

Stretch RECONCILIATION ACTION PLAN

July 2020 - July 2023





The artist's story GROWING STRONG TOGETHER

This is a story about the community of Gowrie SA growing strong together. The tree is used as a metaphor to show strength and growth, including the elements of land, water and air to reflect the Kurna Nation as a natural living and growing symbol. The animals represent people from diverse family units; while the leaves and water offer a food source for some of the animals. The tree illustration portrays a place of shelter and nurture throughout the day and a place to sleep and shelter at night. As the tree grows, it offers wellbeing for the animals along with a place to be nurtured, while the branches represent partnership and development through training, networking and mentoring. The tree drinks from the water and is warmed by the sun; enabling the tree to grow and develop strong foundation through its roots. The seed pods represent new beginnings and relationships for families starting their journey with Gowrie SA. The Kangaroo at the centre of the illustration represents Gowrie SA looking at the tree for inspiration.

Artwork and layout of this RAP produced by Karen L Briggs (Yorta Yorta) from KLB Creative

List of animals in KAURNA LANGUAGE:

- > Kardi - Emu
- > Tamandi nurloni (beak curved) - Ibis
- > Kauwilta (water possum) - Platypus
- > Marrangayu - Turtle
- > Pilta - Possum
- > Puddanya - Goanna
- > Kundli - Whale
- > Kudlyu - Black Swan
- > Tarnda - Red Kangaroo
- > Pimpinna - Finch
- > Kuula - Koala
- > Tangku - Brown Snake

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Reconciliation Australia CEO STATEMENT

On behalf of Reconciliation Australia, I congratulate Gowrie SA on its continued commitment to reconciliation, as it implements this Stretch Reconciliation Action Plan (RAP); its fourth RAP overall.

Formed around the pillars of relationships, respect, and opportunity, the RAP program asks organisations – including schools and early learning services - to consider the critical role they can play in driving reconciliation across their area of expertise. With the development of this Stretch RAP, Gowrie SA continues to contribute to the ever-growing community of organisations that have taken this consideration and goodwill, and transformed it into action.

For a just, equitable, and reconciled nation to flourish, communities and individuals need to commit to a life-long journey of learning. There is no better place to start this process and to sow the seeds of respect for Aboriginal and Torres Strait Islander perspectives, cultures, and ways of knowing than in the early learning space. With an indelible footprint and history across South Australia, Gowrie SA is uniquely-placed to drive reconciliation in the communities, families, and institutions in which it operates. Spanning from early learning sites, to research, professional learning, and inclusion support services, the organisation has a diverse field of work and the capacity to think strategically about where its reconciliation efforts will be most effective.

Drawing on the experience of four RAPs, Gowrie SA is reflective about the hurdles faced in implementing its previous reconciliation outcomes. Challenges are approached in this Stretch RAP with thoughtfulness; while learnings are given space to take hold. Programs such as the Aboriginal and Torres Strait Islander Reference Group show the organisation giving First Nations' perspectives precedence in its everyday work; while endeavours such as supporting other sector organisations to develop their own RAPs shows Gowrie SA thinking holistically about how to use its own standing to drive reconciliation momentum.



Furthermore, Gowrie SA is advocating outside of its field of work, by hosting education sessions on the Uluru Statement from the Heart for its community, driving interest and understanding in Aboriginal and Torres Strait Islander self-determination and agency.

On behalf of Reconciliation Australia, I commend Gowrie SA on this thoughtful and ambitious Stretch RAP and look forward to following its ongoing reconciliation journey into the future.

Karen Mundine
Chief Executive Officer
RECONCILIATION AUSTRALIA

Gowrie SA JOINT STATEMENT

Gowrie SA is excited to launch our second Stretch Reconciliation Action Plan. We have been working to build our cultural learning and understanding for many years, and recognise we are still at the early stages of this process. We are fortunate to have Aboriginal and Torres Strait Islander staff, and an Aboriginal and Torres Strait Islander Reference Group who are willing to walk with us in this journey, challenging and teaching us along the way.

Gowrie SA is guided by the Uluru Statement from the Heart and our commitment to Voice Treaty and Truth is reflected throughout this Stretch RAP. We thank Reconciliation Australia for their support and encouragement in putting together a robust Reconciliation Action Plan which we can be proud of.

Acknowledgments

Gowrie SA is on Kurna land and we acknowledge and recognise Aboriginal and Torres Strait Islander people as the Native Title holders and custodians of the land and waterways throughout.

Gowrie SA welcomes all Aboriginal and Torres Strait Islander people to our organisation.

Gowrie SA wishes to acknowledge and thank our Aboriginal and Torres Strait Islander Reference group members and staff who walked with us in this journey and shared their knowledge and culture with us. We feel honoured to share their wisdom.

Thank you to Little Feet Big Dreams Studio by Dada and Shane Reid (Photographer) for images included in this plan.

Note:
Aboriginal and Torres Strait Islander people are advised that this publication may contain images or content of deceased persons.



Left to right:
Kristy Trask, Aboriginal Practitioner
Mel Von Senden, Aboriginal Cultural Practitioner
Lynne Rutherford, CEO
Allie Holmes, Aboriginal Co-convenor RAP working Group (RWG)
Rachel Jose, Aboriginal and Torres Strait Islander Practitioner

OUR VISION FOR RECONCILIATION

Our vision for reconciliation is an Australia where Aboriginal and Torres Strait Islander peoples and all other Australians participate in an equitable and fair society.

We recognise early education as offering pathways towards generational social change contributing to better life outcomes for all young children.

We will engage early childhood educators in culturally responsive pedagogies and practices that provide culturally safe, inclusive environments for all children and their families to provide a sense of belonging, rich learning opportunities and appreciation of the value of Aboriginal and Torres Strait Islander languages and cultures.

OUR BUSINESS

Gowrie SA opened in 1940 as an integrated early childhood service providing education and care for children birth to school age and programs for parents. Today we offer kindergarten and childcare at two early education sites in Adelaide, and two state-wide programs - inclusion of children into mainstream children's services and professional development and learning for educators. We have staff located through South Australia in the south-east, far and mid-north, Port Augusta/Whyalla and the Riverland. Gowrie SA employs 80 (FTE) staff (including four Aboriginal and Torres Strait Islander staff) in a multi-disciplinary team including education, health, welfare and disability. Our work involves participation in key state and national networks. Gowrie SA is part of a consortium of Gowrie organisations located in each state. This consortium has a national publication that facilitates dissemination of research and practice to the education and care sector.

Early Childhood Program

Our children's program is central to our core work, learning and research. In our children's program, we directly influence the learning of young children thereby contributing to changes in future generations.

We offer two integrated childcare and kindergarten programs arranged into two age groupings - infants to three year olds, and three year olds to school age. Our philosophy utilises primary caregiving practices that aim to foster secure attachment relationships between educators and children. This enables children to flourish in social groups, supports children's emotional development and enhances learning and development. We have established learning environments that support children to connect to nature and natural environments and materials, where open exploration and learning encourages children's decision-making. Working in partnership with parents, extended family and community is integral to our work. Since our first Reconciliation Action Plan in 2011, our children's program connects strongly with learning about Aboriginal and Torres Strait Islander peoples and histories.

Inclusion Agency for SA:

Gowrie SA is the Inclusion Agency for South Australia with funding from the federal Department of Education, Skills and Employment under the Inclusion Support Program (ISP).

As the Inclusion Agency, Gowrie SA provides inclusion support to education and care services (children's services such as childcare, family day care and out of school hours care) to build educators' capacity to assist children with a range of special rights to access inclusive mainstream education and care services. This program also supports education and care services to understand how to improve the inclusion of Aboriginal and Torres Strait Islander children and their families.

