

STRETCH Reconciliation Action Plan

January 2017- December 2019



RECONCILIATION
ACTION PLAN
STRETCH

Gowrie
South Australia

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 foundations 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.

Acknowledgments

- Gowrie SA is on Kurna land and we acknowledge and recognise Aboriginal and Torres Strait Islander people as the First Nations people of Australia and that they are the traditional owners and custodians of the land and waterways throughout our country.
- Gowrie SA welcomes all Aboriginal and Torres Strait Islander people to our organisation.
- Gowrie SA wishes to acknowledge and thank our Kurna Elders Auntie Leonie Brodie and Auntie Pat Waria-Read who walked with us in this journey and shared their knowledge and culture with us. We feel honoured to share their wisdom.

List of animals in Kurna Language:

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



Illustration and layout by Karen L Briggs (Yorta Yorta)

Our Vision for Reconciliation

Gowrie SA is committed to reconciliation and our vision is a future of strong relationships between our broader community and Aboriginal and Torres Strait Islander peoples. We envisage a just, inclusive, equitable and culturally respectful community. We recognise that early education is a pathway to a reconciled nation. As a specialist early childhood centre, we strive for all Aboriginal and Torres Strait Islander children to participate in quality early childhood education. Further, we will work with non-Indigenous educators, children and their families to value Aboriginal and Torres Strait Islander cultures, histories and peoples as intrinsic to our national identity.

Our Business

Gowrie SA was founded in 1940 as an integrated early childhood service providing education and care, and parent support. Today our organisation has multiple functions including early childhood education and care programs, professional development and learning services for adults working with young children, state-wide inclusion services and parenting programs. Our organisation provides services throughout South Australia and participates in national networks. Our reach includes all children's services (long-day care, preschool, family day care and outside school hours care services) in South Australia. Gowrie SA seeks to be an innovator in the development of responsive programs that support the optimal development of children while recognising families as a child's first teacher. Our work encompasses the National Quality Framework for early childhood which encompasses the national goals for young children's learning and wellbeing.

We have a multi-disciplinary team approach to all work undertaken at Gowrie. Gowrie SA employs 80 FTE staff and additional casual relief early childhood educators. Currently, Gowrie SA employs six Aboriginal staff and is committed to increasing this number.



Gowrie SA is part of a national consortium with other Gowrie providers in Tasmania, Victoria, Queensland, Western Australia and New South Wales. Each Gowrie operates independently but with related philosophies including children's rights, family centred practices and strengths based approaches. This group has a national publication which facilitates dissemination of research and ideas to the education and care sector. Our work is founded on our own action research and utilisation of current research which informs our ongoing practices and improvements. Our organisation approach to research includes the formation of Nepurla groups (a Kaurna term for working together). These groups have a research question to explore and include membership that is representational of the whole organisation.

Gowrie SA provides a suite of Aboriginal cultural awareness programs including support to develop a RAP to education and care services throughout SA to encourage services to understand the importance of reconciliation. These have been offered since early 2015 and in the past year 63 participants attended cultural awareness professional development and 29 participants attended training to develop a RAP. These programs were developed by an Aboriginal staff member, in consultation with Aboriginal Elders. Some of the programs were aligned to Units of Competence related to cultural understanding and have been offered to the broader education and care sector.

Early Childhood Programs

Our children's programs cater for children aged six weeks to school age and include education and care services. We operate long day care and preschool programs across two campuses; one at Thebarton and the other at Underdale. We specialise in primary caregiving practices where fostering secure attachment relationships with children is a focus and priority. A particular feature is our integrated programs with two age groups - infants to three year olds, and three year olds to school age. These arrangements enable children to flourish in social groups in supportive relationship based environments where they can form longer lasting relationships with educators. This supports children's emotional development, enhancing learning and development. We have established learning environments which support children to connect to nature, natural environments and materials, where open exploration and learning is encouraged and children's decision making is supported. Learning is through play-based project approaches where educators and children work together in inquiry about the world and our society. Working in partnerships with parents and extended family is a critical component of the children's programs.

