ongoing capacity building to keep this a focus in our work, to encourage and build understanding and respect.

The department acknowledges the importance of truth-telling to build a shared understanding of our history including its impact on Aboriginal people, to heal the wounds of the past and move forward together.

Action	Deliverable	Timeline	Responsibility
6. Increase understanding, value and recognition of Aboriginal cultures, histories, knowledge and rights through cultural learning.	6.1 Continue to implement the Culturally Responsive Framework as the basis for building the cultural capacity for our staff: <ul style="list-style-type: none"> complete the pilot of the Culturally Responsive Framework and report on results and learnings design and implement the Culturally Responsive Framework based on learnings from the pilot sites and case studies. 	June, 2024, 2025, 2026	Executive Director, People and Culture
	6.2 As part of the Culturally Responsive Framework: <ul style="list-style-type: none"> conduct a review of cultural learning needs within the department determine how we will meaningfully measure cultural responsiveness, establish a baseline and monitor progress. 	December 2023	Executive Director, People and Culture
	6.3 Consult local Traditional Owners and/or Aboriginal advisers on the implementation of a cultural learning strategy.	December 2023	RAP Working Group Co-chairs
	6.4 Roll out a culturally responsive online learning program (Action 3, Chapter 1 of the Aboriginal Workforce Plan) across the department, underpinned by the Culturally Responsive Framework and the principles of 'Knowing, Doing, Being' which support continuous learning, self-reflection and change.	August 2023, 2024	Executive Director, People and Culture
	6.5 All corporate staff (100%) to have completed the department's culturally responsive online learning program over the next 3 years. This includes RAP Working Group members, HR managers, Senior Executive Group and new staff. The aim is that the department as a whole becomes more culturally responsive.	July 2024, 2025, 2026	Lead: RAP Working Group Co-Chairs Support: Senior Executive Group
	6.6 Include our RAP and cultural responsiveness in the department's: <ul style="list-style-type: none"> induction process performance, planning and review processes. 	July 2024 2025, 2026	Executive Director, People and Culture
	6.7 Make the department's online self-directed cultural responsiveness training to be available to all partners such as industry and employers, volunteers, registered training organisations and disability providers.	December 2023	Executive Director, People and Culture



Action	Deliverable	Timeline	Responsibility
7. Increase opportunities for children and young people to learn and engage with Aboriginal languages and culture.	7.1 Implement programs in consultation with Aboriginal communities to increase the scope and quality of Aboriginal languages learning and literacy in schools. This includes: <ul style="list-style-type: none"> an increase of schools delivering an Aboriginal language from 62 in 2021 to 78 in 2025 an increase of students learning Aboriginal languages, from approximately 4,800 in 2021 to 7,800 students in 2025. 	December 2023, 2024, 2025	Executive Director, Curriculum and Learning
	7.2 Promote Aboriginal languages uptake in senior secondary school as part of the South Australian Certificate of Education (SACE).	December 2024	Executive Director, Curriculum and Learning
8. Demonstrate respect to Aboriginal people by observing cultural protocols.	8.1 Increase staff's understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols.	September 2023, 2024, 2025	RAP Working Group Co-Chairs
	8.2 Implement and communicate a cultural protocol document (tailored for all local communities we operate in), including protocols for Welcome to Country and Acknowledgement of Country, and why they are important. Document to be made available on the department's intranet and public website.	September 2023	Lead: RAP Working Group Co-Chairs Support: Director, Communications
	8.3 Invite a local Traditional Owner or Custodian to provide a Welcome to Country or other appropriate cultural protocol for at least 3 significant events each year, including the Education Leaders Conference and the Public Education Awards (which will also share examples of local reconciliation efforts).	September 2023, 2024, 2025	Director, Communications
	8.4 Include an Acknowledgement of Country or other appropriate protocols at the commencement of meetings, including Senior Executive Group meetings.	September 2023, 2024, 2025	Lead: RAP Working Group Co-chairs Support: Senior Executive Group
	8.5 Include Acknowledgement of Country in the department's meeting agenda and report templates.	September 2023	Director, Communications
	8.6 Staff and senior leaders provide an Acknowledgement of Country or other appropriate protocols at all public events.	September 2023, 2024, 2025	Lead: RAP Working Group Co-chairs Support: Senior Executive Group
	8.7 Display an Acknowledgment of Country plaque in our office/s or on our buildings, in email signatures and on screensavers.	September 2023	Executive Director Infrastructure
9. Engage with Aboriginal cultures and histories by celebrating NAIDOC Week.	9.1 RAP Working Group and senior leaders to participate in one external NAIDOC Week event per year.	First week in July 2024, 2025, 2026	Lead: RAP Working Group Co-Chairs Support: Senior Executive Group
	9.2 Review HR policies and procedures to remove barriers to staff participating in NAIDOC Week as part of the review of Cultural Leave and related protocols.	July 2024, 2025, 2026	Executive Director, People and Culture
	9.3 Support all staff to participate in at least one NAIDOC Week event in our local area each year, including: <ul style="list-style-type: none"> South Australian NAIDOC Awards NAIDOC SA March and Family Fun Day morning and afternoon teas events hosted by partner organisations. 	First week in July 2024, 2025, 2026	RAP Working Group Co-chairs
	9.4 In consultation with Aboriginal stakeholders, support at least 2 external NAIDOC Week events each year, including: <ul style="list-style-type: none"> South Australian NAIDOC Awards and Gala NAIDOC SA March and Family Fun Day. 	First week in July, 2024, 2025, 2026	RAP Working Group Co-chairs