During 2019-20, Gowrie SA in the Inclusion Agency role supported 85% of eligible education and care services with inclusion support. We anticipate this number will keep growing.

Professional Learning Program:

The Gowrie SA Professional Learning Program is available to all early childhood and children's services in South Australia and provides a program of workshops as well as intensive, customised in-service and consultancy services for the sector.

These professional development programs include ten Aboriginal and Torres Strait Islander cultural awareness programs co-designed with local Elders and Aboriginal staff. In 2018 and 2019, we offered 54 Cultural Awareness sessions including 17 sessions for centre teams at their sites, sessions with special guests including Reconciliation Australia and Reconciliation South Australia, Aboriginal and Torres Strait Islander Elders and community members, and sessions sharing the Narragunnawali platform for building a Reconciliation Action Plan.

Below: Uncle Ivan Tiwu Copley



OUR RAP

As an organisation we have found that having a Reconciliation Action Plan (2011 to current) has assisted us to make significant contributions to our staff awareness and understanding of the importance of reconciliation. Over the three years of our Stretch Reconciliation Action Plan, we have provided a range of professional learning and immersion opportunities for our staff team including the true history of our nation, historical practices and policies, white privilege, racism, rights, cultural competence and contemporary perspectives of Aboriginal and Torres Strait Islander peoples. This has meant that many of our staff have become proactive advocates for reconciliation within their professional networks and personal lives. In 2018, Thomas Mayor was the keynote speaker at our Annual General Meeting, sharing the process and vision that led to the Uluru Statement from the Heart (2017).

As we develop our current RAP, we acknowledge the ongoing support of the Aboriginal and Torres Strait Islander community and the relationships that have developed over the last 8 years, as well as our work with Reconciliation Australia to develop a robust RAP.

Gowrie SA recognises our organisational responsibilities to work towards reconciliation and supports the five dimensions of Reconciliation Australia.

> Race relations - through early education we can make positive changes to understanding and attitudes of young children, their families, our employees, and the sector to build trust and respect between Aboriginal and Torres Strait Islander and non-Indigenous Australians.

> Equality and equity - through our work we aim to influence educators in children's services to understand the need to provide welcoming, culturally safe and respectful education and care environments that will enable Aboriginal and Torres Strait Islander children and their families to participate equally to achieve important early learning outcomes for young Aboriginal and Torres Strait Islander children. In this way, we seek to contribute to Closing the Gap strategies.

> Institutional integrity - as a leader in early education, Gowrie SA will be active in supporting all dimensions of reconciliation, and in particular focus on creating a wider range of opportunities for Aboriginal and Torres Strait Islander peoples both through direct employment and accessing and promoting Aboriginal and Torres Strait Islander businesses for supply of services.

> Unity - our work will continue to promote Aboriginal and Torres Strait Islander histories, cultures and rights as part of our shared national identity. We will work to ensure our staff understand the significance of, and political processes relating to, Constitutional recognition and the Uluru Statement. We will continue to be strong advocates in our sector and wider community to promote broader understanding.

> Historical acceptance - Gowrie SA will continue our educative work both within our organisation and more broadly in the children's services sector to build wider acceptance and understanding of our nation's history and agreement that we will never repeat the wrongs of the past to ensure truth, justice, healing and historical acceptance.

Our current RAP was developed through broad consultation with our internal stakeholders (Gowrie staff, children and families), with our external stakeholders (children's services and organisations) and with the local Aboriginal and Torres Strait Islander community. Our Reconciliation Action Plan Working Group (RWG) members provide representation across the organisation.

- > Lynne Rutherford - Chief Executive Officer
- > Lyndsay Healy - Director
- > Krystal Kimble - Director
- > Mary Scales - Program Leader
- > Leanne Coveney - Program Leader
- > Emma Knight - Inclusion Professional
- > Renee Kemble - Assistant to the Director
- > Allie Holmes - Administration Officer
- > Melissa Von Senden - Cultural Practitioner/Educator
- > Sandra Greco - Finance Officer/Team Leader

We expect all senior staff to provide leadership to promote the RAP. Our RAP Champion will be Mary Scales who is the co-Convenor of the Gowrie SA RAP WG.

In 2019, Gowrie SA established an Aboriginal and Torres Strait Islander Reference Group that includes local community members and senior staff. This group will continue to support and inform the next RAP into 2020 and beyond.

- > Uncle Ivan Tiwu Copley (Elder)
- > Uncle Eddie Peters (Elder)
- > Rodney Welch (Community member)
- > Nicole Gollan (Community Member)
- > Lynne Rutherford (CEO)
- > Mary Scales (Program Leader)
- > Allie Holmes (Administration Officer)

There is a dynamic relationship between these two groups with RWG members able to attend Reference Group meetings and an exchange of information occurring between the two groups. The Aboriginal and Torres Strait Islander Reference Group provides feedback and commentary of the work of the RWG and provide a forum to discuss aspirational goals for reconciliation at both the local and national level.

There is diversity within the Aboriginal and Torres Strait Islander Reference Group with representation of Kurna, Peramangk, Narungga, Ngarrindjeri, Kul Kal and Meriam Nations. Our meetings include members sharing information about their culture and life experiences and this cultural learning continuously builds our knowledge and understanding of Aboriginal and Torres Strait Islander histories and cultures. Two members of the Aboriginal and Torres Strait Islander Reference Group, Uncle Ivan Tiwu Copley and Uncle Eddie Peters are regular visitors to the organisation and have developed strong relationships with the RWG as well as Gowrie staff in all program areas.

Below: Uncle Moogy Sumner



KEY LEARNING AND CHALLENGES AND ACHIEVEMENTS

Challenges

Since becoming the Inclusion Agency for South Australia, our staff team grew by around 40% with the majority of new staff having had no or minimal experience in learning about Aboriginal and Torres Strait Islander histories, cultures and contributions, or reconciliation, which was confirmed through specific interview questions relating to cultural competence and reconciliation. With a higher number of staff we changed some of the ways we hold organisational meetings and professional learning opportunities which has provided a challenge in ensuring we are learning together, prioritising cultural learning as part of our core work, and understanding how concepts of reconciliation relate to each of our programs.

Another challenge has been the recruitment and retention of Aboriginal and Torres Strait Islander staff. While we had been able to build up the number of Aboriginal and Torres Strait Islander staff employed to 6, 4 have left within the term of the RAP. This has highlighted the need for us to re-focus on recruitment and retention strategies in our new RAP. We plan to engage an Aboriginal and Torres Strait Islander consultant to assist us with improving our processes, protocols and policies regarding recruitment and retention.

This will support us to better understand and articulate the roles we have within our organisation for Aboriginal and Torres Strait Islander people, as well as how we can incorporate Aboriginal and Torres Strait Islander employment and cultural protocols into our practices. The current protocol has not been effective in meeting our goals for recruitment and retention and we will seek advice to develop a comprehensive and effective Aboriginal and Torres Strait Islander Employment Protocol that will outline opportunities, selection processes and specific employment and leave conditions.

We have noticed that through the Inclusion Agency there have been lower numbers of requests for service for Aboriginal children than we would anticipate given the population and regional data available. In this new RAP we will be looking at this more closely to focus on working with eligible services to support them in the provision of culturally safe and welcoming environments for Aboriginal and Torres Strait Islander families promoting the Narragunnawali: Reconciliation in Education program commitments which are embedded in our cultural learning packages.

We have been unsuccessful in attracting an Aboriginal and Torres Strait Islander Board member. We will continue to promote Gowrie SA Board opportunities to local Aboriginal and Torres Strait Islander families and communities.