Professional Learning Programs

Since the early 1980's we have provided adult professional learning, professional development and training programs. Professional learning is based around reflection and collaboration, whereas professional development involves new learning and structured delivery. As an RTO we offer qualifications for the education and care sector such as children's services (Certificate III and Diploma) and community management courses (Advanced Diploma in Community Sector Management and Leadership). Our methodologies include telephone advice and support, face-to-face, observation tours of our early childhood programs, customised development of professional learning plans, mentoring and support to education and care services, learning community hub forums, conferences, online courses and action research.





Parent and Family Support Programs

Parenting and support programs are offered in both metropolitan Adelaide and in Whyalla. Our programs include supported playgroups, Circle of Security Parenting (COSP) and community programs. An intensive early intervention program Through the Looking Glass (TtLG) is aimed at supporting vulnerable families to develop secure attachment relationships with their children. This program has been offered in many different locations within South Australia and Australia, and over its fourteen year history it has been externally evaluated, demonstrating long-term benefits for families. This program offers therapeutic sessions and also play-based sessions for parents to practice their learnings with their children while being supported.

Inclusion Agency for SA

Gowrie SA successfully tendered to the Department of Education to become the Inclusion Agency for South Australia beginning in July 2016. This program utilises staff as Inclusion Professionals to provide assistance for the inclusion of children with a range of special rights to be able to access mainstream education and care services. In addition, this program supports mainstream centres to understand how to be inclusive of Aboriginal and Torres Strait Islander children and their families.

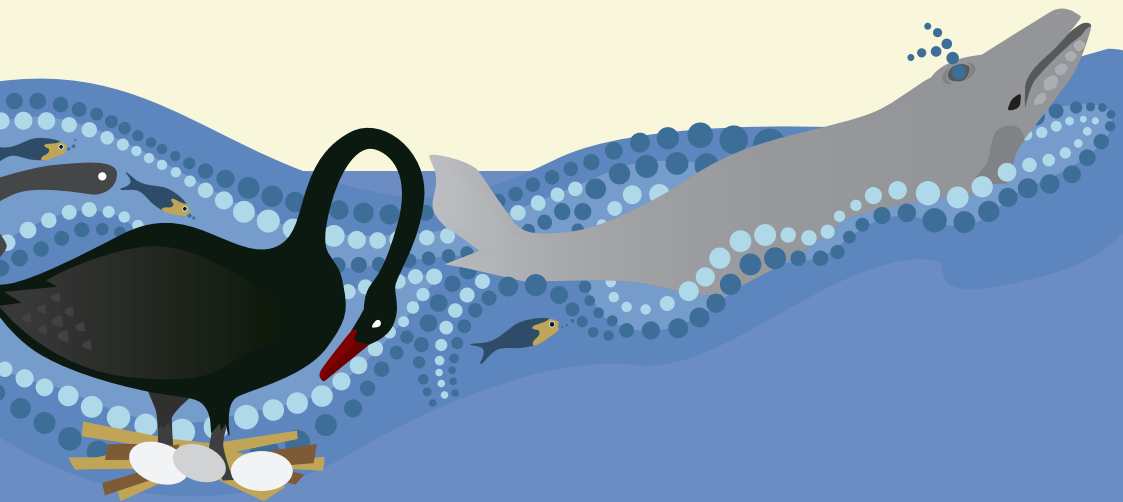
Our Reconciliation Action Plan

Our first RAP was launched in October 2012 in response to the National Apology (2008) and the Closing the Gap strategy. As an organisation we appreciated that change was required throughout the community to contribute to reconciliation efforts, and we recognised our unique position in educating very young children and their families to contribute to a better future. A critical component of this work is organisational cultural change. We needed to improve our staff understanding of Aboriginal and Torres Strait Islander peoples' cultures as the oldest continuing culture; understanding of our shared history; and raising staff awareness of their own behaviours and attitudes that may impede participation by Aboriginal and Torres Strait Islander children and their families.