OPPORTUNITIES

Providing and supporting opportunities for Aboriginal people, organisations and communities is a key part of our commitment to reconciliation. We understand that input and leadership from Aboriginal people and organisations helps the department to develop cultural responsiveness and deliver better services for children and young people.

The department's commitment includes being a culturally safe, accessible and welcoming workplace. A workplace where the environment, structures, policies and processes enable Aboriginal employees to fully participate and feel valued and supported. We are working towards equal recruitment, retention and professional development opportunities. We will actively support employment within corporate divisions, schools and preschools beyond roles identified for Aboriginal people.

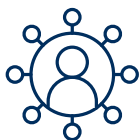
It is important that we keep making the department's Aboriginal employment visible so that Aboriginal people see a career path in the department and identify it as a place they want to work. We will continue to support Aboriginal employees with career options, including leadership, that are focused on realising the aspirations and potential of individuals and recognising the value they bring to the department. The Department's Aboriginal Voice Framework and the Department's Aboriginal Workforce Network (DAWN) will be a key part in increasing opportunities for system input.

We commit to increasing our procurement of services from Aboriginal businesses. This includes Aboriginal supplier diversity to support improved economic and social outcomes.

Action	Deliverable	Timeline	Responsibility
10. Improve employment outcomes by increasing Aboriginal recruitment, retention and professional development.	10.1 Continue to engage with Aboriginal staff to consult on the effectiveness of our recruitment, retention and professional development strategy annually through the Department's Aboriginal Workforce Network (DAWN), as part of the Aboriginal Workforce Plan.	June 2024, 2025, 2026	Executive Director, People and Culture
	10.2 Implement an Aboriginal recruitment, retention, and professional development strategy: <ul style="list-style-type: none"> continue the annual Aunty Josie Agius Award in the Public Education Awards, recognising the cultural and community expertise of Aboriginal employees continue the implementation of Aboriginal Workforce Plan to build and grow our Aboriginal workforce expand the Amy Levai scholarship program for Aboriginal employees pursuing a career in teaching complete the review of the Aboriginal traineeship program and implement changes to support Aboriginal trainees across the department. 	June 2024, 2025, 2026	Lead: Executive Director, People and Culture Support: Senior Executive Group
	10.3 Advertise job vacancies to effectively reach Aboriginal stakeholders through appropriate networks such as DAWN and Aboriginal media.	June 2024, 2025, 2026	Executive Director, People and Culture
	10.4 Review HR and recruitment procedures and policies to remove barriers to Aboriginal participation in our workplace, as part of the department's Aboriginal Workforce Plan. Include Aboriginal perspectives in the review.	June 2024, 2025, 2026	Executive Director, People and Culture
	10.5 Aboriginal employees to be supported to take on management and senior level positions, including: <ul style="list-style-type: none"> leadership and professional development such as the Dr Alitja Rigney scholarship for teacher pathways into leadership roles consultation with Aboriginal people in teacher roles about leadership and professional development opportunities developing a network of Aboriginal and non-Aboriginal people to sponsor and mentor Aboriginal employees into leadership create a performance and development guide to educate leaders on how to support Aboriginal employee's development and career pathways. 	July 2024, 2025, 2026	Lead: Executive Director, People and Culture Support: Senior Executive Group
	10.6 Increase the number of Aboriginal employees to 3% by June 2025 and develop targets for specific employment categories.	July 2024, 2025, 2026	Lead: RAP Working Group Co-Chairs Support: Senior Executive Group