Key Learning

We have been fortunate to build a core group of Aboriginal and Torres Strait Islander people who are supporting our work and we need to continue to extend our network with whom we work. This includes developing or expanding our relationships with Aboriginal and Torres Strait Islander Elders, in particular Kurna Elders and key community members.

We have a core group of staff who have been driving the work of the RWG, and who have been attending significant events and meetings as well as building relationships with community members and Elders. We are now at the stage of recognising that we need to share these relationships and this work more broadly across the team.

We are delving deeper into the protocols relating to referencing Kurna language and during the course of the next RAP we aim to seek guidance from the Kurna Warra Pintyanthi Committee regarding the people we can consult with, and the processes involved to ensure that we are respectful in how we use and advocate for language.

Below: Karen Briggs



Achievements

We have formed an Aboriginal and Torres Strait Islander Reference Group, which meets a minimum of four times a year. Representatives on this group include Aboriginal and Torres Strait Islander Elders and community members and they are providing invaluable cultural guidance. We would like to acknowledge their contribution to our learning, thinking and knowledge. It has also provided us with the opportunity to collaborate with like-minded organisations that are working towards reconciliation.

In the latter stages of working with an Elder in Residence, the late Auntie Brodie, we realised the importance of documenting her work and our learning together. In a large organisation, it was important for us to ensure that the knowledge gained was shared, retained and utilised in our daily work with children and families. We were able to document the work with Auntie, collate the documentation about her work with children and record the language and songs we had learnt into a resource that honoured what she had contributed to our programs. This resource has also become our foundation document that guides how we continue to embed cultural perspectives into our daily work in the children's program.

We had four staff members complete an Introduction to Kurna language course offered by Kurna Warra Pintyanthi, and one Aboriginal staff member is now participating in the higher level Kurna language course. Our staff members are bringing Kurna language into our programs through this learning and through our previous work with the Elder in Residence, and are sharing their experiences with others as a way of advocating for the continued revival of Kurna language.

Senior leaders regularly attend Supply Nation events and have systems for recording, tracking and reporting on procurement. This has seen a steady increase in procurement totals over the three years of the RAP. We also access local South Australian Aboriginal and Torres Strait Islander businesses and collaborate with them in the provision or procurement of services.

Our other achievement has been the strength and dedication of our RWG members. We have achieved consistency in this group, representation across our organisation and recruited members who are willing to learn, reflect, share and continue to shift the benchmark to ensure we are striving to do more towards reconciliation. It is clear this is making a difference to individuals as professionals and in their personal lives.

Over the term of this RAP, we have increased the number of student placements for Aboriginal and Torres Strait Islander students. This has been due to building up our relationship with Tauondi College as part of our commitment to reconciliation and building connection to the community. This started with offering observation tours and student placements in our organisation for business administration students. Attendance at Turkindi Information Network of SA meetings (a group that meets regularly with a focus on assisting Aboriginal and Torres Strait Islander peoples in finding meaningful employment, training and relevant community information) has strengthened our organisational relationships with the College and more recently, we have hosted three students. This has also led to a group of students coming here for an observation tour and Q&A session around business admin and IT. We now offer Responding to Abuse and Neglect training to their staff team at least once a year and this involves Kura Yerlo inc, a local Aboriginal and Torres Strait Islander service that joins the sessions. In the last twelve months, we have also started to use Tauondi as a venue for our professional learning sessions and conferences for some sessions for Northern and Western suburbs, offering an alternative location that is more convenient. This relationship has grown over time into a mutually beneficial and reciprocal partnership.

We were excited to attend the launch of the first Narragunnawali Reconciliation Action Plan by Banksia Park Kindergarten. This team first came to us in 2015 to participate in one of our Cultural learning sessions and this was the beginning of them committing to the development of a Reconciliation Action Plan. During their development phase we supported them through connecting them with community members and Elders, reading draft RAPs and providing feedback and mentoring as they developed their RAP.

Below: Mel Von Senden



Case Study 1

We have been learning about how to improve the cultural safety of an Aboriginal professional learning facilitator. Initially in our sessions, we were finding a small percentage of people required to attend by their employer, which affected their motivation and interest in the knowledge and learning. In talking this through, we modified our booking process, our form of delivery and our accountability to the service. When a person is booked in to any cultural learning session we now confirm their place, provide clear expectations and some pre-reading for them as preparation for the session. Both an Aboriginal facilitator and a non-Aboriginal facilitator now deliver these sessions to ensure that if there are any difficulties, they have support. This is particularly important now that we know that our introductory sessions in cultural learning for the early education and care sector that were created in conjunction with Elders are gaining more and more interest, especially as 'in centre' sessions where a whole team can explore this learning together.

Below: Uncle Eddie Peters (picture taken by Uncle Ivan)



Case Study 2

We created a new role of Aboriginal Cultural Practitioner. This staff member works in all programs across our organisation to support the learning of all staff. The Aboriginal Cultural Practitioner, Mel Von Senden, is a Narungga and Ngarrindjeri woman who is working on Kurna land in the following programs:

- > Children's Program - to support the inclusion of Kurna language, planning for celebrations of key events and embedding authentic practices within our rooms
- > Inclusion Agency - to share practical strategies with Inclusion Professionals around supporting education and care services to support the inclusion of children from Aboriginal and Torres Strait Islander backgrounds
- > Professional Learning Program - to co-present cultural learning sessions and to create professional learning sessions for qualified practitioners working with children and families.





RELATIONSHIPS

A core part of the Gowrie SA philosophy in all of our programs is building relationships. We recognise that relationships involve connecting people and we will continue to acknowledge and work with key Kurna Elders, as well as other Aboriginal and Torres Strait Islander Elders and community members. We recognise our responsibilities to nurture diverse relationships to build stronger communication, engagement and partnerships. Our Aboriginal and Torres Strait Islander Reference Group guide the development of these relationships.

Through our work, we have an opportunity to be role models for children, families, employees and the broader community, thus influencing change. We will continue to invite Aboriginal and Torres Strait Islander peoples to be visible within our children's programs as visitors and teachers, through our shared exchanges with Aboriginal and Torres Strait Islander children's centres and through valuing the culture of our Aboriginal and Torres Strait Islander children and families. In our inclusion and professional learning programs, we will engage more Aboriginal and Torres Strait Islander consultants and presenters to work with children's services.

Through a multi-level approach across all parts of the organisation, stronger partnerships with the Aboriginal and Torres Strait Islander community will be nurtured leading to sustainable and embedded relationships.

Our reach through our long-standing history in the education and care community, through our employees, and social media allow us to demonstrate our commitment to important initiatives such as the Uluru Statement from the Heart, a referendum for recognition of Aboriginal and Torres Strait Islander peoples in the Constitution, and the value of having a Reconciliation Action Plan.

