

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Good Shepherd Catholic Primary School
March 2025 to March 2026



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VISION FOR RECONCILIATION

At Good Shepherd Catholic Primary School, we are called by name to nurture a vision for reconciliation where the rights, cultures, and histories of the Jagera, Yuggera and Ugarapul peoples are respectfully recognised, engaged with, and integrated into the fabric of our school identity.

We pay our acknowledge and respects to Aboriginal and Torres Strait Islander peoples past, present, and emerging as the Traditional Custodians of the Land on which our school stands. We aim to foster genuine partnerships, grounded in truth and justice, that promote self-determination, equity, and healing for First Nations communities including Jagera, Yuggera and Ugarapul peoples. Together, we aspire to build, and walk, a path where cultural knowledges, traditions, and wisdom thrive and guide us toward a united, inclusive, and sustainable future.

ACKNOWLEDGEMENT OF COUNTRY

We, at Good Shepherd Catholic Primary School, acknowledge the Ugurapul, Yuggera and Jagera peoples as the Traditional Custodians of the Land on which we gather.

We express our gratitude and respect to the Elders, past, present and emerging who have nurtured and maintained spiritual and cultural connections to this Land for over 65,000 years. They are stewards of this Land, where learning and ceremonies have been carried out across generations.

The Good Shepherd community deeply respects that Aboriginal and Torres Strait Islander people's cultures and connections to Country, which was, is and always will be, strong.



RAP WORKING GROUP

Name	Position
Cheryl Waites	Staff (teaching)
Christine Ioannides	Principal / Director
Naomi Doyle	Staff (teaching)
Shannon Martin-Turley	Staff (teaching)
Kevin Eastment	Staff (Indigenous Education Worker)
Kerri King	Staff (teaching)
Stacey Stotschek	Staff (teaching)
Libby Rutch	Staff (teaching)
Rose Williams	Staff (teaching)
Liam Estares	Staff (teaching)
Robyn Taber	Staff (teaching)

CONTRIBUTORS

Good Shepherd Catholic Primary School would like to acknowledge the following contributors to the development of this RAP.

Name	Role/Organisation
Nadine Francis	School Officer



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.





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.



RESPECT



AROUND THE SCHOOL

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.



RESPECT



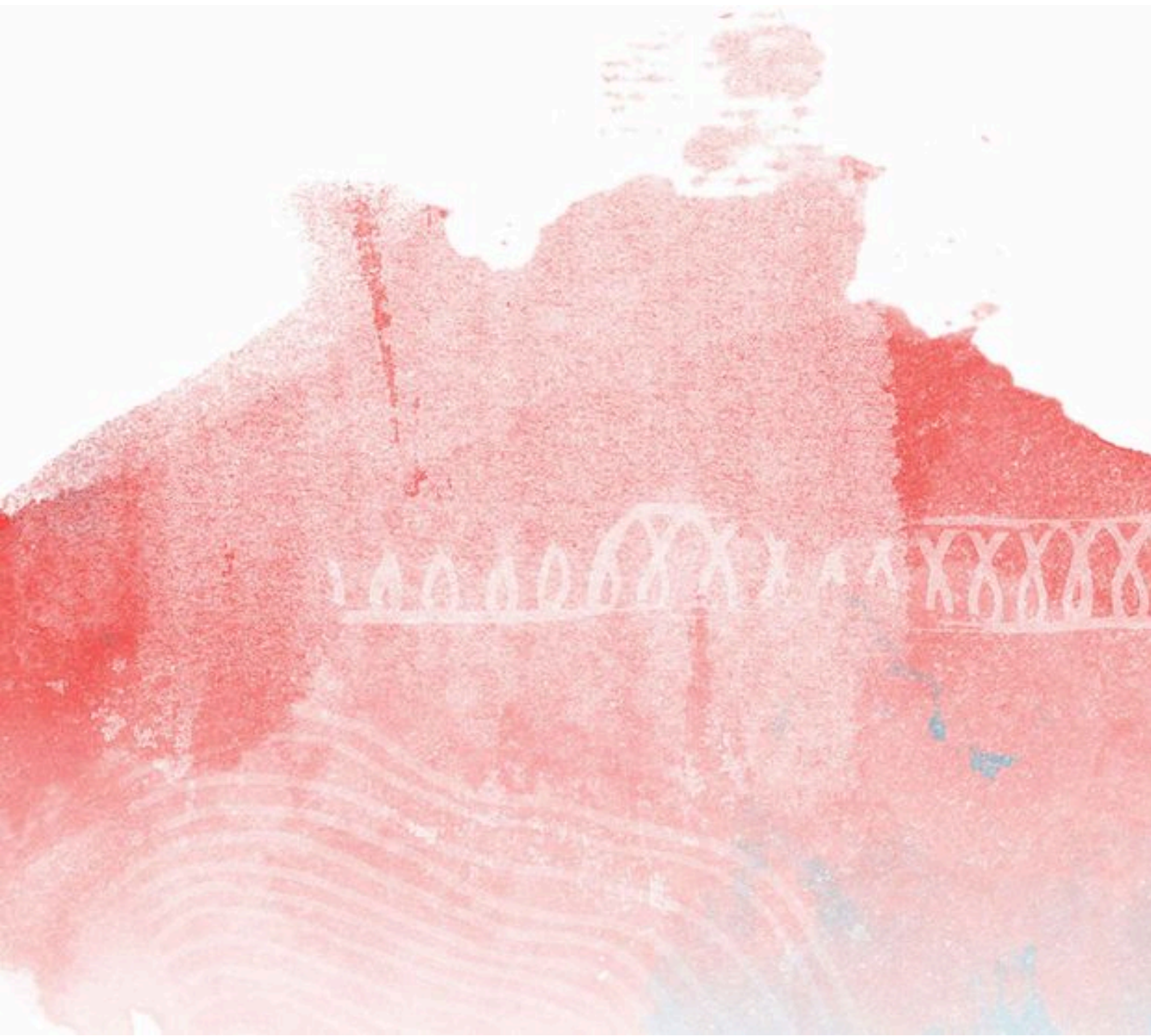
WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander Flags	Our school flies/displays the Aboriginal and Torres Strait Islander flag at your school 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.
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.