Action	Deliverable	Timeline	Responsibility
11. Promote teaching as a career for Aboriginal students.	11.1 Aboriginal students in year 11 and 12 intending to pursue a teaching career are supported through the Amy Levai Aboriginal Teaching Scholarship program. Scholarship recipients receive up to \$5,000 to support their study by providing evidence of acceptance into an initial teacher education award on completion of SACE.	July 2024, 2025, 2026	Executive Director, People and Culture
12. Develop culturally inclusive and safe engagement practices through partnership programs in schools to support students to reach their highest potential.	12.1 Fund Shooting Stars to provide their education engagement program to 150 girls in Whyalla schools by 2023.	December 2023	Director, Aboriginal Education
	12.2 Fund Clontarf to provide their education engagement program to 714 boys in up to 15 South Australian schools by 2024.	December 2024	Director, Aboriginal Education
	12.3 YERTA pilot for Intensive Family Services plus education initiative for Aboriginal families implemented during 2022 to 2024.	December 2024	Executive Director, Support and Inclusion
13. Increase Aboriginal supplier diversity to support improved economic and social outcomes.	13.1 Develop and implement an Aboriginal procurement strategy.	December 2023, 2024, 2025	Chief Procurement Officer
	13.2 Become a member of Supply Nation.	August 2023, 2024, 2025	Chief Procurement Officer
	13.3 Investigate engagement and partnership with The Circle – First Nations Entrepreneur Hub.	August 2023	Chief Procurement Officer
	13.4 Develop and communicate opportunities for procurement of goods and services from Aboriginal businesses to staff.	August 2023, 2024, 2025	Chief Procurement Officer
	13.5 Review and update procurement practices to remove barriers to procuring goods and services from Aboriginal businesses. Conduct review of current commercial relationships with Aboriginal businesses to improve procurement and contract practices.	November 2023, 2024, 2025	Chief Procurement Officer
	13.6 Develop and maintain commercial relationships with at least 12 businesses.	June 2024, 2025, 2026	Chief Procurement Officer
	13.7 Increase annual procurement spend on Aboriginal businesses by contracting 10 new Aboriginal businesses each year.	June 2024, 2025, 2026	Chief Procurement Officer
	13.8 Make information available to relevant staff in contracting Aboriginal businesses through Supply Nation or an equivalent organisation.	July 2024, 2025, 2026	Chief Procurement Officer
	13.9 Ensure the link to the Aboriginal Business Reporting database is on the department's intranet.	June 2024, 2025, 2026	Chief Procurement Officer



Action	Deliverable	Timeline	Responsibility
14. Ensure Aboriginal procurement opportunities are embedded within the department's procurement governance policy.	14.1 Place participation targets into procurement opportunities including employment targets (e.g. Contracts of Training).	June 2024, 2025, 2026	Chief Procurement Officer
	14.2 Encourage (in tender documentation) collaboration between Aboriginal and other businesses to tender for contracts.	June 2024, 2025, 2026	Chief Procurement Officer
	14.3 Procurement process to include weight against suppliers having a RAP in place.	July 2024, 2025, 2026	Chief Procurement Officer
	14.4 Open Complex and Strategic procurements are required to provide a RAP, which will be a non-weighted standard criterion.	June 2024, 2025, 2026	Chief Procurement Officer
15. Embed Aboriginal perspectives in departmental policies and strategies.	15.1 Implement the Aboriginal Voice Framework to embed Aboriginal perspectives in the development of all levels of departmental policy, services and employment strategies and alignment with Aboriginal Education Strategy and Reconciliation Action Plan commitments.	August 2023	Director, Aboriginal Education
	15.2 Use the Aboriginal Voice Framework for the development and design of departmental policies, projects, procedures, guidelines, frameworks and standards in line with the department's operational policy framework.	February 2024, 2025, 2026	Director, Aboriginal Education
	15.3 Complete an Aboriginal impact statement declaration for all new policies, major edits and policy deletions in line with the requirements of the department's operational policy framework.	February 2024, 2025, 2026	Director, Aboriginal Education
16. Provide support for schools and early learning services in their reconciliation journeys.	16.1 Encourage schools and early learning services to develop a RAP for their site using the Narragunnawali platform.	February 2024, 2025, 2026	Lead: RAP Working Group Co-chairs Support: Senior Executive Group
	16.2 Provide grants where schools and early learning services can apply to support their reconciliation activities and engagement with local Aboriginal communities.	September 2023	Deputy Chief Executive, Strategy and Corporate Services
	16.3 Recognise and share examples of local reconciliation efforts, including through the Public Education Awards.	April 2024, 2025, 2026	Deputy Chief Executive, Strategy and Corporate Services