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
1	Establish and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations	> Implement the Gowrie SA stakeholder engagement plan.	
		> Hold Gowrie SA Aboriginal and Torres Strait Islander Reference group meetings a minimum of 4 times per annum	March 2021, 2022, 2023 Lead: CEO Support: RAP WG
		> RWG members to rotate participation in Reference and Turkindi Information Network of SA meetings six times per annum	February 2021, 2022, 2023 Lead: Convener RAP WG Support: RAP WG
		> Host a Turkindi Information Network of SA Meeting once during the term of the RAP	July 2022 Lead: Program leader Professional Learning
		> Review, update and implement the Aboriginal and Torres Strait Islander Stakeholder Engagement Plan to work with Aboriginal and Torres Strait Islander stakeholders.	July 2021 July 2022 Lead: CEO Support: Aboriginal Reference Group
		> Establish and/or maintain 3 formal two-way partnerships by developing a Memorandum of Understanding with Aboriginal and Torres Strait Islander communities or organisations including: > Kura Yerlo Children's Centre > Tauondi Aboriginal Community College > Wynbring Jida Child Care Centre	January 2021 January 2022 Lead: CEO Support: Professional Learning Program Leader
2	Build relationships through celebrating National Reconciliation Week (NRW)	> Plan for Reconciliation Australia's NRW in advance annually.	
		> Circulate Reconciliation Australia's NRW resources and reconciliation materials to all staff.	May - June 2021, 2022, 2023 Lead: Aboriginal Cultural Practitioner
		> Utilise social media platforms annually eight weeks prior to inform our broader community about the purpose, themes and resources available to support involvement in NRW.	March 2021, 2022, 2023 Lead: Professional Learning Program Leader
		> A newsletter focusing on NRW activities will be developed annually to share with internal and external stakeholders	July 2020, 2021, 2022 Lead: Convenor RAP WG Support: RAP WG
		> Aboriginal Cultural Practitioner to support staff to plan Gowrie SA NRW events for the organisation	March 2021, 2022, 2023 Lead: Aboriginal Cultural Practitioner Support: CEO
		> RWG members to rotate participation in at least three external NRW events. Events could include: > Reconciliation SA Breakfast > Reconciliation in the West > Sorry Day events	May - June 2021, 2022, 2023 Lead: Convenor RAP WG Support: Program leaders
		> Share information about relevant NRW local external events to families to raise awareness and encourage their participation.	May - June 2021, 2022, 2023 Lead: Children's Program Directors Support: Children's Program educators
		> Support children to participate annually in two external events to recognise and celebrate NRW, such as: > Reconciliation in the west > Sorry day event	May - June 2021, 2022, 2023 Lead: Children's Program leaders Support: Children's Program educators

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
	> Support staff and senior leaders to participate in three external events to recognise and celebrate NRW, including:	May - June 2021, 2022, 2023	Lead: CEO Support: RAP WG
	> Reconciliation breakfast		
	> Reconciliation in the west		
	> Sorry Day event		
	> Organise three internal NRW events, including at least one organisation-wide NRW event, each year.		
	> Annual organisation-wide reconciliation walk	May - June 2021, 2022, 2023	Lead: Convenor, RAP WG Support: RAP WG
	> Two annual internal events in the Children's programs, Inclusion Agency and/or Professional Learning program	May - June 2021, 2022, 2023	Lead: Each Program leader Support: Program staff
	> Register all our NRW events on Reconciliation Australia's NRW website	April 2021, 2022, 2023	Lead: Admin officer, Children's Program
3 Promote reconciliation through our sphere of influence	> Use a communication strategy to ensure information about organisational involvement and progress towards reconciliation outcomes is disseminated to all stakeholders		
	> Develop a communication strategy to promote reconciliation and our involvement and progress to:	December 2020, 2021, 2022	Lead: CEO Support: RAP WG
	> Staff		
	> Families		
	> Sector		
	> After attending reconciliation events, each staff member will be required to present a report (verbally or in writing) to the RWG	February, May, June 2021, 2022, 2023	Lead: CEO Support: Program Leaders
	> After attending reconciliation events, each staff member will discuss the event with at least five other people in the organisation	February, May, June 2021, 2022, 2023	Lead: Convenor RAP WG
	> Share Information more broadly including use of a variety of different communication styles including newsletters, videos, quotes and smart screen sharing	February, May, June 2021, 2022, 2023	Lead: Professional Learning Program Leader
	> Publish our new Reconciliation Action Plan on our website	August 2020, 2021, 2022	Lead: Professional Learning Program Leader
	> After the Acknowledgement of Country prior to each meeting and professional learning session, discuss our commitment to reconciliation and share our learning and actions	December 2021, December 2022	Lead: CEO Support: Professional Learning Program Leader
	> Share our progress in working toward reconciliation outcomes and make publically available through AGM reports annually	November 2020, 2021, 2022	Lead: CEO
	> Advocate for Acknowledgement of Country at external meetings.	December 2021, 2022	Lead: CEO Support: Program Leaders
	> Promote reconciliation at Gowrie Australia meetings	October 2020, 2021, 2022	Lead: CEO
> Submit up to four articles during this RAP with a focus on reconciliation in national publications	December 2020, 2021, 2022	Lead: CEO Support: RAP WG	

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
	> Ensure one Inclusion Agency expo focuses on inclusion of Aboriginal and Torres Strait Islander children and reconciliation in the duration of this RAP.	March 2021	Lead: Inclusion Agency Program Leader Support: Inclusion Agency Team Leaders
	> Provide professional development and consultation services to encourage sector organisations to develop their own RAP, to at least two services per year.	July 2021, 2022	Lead: Professional Learning Program Leader
	> Share newsletters including good news stories about our reconciliation work in our programs to families a minimum of twice per annum	August, February 2020, 2021, 2022	Lead: Children's Program Directors
	> Collaborate with other organisations to implement ways to advance reconciliation, including:	October 2020, 2021, 2022	Lead: CEO Support: Program Leaders, RAP WG
	> Kurna Warra Pintyanthi Aboriginal Organisation (KWP) supporting the Kurna Language of the Adelaide Plains		
	> Reconciliation South Australia and accept invitation to be part of the Reconciliation Industry Network Group should this be made		
	> Gowrie centres nationally		
	> All other state based inclusion agencies		
	> Reconciliation Australia		
	> Turkindi Information Network of SA		
	> Adelaide City Council		
	> Port Adelaide Council		
	> Tal-Kin-Jeri Inc		
	> South Australian Health and Medical Research Institute (SAMHRI)		
	> Migration Museum		
	> Continue to ensure that our staff are engaged in our reconciliation journey by embedding RAP initiatives into our HR system:	January 2021, 2022, 2023	Lead: HR officer
	> Including a specific induction on reconciliation for all new staff		
	> Embedding the 'Share our Pride' tool as part of the induction process		
	> Create a reconciliation library on organisation intranet, or online, for all staff to access articles, documentaries, book lists and other reconciliation-focused resources.	July 2021, 2022	Lead: Children's Program Admin officer Support: Aboriginal Cultural Practitioner
	> Continue to engage external stakeholders in our reconciliation journey by:	March, September, 2021, 2022, 2023	Lead: Convenor RAP WG Support: RAP WG
	> Consulting with our Aboriginal and Torres Strait Islander Reference Group to identify topics and speakers from Elders and community members. We will then invite them to speak at annual organisation closure days to continue educating staff about Aboriginal and Torres Strait Islander cultures and history and/or progress towards achieving voice, treaty and truth telling as outlined in the Uluru statement from the Heart		