The RAP was developed through the establishment of a working group which included senior staff, voluntary representatives from all our programs, families and Aboriginal and Torres Strait Islander people from the local community. The initial work involved a workshop facilitated by Reconciliation Australia for our Working Group. The Working Group met over a twelve month period, brainstorming ideas, consulting with Elders and other groups and participating in ongoing cultural awareness training opportunities. The development of our initial RAP included internal consultation with Aboriginal families and staff, through meetings and discussions. We also consulted with Kurna Elders and asked for feedback about the developing ideas that were included in the RAP.

This Reconciliation Action Plan (RAP) assists us to fulfil our responsibilities in working towards a reconciled nation. We are inspired by Linda Burney as the first Aboriginal woman elected to the Federal Parliament who reminds us that "We are a stronger community because of [our] diversity, we are better for our differences and we are richer for all the broader cultural experiences that it offers to us" (Burney, 2016). We see a strong role for our organisation in advocating for reconciliation as we are in a position of influence within the education and care sector. We believe our work presents a model for other early childhood services. We also recognise that early childhood services are uniquely placed to begin the reconciliation journey by working towards the development of positive attitudes in new generations of children and to enhance their families understanding and commitment to reconciliation.





We view reconciliation as a process that acknowledges the past, understands the present, and embraces a future which is based on the rights of all children to realise their potential. We appreciate the rich history and knowledge the Kurna people have in relation to this land and that we have much to learn. We strive to continue to grow through our commitment to developing reciprocal and respectful relationships and partnerships with the Kurna community. Gowrie SA is in a unique position due to its long history and its strong relationships with the health, education and social services sectors. Our programs have enabled us an opportunity to create mutually beneficial relationships with Aboriginal Elders, services, organisations and community members.

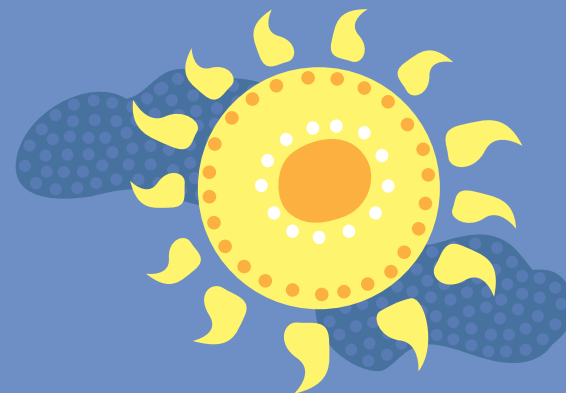
This current RAP builds on our two previous plans and has been formed over time. Important conversations with significant Kurna Elders including Aunty Leonie Brodie, Uncle Lewis O'Brien, Aunty Josie Agius, Aunty Pat Waria-Read, and Uncle Ivan Copley-Tiwi have informed the content of this plan. Consultation has included facilitated meetings, circulation of ideas for comment and meetings with Elders and community members.

Over the past eighteen months, the staff team have provided feedback through examining our progress against the previous RAP and in critiquing the draft of this plan. Currently there are three Aboriginal members on the Reconciliation Action Plan Working Group and we aim to consult with additional Aboriginal and Torres Strait Islander members from the broader community to assist in the group's endeavours.

We believe that our organisation can play a role in working to close the social, economic and health gaps that currently exist between Aboriginal and Torres Strait Islander peoples, and members of the broader community. We believe we have responsibilities in continuing to raise awareness about reconciliation. We have a role in influencing other organisations by sharing our experiences with other organisations and stakeholders in early childhood education and care. Our objective is to build strong relationships to actively work towards the inclusion of Aboriginal and Torres Strait Islander children and their families in early education and care services.