GOVERNANCE

The department is committed to embedding reconciliation into our governance to make sure we all keep it on our agenda and within our operations. This keeps connecting us to our vision of opportunity, courage and responsibility to contribute to meaningful reconciliation efforts and change. Our RAP implementation will be supported by a universal approach to champion reconciliation from all departmental leaders, rather than being limited to a certain area. This will require clear deliverables and strong relationships to continue to embed and increase our reconciliation actions. Our ongoing communication about the accountabilities and progress of our RAP commitments and deliverables will continue our momentum in our reconciliation journey. Including reconciliation within our policies and processes will include Aboriginal voices as an important part of their development and implementation.

Action	Deliverable	Timeline	Responsibility
17. Establish and maintain an effective RAP Working Group (RWG) to drive governance of the RAP.	17.1 Maintain Aboriginal representation on the RWG. Engage external Aboriginal community members in the RAP working group.	August 2023, 2024, 2025	RAP Working Group Co-chairs
	17.2 Review and update the Terms of Reference for our RWG.	June 2024	RAP Working Group Co-chairs
	17.3 Meet at least 4 times per year to drive and monitor RAP implementation.	February, May, August, November, 2023, 2024, 2025, 2026	RAP Working Group Co-chairs
18. Provide appropriate support for effective implementation of RAP commitments.	18.1 Embed resource needs for RAP implementation.	June 2024, 2025, 2026	RAP Working Group Co-chairs
	18.2 Embed key RAP actions in performance expectations of senior management and all staff.	August 2023, 2024, 2025	Chief Executive
	18.3 Embed appropriate systems and capability to track, measure and report on RAP commitments.	August 2023, 2024, 2025	RAP Working Group Co-chairs
	18.4 Maintain an internal RAP Champion from senior management.	August 2023, 2024, 2025,	Deputy Chief Executive, Strategy and Corporate Services
	18.5 Include our RAP as a standing agenda item at senior management meetings.	August 2023, 2024, 2025	Chief Executive
19. Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.	19.1 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.	August 2023, 2024, 2025	RAP Working Group Executive Officer
	19.2 Contact Reconciliation Australia to request our unique link to access the online RAP Impact Measurement Questionnaire.	August 2023, 2024, 2025	RAP Working Group Executive Officer
	19.3 Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia.	30 September, 2023, 2024, 2025	RAP Working Group Co-chairs
	19.4 Report RAP progress to all staff and senior leaders quarterly.	March, July, September, December, 2023, 2024, 2025, 2026	RAP Working Group Co-chairs
	19.5 Publicly report against our RAP commitments annually, outlining achievements, challenges and learnings.	April 2024, 2025, 2026	Chief Executive



Action	Deliverable	Timeline	Responsibility
	19.6 Investigate participating in Reconciliation Australia's biennial Workplace RAP Barometer.	May 2024	RAP Working Group Executive Officer
	19.7 Submit a traffic light report to Reconciliation Australia at the conclusion of this RAP.	May 2026	RAP Working Group Co-chairs
	19.8 Complete an end of RAP implementation report to reflect on successes and gaps and inform the development of the new RAP.	May 2026	RAP Working Group Co-chairs
20. Continue our reconciliation journey by developing our next RAP.	20.1 Register via Reconciliation Australia's website to begin developing our next RAP.	November 2025	RAP Working Group Executive Officer
21. Embed reconciliation across departmental policies and strategic documents.	21.1 Ensure reconciliation actions are referenced in our strategic plan and action plans.	August 2023, 2024, 2025	Chief Executive
	21.2 Review of corporate and operational policies and procedures in a staged approach through the Aboriginal Voice Framework to ensure that cultural responsiveness and safety are supported.	August 2023, 2024, 2025	Lead: RAP Working Group Co-chairs Support: Senior Executive Group



Contact details

Education.CE@sa.gov.au