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
	> Engaging Elders or community members a minimum of quarterly in the Children's program to engage in activities with the children to celebrate their cultural heritage and identities	January, April, July, October 2021, 2022	Lead: Children's Program Directors
	> Inviting families and community members to attend reconciliation events	May, July 2021, 2022, 2023	Lead: Children's Program Directors
	> Ensuring our street library books focus on themes of reconciliation and Aboriginal and Torres Strait Islander cultures and histories	September 2020, 2021, 2022	Lead: Children's Program Directors
4	Promote the Uluru Statement from the Heart		
	> Promote the Uluru Statement from the Heart:		
	> Through social media channels a minimum of bi-monthly.	July, September, November, January, March, May 2020, 2021, 2022	Lead: Professional Learning Program Leader
	> Provision of information in welcome packs for new families about the Uluru Statement	January 2021, 2022, 2023	Lead: Children's Program Directors
	> Hold annual sessions for families and stakeholders from the broader sector to information sessions/events about The Uluru Statement from the Heart.	November 2020, 2021, 2022	Lead: CEO
	> Develop an email signature/statement/ infographic promoting the Uluru Statement for all staff to use	July 2020	Lead: Professional Learning Program Leader
	> Incorporate information on the Uluru Statement into induction for all new staff.	January 2021, 2022, 2023	Lead: HR Officer
	> Implement one inquiry project with the children about the Uluru Statement from the Heart in the duration of this plan. This project will support children to understand the historical importance and relevance of the Statement to enable them to be advocates within their own families and community for the Uluru Statement from the Heart.	April 2021	Lead: Children's Program Directors
5	Promote positive race relations through anti-discrimination strategies		
	> Continuously improve HR policies and procedures concerned with anti-discrimination.		
	> Create and review an anti-discrimination policy to ensure inclusion of specific anti-discrimination concepts, including unconscious bias. Ensure the policy includes procedures for managing any discrimination	November 2020, 2021, 2022	Lead: HR Officer Support: Program Leaders
	> Complete a bi-annual review of HR policies to ensure discrimination is addressed	September 2020, 2022	Lead: HR officer Support: Program Leaders
	> Senior leaders to access training on anti-discrimination once in the term of the RAP	July 2020	Lead: CEO
	> Engage with Aboriginal and Torres Strait Islander employees and the Aboriginal and Torres Strait Islander Reference Group to improve our anti-discrimination policy.	November 2020, 2021, 2022	Lead: CEO Support: RAP WG, Reference Group

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
	> Consult with Aboriginal and Torres Strait Islander staff and Reference Group to review the anti-discrimination policy to ensure discrimination is addressed	November 2020, 2021, 2022	Lead: CEO Support: RAP WG, Reference Group
	> Implement and communicate the anti-discrimination policy for our organisation.		
	> Circulate the policy to all employees and include in our induction process for any new employees	December 2020, 2021, 2022	Lead: HR Officer Support: Program Leaders
	> Develop annual training plan for the organisation, which includes a focus on education about racism.	December 2021, 2022	Lead: CEO Support: Program Leaders
	> Support senior staff to attend education opportunities such as:	February 2022, 2023	Lead: CEO Support: Program Leaders
	> Act Now Theatre		
	> Beyond Training		
	> Research, relevant articles and resources		
	> Senior leaders to publically support anti-discrimination campaigns, initiatives or stances against racism a minimum of every six months.	December 2020, June and December 2021, 2022	Lead: CEO Support: Program Leaders
	> Work with Reconciliation SA to host a minimum of two screenings of Aboriginal and Torres Strait Islander films for staff and families during this RAP including pre and post panel sessions. These screenings will include accessing the Reconciliation Film Club.	April 2022, 2023	Lead: Convenor RAP WG Support: RAP WG
	> One Annual General Meeting presentation during this RAP focused on anti-discrimination strategies	November 2020	Lead: CEO
	> Develop a Communication Plan to incorporate anti-discrimination campaigns, initiatives or stances.	December 2020	Lead: CEO Support: RAP WG
	> Utilise social media platforms to promote anti-discrimination campaigns once every six months as a minimum	February, August 2021, 2022	Lead: Professional Learning Program Leader
	> Review culturally focused professional learning packages to ensure support for, and promotion of, current anti-discrimination campaigns	December 2020, 2021, 2022	Lead: Professional Learning Program Leader
6	Build capacity of staff to address and counter racism		
	> Communicate a strong position and advocate for a stance against racism with staff.		
	> Provide a minimum of one formal learning opportunity for all staff about bystander actions and countering racism in the duration of this RAP.	July 2021	Lead: Convenor RAP WG
	> Provide an online resource for all staff to further their knowledge about countering racism and unconscious bias (SBS package)	July 2020, 2021	Lead: CEO

ACTION DELIVERABLE TIMELINE RESPONSIBILITY

7	Connect children to Aboriginal and Torres Strait Islander community members and Elders	> Organise visitors to the children's programs to ensure that Elders and Community members have been invited to engage with the service to strengthen relationships and enhance both children and staff's understanding of Aboriginal peoples and cultures.		
		> Invite Aboriginal and Torres Strait Islander guest speakers/performers to participate in end of year celebrations for the Children's Program to share Aboriginal and Torres Strait Islander histories and cultures with the broader family community.	December 2020, 2021, 2022	Lead: Children's Program Directors
		> Children's Program Directors to ensure the implementation of Aboriginal and Torres Strait Islander learning throughout the children's program through quarterly visits to the children's program by Aboriginal and Torres Strait Islander Elders and community members	September, December 2020, 2021, 2022 March, June 2021, 2022, 2023	Lead: Children's Program Directors
		> Provide interactive art experiences for children with an Aboriginal and Torres Strait Islander artist annually	July 2021, 2022	Lead: Children's Program admin officer Support: Children's Program Directors
		> Ensure regular documentation of any cultural work to occur through the Children's programs in accordance with the Elder in Residence resource (2011-2017)	September, December 2020, 2021, 2022 March, June 2021, 2022, 2023	Lead: Children's Program Directors
8	Strengthen knowledge of native foods in the children's program	> Native foods and recipes to feature weekly in the Children's program menu.		
		> Provide Professional learning to our cooks at least annually to increase their knowledge of native ingredients and ways to include them in the menu	July 2020, 2021, 2022	Lead: Children's Program Directors
		> Cooks to incorporate native foods into weekly menus	July 2020, 2021, 2022	Lead: Cooks Support: Children's Program admin officer
9	Promote Narragunnawali: Reconciliation in Education to staff and external stakeholders.	> Promote Reconciliation Australia's Narragunnawali: Reconciliation in Education program to all early learning services in our network, and encourage these services to develop their own RAPS via the Narragunnawali: Reconciliation in Education platform.		
		> Encourage all early learning services in our network to develop a Narragunnawali: Reconciliation in Education RAP	August 2020, February, August 2021, 2022, 2023	Lead: Professional Learning Program Leader Support: Inclusion Agency Program Leader
		> Add appropriate links to Reconciliation Australia's Narragunnawali: Reconciliation in Education platform to our website.	September 2020	Lead: Professional Learning Program Leader
		> Help promote and encourage schools/ early learning services within our network who have shown exceptional commitment to reconciliation to apply for the Narragunnawali Award	January 2021, 2022, 2023	Lead: Professional Learning Program Leader
		> Professional learning sessions promoting Narragunnawali: Reconciliation in Education held at least annually in collaboration with Reconciliation Australia/SA	June 2021, 2022, 2023	Lead: Professional Learning Program Leader Support: Inclusion Agency Program Leader



Above: Uncle Moogy Sumner



RESPECT

In building our own learning of Aboriginal and Torres Strait Islander history, we are recognising that our schooling systems have not provided this learning to us. We need to support young children in this learning of history much earlier in life, acknowledging that through such learning there is a flow-on effect to families, employees and the broader community. Such learning supports us in recognising the history of the land we inhabit, who the First Australians were and are, and the cultural practices and traditions that sustainably supported people and the land long before colonisation. Learning also supports us to build respect and pride in Aboriginal and Torres Strait Islander cultures and knowledge, creating space and opportunities for children, families, employees and clients to hear history and stories in ways that challenge and inform them. This learning comes through our work within the children's program, through our attendance at cultural training, through our engagement with Aboriginal and Torres Strait Islander peoples and businesses, through acknowledging the achievements of contemporary Aboriginal and Torres Strait Islander peoples, through challenges to stereotypes and through sharing of our learning with the broader sector.

Participation in celebrations and events such as National Reconciliation Week, NAIDOC Week, Aboriginal and Torres Strait Islander Children's Day, and Sorry Day continue to build our knowledge, appreciation and pride in culture and history. Sharing these events and subsequent learning with our community supports others to take an interest in these events too. Kurna history and culture is not strongly visible in our community and through learning about our local area, we hope to increase knowledge of the history in our local area and share this with others.