Gowrie SA will actively support the key objectives of *Narragunnawali: Reconciliation in Schools and Early Learning* by contributing specific expertise and resources to the program. We will also incorporate the key objectives into all of our training packages where appropriate. This will include the communication of regular updates of relevant data and research to Reconciliation Australia to support implementation and monitoring of the *Narragunnawali: Reconciliation in Schools and Early Learning* program. This will also include promotion of *Narragunnawali: Reconciliation in Schools and Early Learning* through our social media and within our professional learning packages.

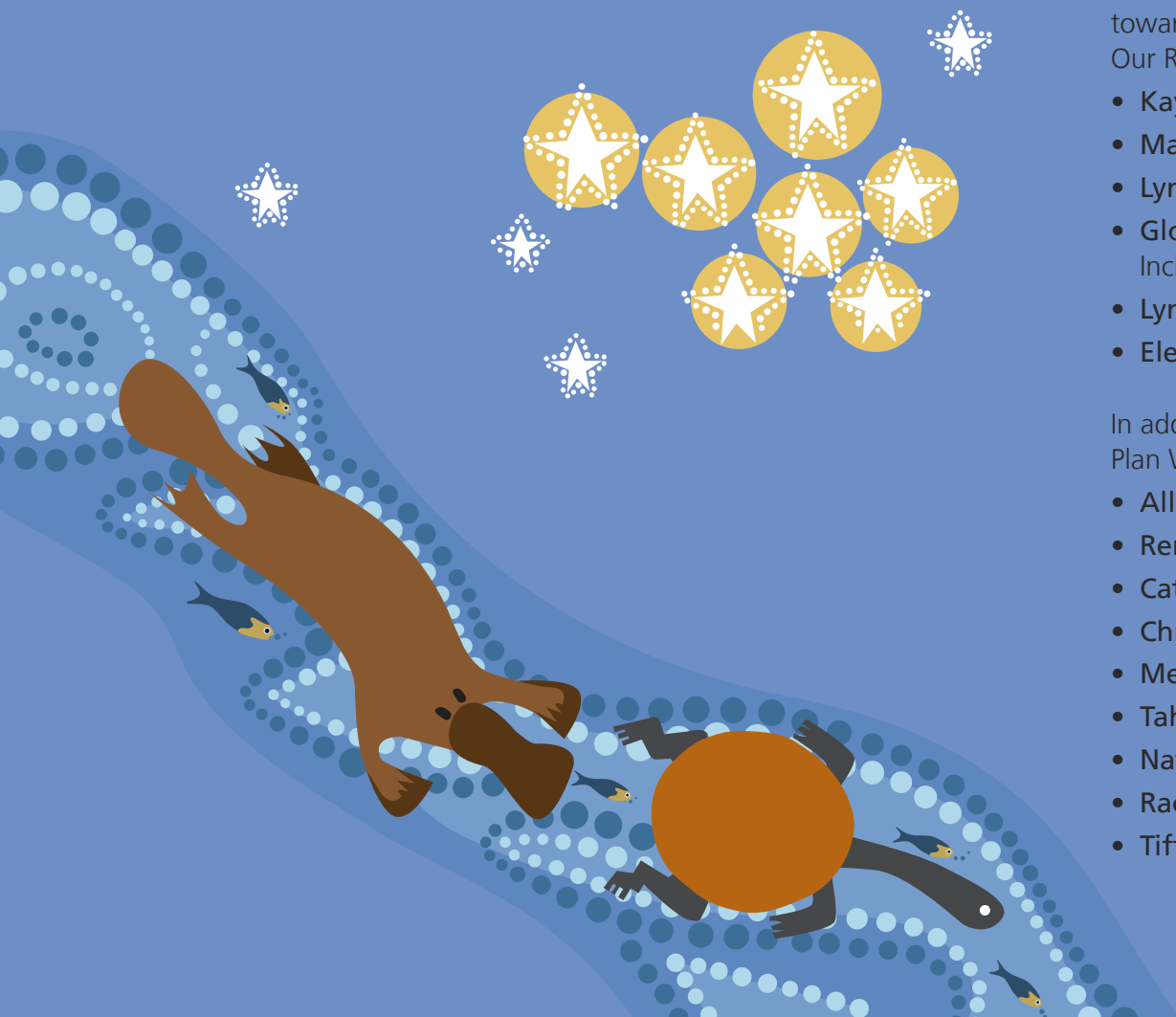


The Gowrie SA Board is committed to the ongoing development work towards reconciliation and has committed dedicated funds for this purpose. Our Reconciliation Action Plan is championed by the senior staff including:

- **Kaye Colmer**, CEO
- **Mary Scales**, Professional Learning Program leader
- **Lynne Rutherford**, Inclusion Agency Program Leader
- **Gloria Lalor-Mundine**, Aboriginal Facilitator, Cultural Adviser, Inclusion Consultant
- **Lyndsay Healy**, Children's Program Leader Thebarton
- **Eleanor Forndran**, Children's Program Leader Underdale

In addition to the above, the current membership of the Reconciliation Action Plan Working Group also includes the following people:

- **Allie Holmes** (Administration)
- **Renee Kemble** (Team Leader)
- **Cathy Cameron** (Professional Learning Facilitator)
- **Christina Lipitkas** (Preschool Teacher, Team Leader)
- **Melissa Bowman** (Team Leader)
- **Tahlia Wanganeen** (Project Officer)
- **Natalie Gentle** (Team Leader)
- **Rachel Lovell** (Team Leader)
- **Tiffany Shroeder** (Educator)



Our RAP journey over the past 5 years has fostered significant learning among staff and built a team that is committed to social justice and reconciliation. These aspirations and beliefs have been embedded concurrently within the organisation philosophy and throughout the staff team. Cultural understanding is included in recruitment, performance development and ongoing professional learning. This has translated into several changes in the services delivered by Gowrie SA including:

- An 'Elder in Residence' program that has engaged Aunty Leonie Brodie to foster educator and children's familiarity and understanding of the Kurna language and culture in the children's programs.
