

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Xavier College

June 2025 to June 2026



CONTENTS

Vision for Reconciliation

The Working Group

Reconciliation Action Plan (RAP) Actions

Relationships

Respect

Opportunities



VISION FOR RECONCILIATION

Our vision for reconciliation is working together with Aboriginal and Zenadeth Kes people and non-Indigenous to create a better future. This is done by acknowledging past injustices since colonisation and embracing cultural compassion and understanding. We aspire for our students to complete their journey with Xavier, with a clear understanding of reconciliation and how their actions will affect reconciliation.

The Xavier Working Group will work alongside the student leadership group to be instrumental in supporting reconciliation within our school and the wider community. We will work with Catholic Education South Australia to follow policies and procedures relating to Aboriginal and Zenadeth Kes Peoples.

We will continue to provide meaningful opportunities for staff and students to work with Aboriginal and Zenadeth Kes peoples to improve cultural understanding.

We Acknowledge all Aboriginal and Zenadeth Kes communities that make up our Country.

ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Kurna people as the Traditional Owners of the Lands and waters on which we live, learn, and work. We recognise their Native Title rights and their enduring role as custodians of Country, honoring their deep spiritual connection to this Land. We acknowledge and pay our deepest respects to Elders past, present, and those following in their footsteps. We acknowledge the past injustices and we commit to the ongoing journey of Reconciliation.

Kurna Miyurna

Ngadlu

Kurna Yarta (inside) or Yarta (outside)

Tampinhi

Yaintya Miyurna

Ngadlu

Ngaitalya

Kurna People, we acknowledge

Kurna Land, we recognize

Aboriginal and Zenadeth Kes Peoples, we acknowledge

My respect

*Acknowledgement in consultation with Deadly Mob, Uncle Tamaru 2025.

RAP WORKING GROUP

Name	Position
Megan Isaacson	Staff (teaching)
Sarah Denny	Staff (teaching)
Zoe Adams	Staff (teaching)
Anna Curry	Staff (teaching)
Jo Bakker	Staff (teaching)
Jessica Simons	Staff (teaching)
Thomas Farren	Parent/carer
Hannah Mueller	Parent/carer
Trudy Brown	Parent/carer
Anthony Johnston	Parent/carer
Adele Taylor	Staff (teaching)
Nicole Russell	Staff (teaching)
Aleisha Drummond	Staff (teaching)
Camille Young	Staff (teaching)
Kellie Saleeba	Staff (teaching)
Kas Pillay	Staff (teaching)
Denise Piggott	Staff (teaching)
Gareth Watson	Staff (teaching)
Mark Flaherty	Principal / Director
Janet Coomber	Head of Campus, Two Wells
Rozanna Elmassih	Head of Campus, Evanston
Costas Efthymiou	Staff (teaching)
Chris Martin	Head of Campus, Gawler Belt
Jade Davidson	Staff (Indigenous Education Worker)
Emily Dickson	Staff (teaching)
Kaitlin Marrone	Staff (Indigenous Education Worker)
Colleen Probert	Staff (Indigenous Education Worker)
Maja Karp	Staff (non-teaching)
Michael Terwel	Staff (teaching)
Chris Ford	Staff (non-teaching)
Meg Allen	Staff (non-teaching)

Name

David Taylor

Position

Staff (teaching)

RELATIONSHIPS



IN THE CLASSROOM

CONTRIBUTORS

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.
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.





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.
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.



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.