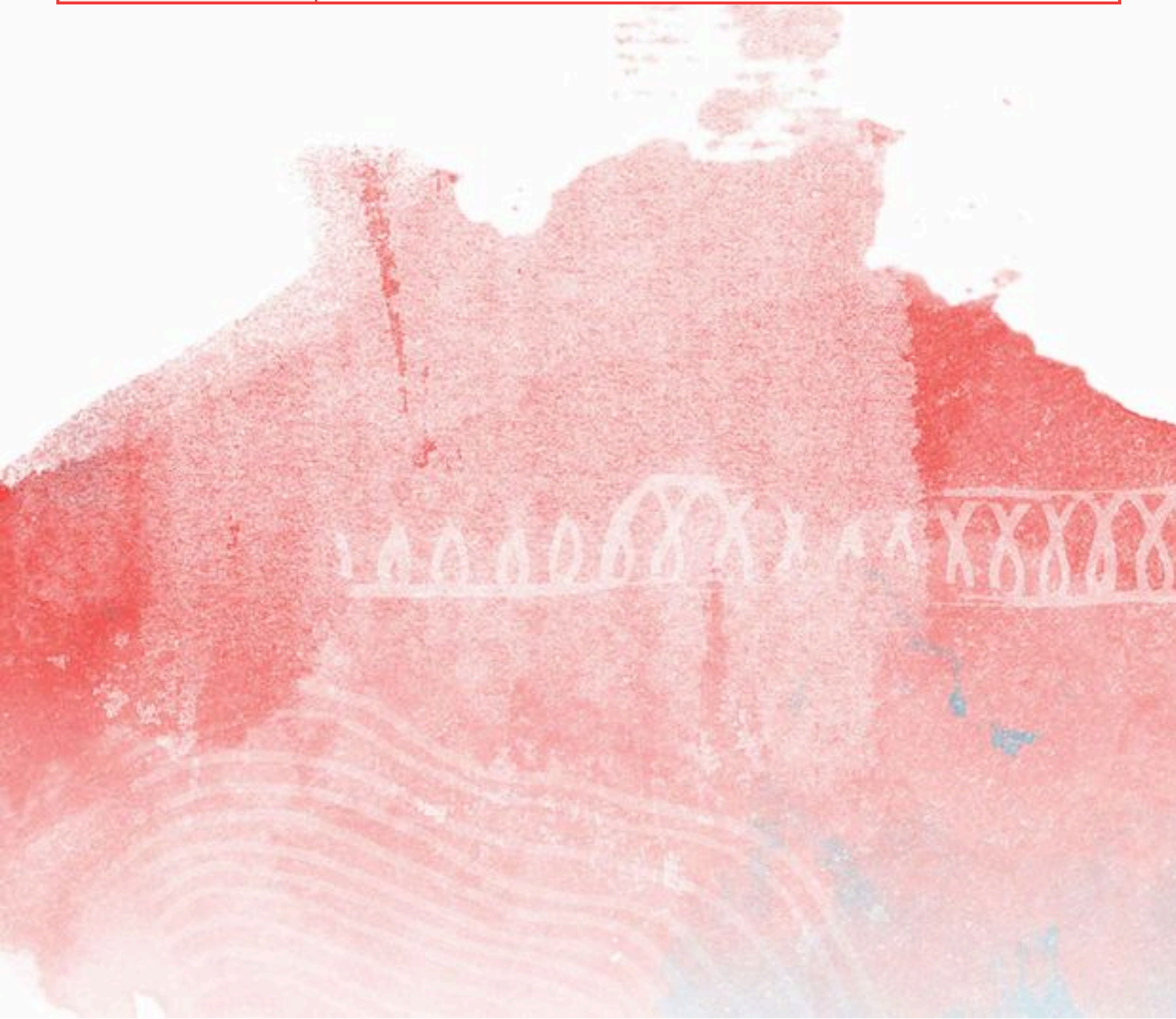


RAP ACTIONS	COMMITMENT
Curriculum Planning	Aboriginal and Torres Strait Islander histories and cultures are a key, ongoing part of curriculum planning, development and evaluation across all year levels and learning areas. We will review curriculum documents to find out where we include Aboriginal and 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
Inclusive Policies	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.
Staff Engagement with RAP	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.





RAP ACTIONS	COMMITMENT
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.