- A Welcome to Country is conducted by a Kurna Elder at official functions held by Gowrie SA.
- An Acknowledgement of Country is offered prior to meetings, events and professional learning sessions held by Gowrie SA. In Adelaide we always acknowledge the local Kurna people and those Aboriginal persons in attendance.
- All Gowrie facilitators and presenters offer an Acknowledgement of Country when presenting sessions throughout Australia. These acknowledgements are based on research of the local Country and Traditional Owners of the land on which we are facilitating and learning.
- Children in the children's programs offer Acknowledgement of Country daily.
- Our commitment to the RAP is now embedded in our organisation philosophy.

Professional Learning Program Case Study:

A staff team from a preschool in the eastern suburbs attended the Gowrie SA session 'Developing a Reconciliation Action Plan' in November 2015. Since this professional learning session, one of the educators has led the initiative of developing a RAP for this preschool. This initiative has seen this site work with their local council and school to develop networks and relationships within their community. The educator has drafted the plan and returned to us, to ask for comments and feedback. This plan provided a guide for this service and the educator was able to talk about both the professional and personal changes occurring since beginning their journey of reconciliation. Attending the professional learning session was the key support and turning point this service needed to understand the agencies and resources available to support them to be able to develop their own plan.



Other achievements have been the strengthening of relationships with Aboriginal and Torres Strait Islander families, particularly vulnerable families experiencing considerable stress. Our staff have developed a deeper understanding of the challenges for Aboriginal and Torres Strait Islander families and an appreciation of respectful communication. This has resulted in vulnerable families being supported within the children's programs and children and families staying connected to the early childhood education and care programs. Our staff support families in successful transitions to school and maintain relationships after children have left the centre.