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
1	Increase staff understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning and ongoing development of the cultural learning strategy.	> Review and update a cultural learning strategy for the period of this RAP incorporating the aspirations and actions of the RAP and to ensure all staff (100%) participate in face-to-face cultural learning annually	January 2021, 2022, 2023 Lead: CEO Support: RAP WG
		> Topics and presenters for Gowrie face-to-face cultural learning will be developed annually in response to > Analysis of the results of the RAP Workplace Barometer, > Feedback from the Gowrie SA Aboriginal and Torres Strait Islander Reference Group and the RWG > Responding to local and national opportunities to participate in face-to-face opportunities including sessions available through Reconciliation Australia, Reconciliation SA, and local and national conferences > Identification of learning needs of staff undertaken by Gowrie SA Program Leaders including through staff appraisals and individual goals	December 2021, 2022 Lead: CEO Support: Program Leaders, RAP WG
		> Schedule 3 face-to-face sessions per year for whole staff team comprising of two after hours staff meetings (1 ½ hours each) and at least half a closure day (3 hour session) to present cultural learning. Presentations during the course of the RAP will be: > Sourced from within the local and/or state community: > One session on multi-generational grief > Learning that skin colour does not of itself define Aboriginal and Torres Strait Islander identity > One interactive art experience for staff to be held as part of closure day	December 2021, 2022 Lead: CEO Support: Program Leaders, RAP WG
		> Offer "Cultural Respect and Safety" 2 day training facilitated by Beyond and Associates annually to new employees and employees undertaking a refresher (required approximately once every 4 years)	November 2020, 2021, 2022 Lead: Professional Learning Program Leader
		> Source and promote opportunities for online cultural learning to staff including sessions from SNAICC and Reconciliation Australia	January 2021, 2022, 2023 Lead: Aboriginal Cultural Practitioner Support: RAP WG
		> Systematic tracking and recording of all staff involvement in all forms of cultural learning will be undertaken by the HR officer who will report on participation every six months to Program Leaders > Program Leaders to review their staff participation and learning progress every six months	July 2020, January, July 2021, 2022 Lead: HR officer Support: Program leaders

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
2 Offer cultural learning sessions to the early childhood sector	> Offer a minimum of four professional learning cultural sessions to the broader sector annually from Gowrie SA's cultural learning sessions that have been developed with Aboriginal and Torres Strait Islander Elders and staff.		
	> Promote these sessions through our website, calendar, stakeholders and social media presence.	July, December 2020, 2021, 2022	Lead: Professional Learning Program Leader
	> Present information about these sessions to the Community Children's Centres of South Australia meetings.	July, December 2020, 2021, 2022	Lead: Professional Learning Program Leader
	> Facilitate four cultural sessions to the sector	March, June 2021, 2022, 2023 September, November 2020, 2021, 2022	Lead: Professional Learning Program Leader Support: Aboriginal Cultural Practitioner
3 Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols	> Increase staff understanding of the purpose and significance behind cultural protocols		
	> Include information about Acknowledgement of Country and Welcome to Country Protocols at induction	December 2020	Lead: CEO
	> Update the Gowrie SA Cultural Protocols document to include 'Aboriginal Way' in collaboration with the Gowrie SA Aboriginal and Torres Strait Islander Reference Group	November 2020	Lead: CEO Support: Aboriginal and Torres Strait Islander Reference Group
	> Focus one professional learning meeting for all staff on the updated Gowrie SA Cultural Protocols	March 2021	Lead: CEO
	> Develop one session for Program Leaders on the Gowrie SA Aboriginal and Torres Strait Islander Employment Protocol with the assistance of an Aboriginal and Torres Strait Islander consultant	October 2020	Lead: CEO
	> Invite a member of our Aboriginal and Torres Strait Islander Reference Group to talk with staff about the meaning of 'Aboriginal Way' in the duration of the RAP	July 2021	Lead: CEO Support: Aboriginal and Torres Strait Islander Reference Group
	> Include the Cultural Protocols document and discussion in the induction process for all new staff	March 2021	Lead: HR Officer
	> Implement and communicate the Cultural Protocols documents which has been tailored to the local communities we offer services in, including protocols for Welcome to Country and Acknowledgement of Country	December 2020, 2022	Lead: Inclusion Agency Program Leader Support: Inclusion Professionals
	> Bi-annually review the Cultural Protocols document	November 2022	Lead: CEO Support: Aboriginal and Torres Strait Islander Reference Group

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
	> Ensure a local Traditional Owner or Custodian is invited to provide a Welcome to Country or other appropriate cultural protocol at significant and public events each year, including:	December 2020, 2021, 2022	Lead: CEO
	> AGM		
	> Closure days		
	> Professional learning meetings with guest presenters		
	> NAIDOC event		
	> Reconciliation Walk		
	> RAP launch		
	> Gowrie SA 80th anniversary celebration		
	> Inclusion Agency expos		
	> Staff will offer an Acknowledgement of Country or other appropriate protocols at the commencement of key internal meetings.	December 2020, 2021, 2022	Lead: CEO Support: Program Leaders, RAP WG
> RWG			
> Team leaders			
> Program leaders			
> Whole staff professional learning meetings			
> Board meetings			
> Learning for Leading			
> PL team meetings			
> IA team meetings			
> IA expos/forums			
> Gathering times with children			
> Staff and senior leaders provide an Acknowledgement of Country or other appropriate protocols at all public events	December 2020, 2021, 2022	Lead: CEO Support: Program Leaders	
> Display Acknowledgment of Country plaques in our key building locations including Thebarton children's program, Underdale children's program, Mallee cottage, the Inclusion and Administration buildings and our Professional Learning training room.	December 2020	Lead: Inclusion Agency Team Leader	
4 Engage with Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week.	> Increase staff understanding by participating in NAIDOC Week events and incorporate these events into the cultural learning plan and calendars		
	> Ensure communication of opportunities to all staff to participate across the organisation and promote an expectation for involvement in NAIDOC Week	July 2020, 2021, 2022	Lead: Children's Program Admin officer Support: Program Leaders
	> Bi-annual review of HR policies and procedures to remove barriers to staff participating in NAIDOC Week	August 2020, March, August 2021, March 2022	Lead: HR officer Support: CEO
	> RWG members to participate in one external NAIDOC Week event each year such as:	July 2020, 2021, 2022	Lead: Convenor, RAP WG
	> Lord Mayor's Morning Tea > NAIDOC Annual March and event > NAIDOC bridge walk		

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
	> Support all staff to participate in one NAIDOC Week event in the local area, including internal organisation program events	July 2020, 2021, 2022	Lead: Children's Program Directors
	> In consultation with Aboriginal and Torres Strait Islander stakeholders, support two Aboriginal and Torres Strait Islander early childhood services to host NAIDOC Week events each year, to the value of \$1,000 per annum each, via expressions of interest and including a promotional blog or article of outcomes	July 2020, 2021, 2022	Lead: Professional Learning Program Leader
5	Provide opportunities to foster truth telling	August 2020 November 2022	Lead: Convenor RWG Lead: CEO Support: RWG
	> Develop a plan for truth telling shaped in accordance with the principles developed from the Truth Telling Symposium (2018) ensuring safety, participation and interaction between Aboriginal and Torres Strait Islander people and non-Indigenous people.		
	> Partner with Reconciliation SA to provide a session that will be open to families, clients, and staff.		
6	Understand the Aboriginal and Torres Strait Islander histories of our immediate community		
	> Understand and map sites of significance within our local community based on the history of the Aboriginal and Torres Strait Islander peoples.		
	> Develop a project brief to identify and work with local Elders to understand and document the history and significance of our local context	October 2020	Lead: CEO Support: Aboriginal and Torres Strait Islander Reference Group
	> Create an accessible internal record available to all Gowrie SA staff with guidance about how to use the information in their work and in personalising their Acknowledgement of Country.	October 2021	Lead: CEO Support: RWG
	> Develop a proposal to the West Torrens Council about places of historical significance that should be recognised as significant and warrant a visual marker	February 2022	Lead: CEO



Above: Uncle Ivan Tiwu Copley



OPPORTUNITIES

As a medium sized organisation, we have opportunities to recruit Aboriginal and Torres Strait Islander employees, and to purchase from Aboriginal and Torres Strait Islander owned and controlled businesses. This is about more than meeting targets, but embedding good practices within the organisation. We believe it is important to work towards being a culturally safe organisation where Aboriginal and Torres Strait Islander people want to work. The Aboriginal and Torres Strait Islander Reference Group can support us to think differently and challenge our current practices so that we are able to attract and retain a diverse workforce that includes Aboriginal and Torres Strait Islander employees, leaders and consultants.