Children's Program Case Study:

An Aboriginal father came into the program and was very keen for his child to attend. Over a short period of time it was identified that his literacy levels were low and that he required further assistance from us to register with Centrelink. Staff also recognised that they needed to document his child's learning in a way that supported him to share this with his child. Families SA were involved with the family and had identified that the child had some significant delays. Staff worked respectfully with the father offering parenting support and sharing strategies for supporting his child at home. There has been significant progress in the child's development and the engagement with this family has lasted over 18 months.

RTO Case Study:

An additional success has been the completion of a traineeship by a young Aboriginal student in a transition from school to work/study. This young woman has been supported in our Registered Training Organisation (RTO) to complete her Certificate III in Children's Services and we are now working with her to complete her Diploma while working in our children's programs.

Gowrie SA has helped me to get my Certificate III and start studying my Diploma in Early Childhood Education and Care. During my time both studying and working at Gowrie SA, I have been able to learn a lot about professionalism and how to be with children and build relationships with them and their families. Gowrie SA has supported me by being flexible with my work and study commitments so I can focus on my personal life as needed.

In the past, a key challenge that the organisation has encountered was difficulties in retaining Aboriginal and Torres Strait Islander staff other than in the children's programs. In response, we have developed a cultural protocols document which assists staff from non-Indigenous backgrounds to appreciate the additional cultural and family responsibilities Aboriginal and Torres Strait Islander staff may have. This plan outlines further work to be done in developing effective policies and systems to support the retention of Aboriginal and Torres Strait Islander staff. In addition, work on the protocol also supports our staff to understand how to communicate with Aboriginal and Torres Strait Islander communities, particularly considerations for those in rural and remote areas.

Over the years we have worked with two Aboriginal and Torres Strait Islander organisations which have included offering services free of charge. These relationships have been informal and based on need. For example, we offered the Circle of Security Parenting (COSP) course to families at Kura Yerlo Children's Centre and we provided Responding to Abuse and Neglect training to Tauondi College.

We have also offered free tickets for Aboriginal and Torres Strait Islander early education and care centre educators to attend Gowrie SA conferences. In addition, we have formed a relationship with Nunyara Health services in Whyalla which includes collaborative work with Wynbring Jida MACS Child Care Centre. We would like to explore the possibilities of an ongoing relationship with both organisations which may be of mutual benefit.





Relationships

Gowrie SA's underpinning philosophy is based on a commitment to the power of relationships to nurture wellbeing. Gowrie SA is committed to building strong mutually beneficial and trusting relationships between our staff and Aboriginal and Torres Strait Islander peoples and broader early childhood communities. We recognise the importance of fostering culturally safe places for all Aboriginal and Torres Strait Islander people who utilise our programs and the need to develop nurturing communities in the early childhood sector. We aim to build our relationships by undertaking work on engaging the community.

Focus Area 1: Engaging Community

| Action | Deliverable | Timeline | Responsibility |
|--|---|-------------------------------------|--------------------------------------|
|  1.1 Gowrie SA Reconciliation Action Plan Working Group (RWG) continues to actively monitor RAP development, including implementation of actions and tracking progress. | Oversee the development, endorsement, launch and progress of the Stretch RAP. | Mar, Jun, Sep, Dec 2017, 2018, 2019 | CEO |
| | Appoint internal RAP Champions from senior management annually. | Mar 2017, 2018, 2019 | CEO |
| | Review our Terms of Reference for the RWG, based on the new RAP. | Mar 2017 | Professional Learning Program Leader |
| | Meet at least four times per year to monitor and report on RAP implementation. | Jan, Apr, Jul, Oct 2017, 2018, 2019 | Children's Programs Leaders |
| | To improve consultation we will continue to increase representation by Aboriginal and Torres Strait Islander people on our RWG through annual distribution of an expression of interest to community members. | Mar, 2017, 2018, 2019 | Professional Learning Program Leader |
| | Establish an external Aboriginal and Torres Strait Islander Reference Group to provide cultural advice and guidance. | Jun 2017 | CEO |
| 1.2 Gowrie SA will participate in and support National Reconciliation Week (NRW) and other events/celebrations to promote and strengthen relationships between Aboriginal and Torres Strait Islander staff and other staff. | Organise three internal NRW events each year, one for each program area, which invites participation from Aboriginal and Torres Strait Islander people to connect and share experiences. | Jun 2017, 2018, 2019 | Children's Programs Leaders |



1.3 Maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander peoples, communities and organisations to support positive outcomes.