We are able to promote the employment of Aboriginal and Torres Strait Islander peoples and the use of Aboriginal and Torres Strait Islander businesses to the broader sector and community. Our organisation is supportive of professional learning opportunities and we can continue to engage Aboriginal and Torres Strait Islander peoples to further our professional learning and knowledge, both internally and externally, supporting the broader education and care sector to engage with Aboriginal and Torres Strait Islander facilitators and programs through Reconciliation SA and Reconciliation Australia.

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
1	Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention and professional development	> Review Gowrie SA's Aboriginal and Torres Strait Islander recruitment, employment and retention policies	
		> Utilising Supply Nation, engage an Aboriginal Consultant to provide advice to review and improve policies relating to recruitment and induction	July 2020 Lead: CEO Support: HR Officer
		> Review current Gowrie SA recruitment policies and procedures to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace	September 2020, 2022 Lead: CEO Support: HR Officer
		> Seek advice and endorsement for the revised draft policies and procedures from our Aboriginal and Torres Strait Islander Reference Group	September 2020, 2022 Lead: CEO Support: Aboriginal and Torres Strait Islander Reference Group
		> Support up to two Aboriginal and Torres Strait Islander employees to take on management and senior level positions	December, 2020, 2021, 2022 Lead: CEO Support: Program Leaders
		> Program Leaders to collaborate with Aboriginal and Torres Strait Islander staff to review revised policies and processes for attracting and retaining Aboriginal and Torres Strait Islander staff	September 2020, 2022 Lead: CEO Support: HR Officer
		> Refine Gowrie SA recruitment processes by:	February 2021, 2022, 2023 Lead: CEO Support: Aboriginal and Torres Strait Islander Reference Group
		> Communicating with the Gowrie SA Aboriginal and Torres Strait Islander Reference Group regarding advertising and promotion of Aboriginal and Torres Strait Islander employment opportunities through additional channels with stakeholders	
		> Research how other organisations are recruiting to inform ongoing changes to procedure and policy	February 2021 Lead: HR Officer
		> Consult with the Gowrie SA Board to create positions that are specifically available to Aboriginal and/or Torres Strait Islander applicants	April 2021 Lead: CEO Support: Board
		> Following the external review ensure that a new system for the employment of Aboriginal and Torres Strait Islander staff is embedded	December 2020 Lead: HR Officer
		> Involve an Elder or key Aboriginal and/or Torres Strait Islander person in interview processes for Aboriginal and Torres Strait Islander applicants	October 2020, 2021, 2022 Lead: HR Officer Support: Program Leaders
		> Collate and analyse exit interview responses to identify any strengths and barriers faced by Aboriginal and Torres Strait Islander staff during their employment and put forward recommendations to senior leaders	March 2021, 2022, 2023 Lead: HR Officer
> Add a question to probation review for Aboriginal and Torres Strait Islander staff to identify any barriers faced in their current employment.	March 2021 Lead: HR Officer		

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
	> Through our work with an Aboriginal and Torres Strait Islander HR consultant, develop a policy to recognise Aboriginal and Torres Strait Islander leadership within the organisation and structure roles for Aboriginal and Torres Strait Islander employees to lead in relation to cultural knowledge and community connections.	March 2021	Lead: CEO Support: HR Officer, Program Leaders
	> Plan to attract at least two Aboriginal and Torres Strait Islander trainees	January 2021	Lead: Children's Program Directors Support: Inclusion Agency Program Leader
	> Increase Aboriginal and Torres Strait Islander employment by an additional 4 people over the term of this Reconciliation Action Plan with the aim of reaching 4.5% of total staff	December 2020, 2021, 2022	Lead: CEO Support: Program Leaders
2 Build capacity of Aboriginal and Torres Strait Islander staff at Gowrie SA	> Provide upskilling of Aboriginal and Torres Strait Islander staff		
	> Nominate at least 2 Aboriginal and Torres Strait Islander staff with relevant training and qualifications to a leadership program such as the Oxfam Straight Talk program	May 2021	Lead: CEO
	> Provide cultural mentoring to Aboriginal and Torres Strait Islander staff through engaging an external Aboriginal and Torres Strait Islander mentor	February 2021	Lead: CEO
3 Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes	> Further develop and implement across the organisation the Aboriginal and Torres Strait Islander procurement strategy, including the contract target of 3% Aboriginal procurement:		
	> Review and update procurement practices to identify and remove remaining barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses	November 2021	Lead: Finance Officer Support: Program leaders
	> Continue Supply Nation membership	July 2020, 2021, 2022	Lead: Finance Officer
	> Embed procedures for procurement of Aboriginal and Torres Strait Islander goods and services into the Gowrie SA style guide, then communicate opportunities for procurement of goods and services to staff on an annual basis and as needed	July 2020, 2021, 2022	Lead: Finance Officer
	> Maintain commercial relationships with at least 10 Aboriginal and/or Torres Strait Islander businesses, including:		
	> Print Junction > Tandanya National Aboriginal Cultural Institute > Red Centre Enterprises > Tauondi Aboriginal Community College > Beyond and associates > Uncle Moogy and Tal-kin-jeri dancers > Uncle Ivan Tiwu-Copley > Uncle Eddie Peters > Indigenu Art of Australia > Aboriginal caterers	July 2020, 2021, 2022	Lead: Finance Officer Support: Program Leaders