Promote NRW to education and care services throughout South Australia.

Mar 2017, 2018, 2019

Professional Learning Program Leader

Register our NRW events via Reconciliation Australia's website.

May 2017, 2018, 2019

Aboriginal Cultural Adviser

Encourage staff and senior leaders to participate in external events to recognise and celebrate NRW.

Apr 2017, 2018, 2019

CEO

Offer funding support (\$1000 per annum) to one Aboriginal early childhood organisation annually to fund a NRW event.

Mar 2017, 2018, 2019

Aboriginal Cultural Adviser

Implement and review an engagement plan to work with our Aboriginal and Torres Strait Islander stakeholders.

Jun 2017

CEO

Seek to further develop our informal relationships with two local Aboriginal and Torres Strait Islander organisations within our local community (e.g. Turkindi Network and Mulgunya Hostel) to increase opportunities to improve outcomes for Gowrie SA and the partner agencies.

Dec 2017

Professional Learning Program Leader

Commit to establishing at least two formal two-way partnerships to build mutual capacity with Aboriginal and Torres Strait Islander organisations and Gowrie SA (Wynbring Jida MACS Child Care Centre in Whyalla and Kura Yerlo Children's Centre in Adelaide). Such arrangements to include guiding principles for future engagement.

Jun 2018

Professional Learning Program Leader

Offer up to twenty places per year of free professional learning to Aboriginal and Torres Strait Islander organisations through our professional learning program to assist in their capacity building of their staff.

Apr & Oct 2017, 2018, 2019

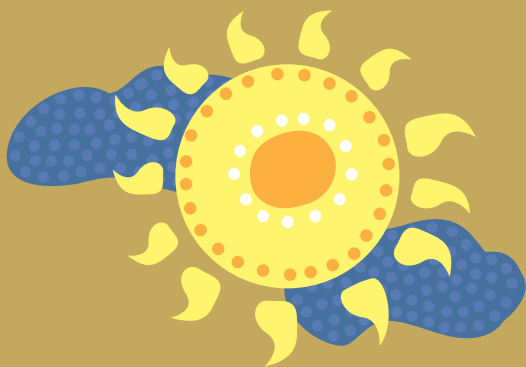
Professional Learning Program Leader

We will inquire and make links with the local Traditional Owners at all our regional offices, including Port Augusta, Whyalla, Mid-North and Millicent.

Apr 2017, 2018, 2019

Inclusion Agency Program Leader

1.4 Raise internal and external awareness of our RAP to promote reconciliation across our business and sector.



Implement and review a strategy to communicate our RAP to all internal and external stakeholders annually, including formats such as:

- Website & social media.
- Visual Display of our RAP/commitments to reconciliation.
- In professional learning sessions.
- Professional learning package development and review, guest speaker engagements.
- Published articles through Reflections, Every Child.

Apr 2017, 2018, 2019

Professional Learning Program Leader

Promote reconciliation through ongoing active engagement at regular stakeholder meetings with Gowrie organisations nationally.

May 2017, 2018, 2019

CEO

1.5 Raise awareness of *Narragunnawali: Reconciliation in Schools and Early Learning*, to promote reconciliation between the wider Australian community and Aboriginal and Torres Strait Islander peoples.

Develop and implement a strategy to raise awareness to all internal and external stakeholders of *Narragunnawali: Reconciliation in Schools and Early Learning*.