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
	> Procure 12% of goods and services from Aboriginal and Torres Strait Islander owned businesses and services and ensure that whenever possible, we procure these goods and services directly from the supplier (first tier)	July 2020, 2021, 2022	Lead: Finance Officer Support: Program Leaders
	> Establish a baseline for dollar value of procurement from Aboriginal and Torres Strait Islander owned businesses and services and undertake an annual assessment and report to the Gowrie SA Board.	April 2021, 2022, 2023	Lead: CEO
	> Set a target to increase the value of this amount each year by at least 2.5%	April 2021, 2022, 2023	Lead: CEO Support: Program Leaders
	> Attend Supply Nation training on "First Steps" for procurement of Aboriginal and Torres Strait Islander goods and services in the duration of the Reconciliation Action Plan > Train all relevant staff in contracting Aboriginal and Torres Strait Islander businesses through Supply Nation or an equivalent organisation	October 2020	Lead: Finance officer Support: Program Leaders
4 Promote Aboriginal and Torres Strait Islander businesses within the community	> Ensure our procurement strategy is kept up to date with local Aboriginal and Torres Strait Islander owned businesses and links to services and listings on Supply Nation		
	> Utilise and promote the Aboriginal Business Register and the Aboriginal Services Directory to our stakeholders via our website and social media	October 2020, 2021, 2022, April 2021, 2022, 2023	Lead: Professional Learning Program Leader
	> Publicise procurement with Aboriginal and Torres Strait Islander businesses on our social media with information on ethical purchasing	July and December 2020, 2021, 2022	Lead: Professional Learning Program Leader
	> Invite Aboriginal and Torres Strait Islander owned businesses to promote their business through our procurement strategy and social media	July and December 2020, 2021, 2022	Lead: Finance Officer Support: Professional Learning Program Leader
	> When accessing Aboriginal and Torres Strait Islander goods or services, we will check certification with either Supply Nation and/or Office of the Registrar of Indigenous Corporations	July and December 2020, 2021, 2022	Lead: Finance Officer
	5 Strengthen and embed the role of Aboriginal Cultural Practitioner	> This role will work across the Gowrie to work with practitioners in all program areas to build their capacity and knowledge in an authentic way to improve our inclusion of Aboriginal children and families. The practitioner's knowledge and background of Narrunga, Ngarrindjeri and Kurna cultures will be integral to this work.	
> Planning will occur for all cultural celebrations, including NAIDOC Week, Indigenous People's Day, Universal Children's Day, and Aboriginal and Torres Strait Islander Children's Day.		January 2021, 2022, 2023	Lead: Aboriginal Cultural Practitioner

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
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	<ul style="list-style-type: none"> > Develop an annual work plan with the Aboriginal Cultural Practitioner. The work plan will include key focus areas for the Aboriginal Cultural Practitioner to develop and share knowledge across each of the key program areas - children's program, Inclusion Agency and Professional Learning program. 	January 2021, 2022, 2023	Lead: Aboriginal Cultural Practitioner
	<ul style="list-style-type: none"> > The Aboriginal Cultural Practitioner will use knowledge gained from mentoring to develop and deliver cultural learning sessions to the early childhood sector, focusing on her work with children. One professional learning session per year will be created and delivered. 	September 2021, 2022,	Lead: Aboriginal Cultural Practitioner
	<ul style="list-style-type: none"> > The Aboriginal Cultural Practitioner will provide cultural advice to the Inclusion Agency Inclusion Professionals who support early learning services across South Australia. The Aboriginal Cultural Practitioner will also visit services to provide direct advice and support. 	January, June, September, 2021, 2022, 2023	Lead: Aboriginal Cultural Practitioner
	<ul style="list-style-type: none"> > The Aboriginal Cultural Practitioner will share Kurna language and resources across the programs each week. 	January 2021, 2022, 2023	Lead: Aboriginal Cultural Practitioner
	<ul style="list-style-type: none"> > The Aboriginal Cultural Practitioner will provide a summary of work and actions to the RWG each quarter 	March, June, September, December 2021, 2022	Lead: Aboriginal Cultural Practitioner
<p>6 Build capacity of Aboriginal and Torres Strait Islander educators in the sector</p>	<ul style="list-style-type: none"> > The Professional learning program will offer free places to Aboriginal and Torres Strait Islander educators and businesses: 		
	<ul style="list-style-type: none"> > Up to 20 places per annum for educator attendance at calendar sessions (value of \$99 per session per person) 	December 2020, 2021, 2022	Lead: Professional Learning Program Leader
	<ul style="list-style-type: none"> > Two Responding to Abuse and Neglect sessions per annum per business (up to 50 participants, value of \$92 per participant) 	December 2020, 2021, 2022	Lead: Professional Learning Program Leader
	<ul style="list-style-type: none"> > Offer two specialised consultancies for Aboriginal early childhood services per annum to the value of \$1,000 per annum each 	February 2021, 2022, 2023	Lead: Professional Learning Program Leader





GOVERNANCE

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
1 Establish and maintain an effective RWG to drive governance of the RAP.	> Ensure regular representation on the RWG.		
	> Ensure regular representation through annual invitations to be on the RWG (aim for representation across program areas)	January 2021, 2022, 2023	Lead: Convenor RWG
	> Maintain Aboriginal and Torres Strait Islander representation on the RWG.	January 2021, 2022, 2023	Lead: Convenor RWG
	> Review terms of reference annually for the RWG and provide induction for any new RWG members	February 2021, 2022, 2023	Lead: Convenor RWG
	> 6 weekly meetings set for the year and communicated to the RWG	December 2020, 2021, 2022	Lead: Convenor RWG
2 Provide appropriate support for effective implementation of RAP commitments	> Embed resource needs for RAP implementation		
	> Annual reconciliation budget endorsed by Board of up to \$25,000 to include:	June 2021, 2022, 2023	Lead: CEO Support: Board
	> Gowrie SA Aboriginal and Torres Strait Islander Reference group		
	> Professional learning commitments for pro bono sessions		
	> Aboriginal Cultural Practitioner hours		
	> Staff time for RWG and Gowrie SA Aboriginal and Torres Strait Islander Reference group or community events will be absorbed by programs		
	> Review budget monthly in finance meetings		
> Embed key RAP actions in performance expectations of senior management and all staff	March 2021, 2022, 2023	Lead: HR officer	
> Ensure the RAP induction process is implemented across the organisation.	March 2021, 2022, 2023	Lead: HR officer	
> Include a RAP goal in all staff members annual appraisal	March 2021, 2022, 2023	Lead: HR officer Support: Program Leaders	

DELIVERABLE

TIMELINE

RESPONSIBILITY

	> Include responsibilities for working with the Reconciliation Action Plan in all job and person specifications, including KPI for accountability for all leaders	July 2020	Lead: HR officer
	> Add RAP agenda and updates to all meetings, including Program leader, Board and Team leader meetings	January 2021, 2022, 2023	Lead: CEO Support: Program Leaders
	> Embed appropriate systems and capability to track, measure and report on RAP commitments through Program leaders developing work plans for tracking and reporting on their deliverables	July 2020, 2021, 2022	Lead: CEO Support: Program Leaders
	> Procurement percentage shared and monitored each quarter at a finance meeting	February, April, July, October 2021, 2022	Lead: Finance Officer Support: Program Leaders
	> Program leaders to regularly report and update on Reconciliation Action plan deliverables to CEO through Board reports and meetings	Jan 2021, 2022, 2023	Lead: CEO Support: Program Leaders
	> Maintain an internal RAP Champion from senior management.	March 2021, 2022, 2023	Lead: Convenor RWG
	> Develop a vision and purpose for the role of the RAP champion and induct them into the role.	February 2021, 2022, 2023	Lead: CEO Support: Convenor RWG
3 Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally	> Regularly report on RAP achievements, challenges and learnings		
	> Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia	September 30, 2020, 2021, 2022	Lead: CEO Support: Convenor RWG
	> Report RAP progress to all staff and senior leaders quarterly.	July, October, December 2020, 2021, 2022, and March 2020, 2021, 2022	Lead: CEO Support: RWG
	> Write reconciliation newsletter to staff and families twice per year to share progress and goals of the RWG and the organisation	May 2021, 2022, 2023 and November 2020, 2021, 2022	Lead: Convenor RWG Support: RAP
	> Publically report against our RAP commitments annually, outlining achievements, challenges and learnings	November 2020, 2021, 2022	Lead: CEO Support: Program leaders
	> AGM report to include a report specific to reconciliation and made available on our website.		
	> Board reports for each program area to focus on reporting against the deliverables in the RAP		
	> Continue to participate in Workplace barometer and share results	April 2022	Lead: CEO
4 Continue our reconciliation journey by developing our next RAP	> Register via Reconciliation Australia's website to begin developing our next RAP during the last year of this RAP	June 2022	Lead: CEO

CONTACT DETAILS

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