Jun 2017, 2018, 2019

Professional Learning Program Leader

Promote *Narragunnawali: Reconciliation in Schools and Early Learning* online tool to external stakeholders during Aboriginal and Torres Strait Islander and reconciliation significant dates and events (4 - 5 times annually).

Jan, Apr, Jul, Oct 2017, 2018, 2019

Aboriginal Cultural Adviser

Ensure Inclusion Agency staff promotes the value of *Narragunnawali: Reconciliation in Schools and Early Learning* online tool to all education and care services during regular visits to offer inclusion support.

Apr 2017, 2018, 2019

Inclusion Agency Program Leader

Encourage education and care services to create a RAP with the *Narragunnawali: Reconciliation in Schools and Early Learning* online tool.

Mar, Jun, Sep, Dec 2017, 2018, 2019

Aboriginal Cultural Adviser

Promote participation in reconciliation events to education and care services.

May 2017, 2018, 2019

Professional Learning Program Leader



1.6 Promote campaigns such as *Recognise* and *Racism It Stops with Me*.

Continue to support the *Recognise and Racism It Stops With Me* campaigns by promoting these campaigns through our website and social media platforms, email signatures, and professional learning programs.

Jun, Dec 2017, 2018, 2019

Marketing Officer

Promote these campaigns internally to encourage our staff to learn and be active advocates to counter racism.

Jun, Dec 2017, 2018, 2019

Marketing Officer

1.7 Support Reconciliation SA functions.

Senior staff to fund their own attendance and our organisation will support our Elder in Residence and our Aboriginal and Torres Strait Islander staff to attend the breakfast annually.

Feb 2017, 2018, 2019

Parenting Program Leader

Financially support a member of the Stolen Generation to attend the Reconciliation SA breakfast.

Feb 2017, 2018, 2019

1.8 Support significant Aboriginal and Torres Strait Islander events.

Ensure our RAP Working Group members and Senior Leaders attend significant Aboriginal and Torres Strait Islander events, for example: Sorry Day, Anniversary of the Apology, Aboriginal and Torres Strait Islander organisation open days, *Recognise* events, Art gallery and exhibition visits.

Dec 2017, 2018, 2019

Human Resources Officer

Support those members and leaders to attend those events through paid leave, where applicable.

Dec 2017, 2018, 2019





Respect

Gowrie SA is committed to developing a workplace culture that is welcoming, inclusive and respectful towards Aboriginal and Torres Strait Islander peoples, valuing their knowledge and histories, and acknowledging their position as the Traditional Owners of Australia. Through this plan we aim to build the capacity of our staff team and families, and others within our sphere of influence (such as individuals employed in services that we work with) to develop their own knowledge and cultural competence. This will build the foundation for respectful, reciprocal relationships with our Aboriginal and Torres Strait Islander communities. We will build respect through building the capacity of our own staff, children and families and in our work with services and educators in the sector.

Focus Area 2: Building Capacity

| Action | Deliverable | Timeline | Responsibility |
|--|--|---------------------------|--------------------------------------|
| 2.1 Provide opportunities for our staff to increase their knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and achievements. | Assess, review and update our cultural awareness training strategy for all staff which defines continuous cultural learning needs of employees in all areas of our business and considers various ways cultural learning can be provided (online, face to face workshops or cultural immersion). | February 2017, 2018, 2019 | CEO |
| | Ensure that cultural competence professional learning sessions relating to Aboriginal and Torres Strait Islander cultures are developed and delivered by Aboriginal and Torres Strait Islander people | April 2017, 2018, 2019 | Professional Learning Program Leader |
| | Ensure that all learning packages relating to Aboriginal and Torres Strait Islander cultures be reviewed by Aboriginal peers and local Aboriginal community. | February 2017, 2018, 2019 | |
| | Ensure that our facilitators of Aboriginal and Torres Strait Islander professional learning relating to culture are mentored by an Elder. | April 2017, 2018, 2019 | |
| | Develop a cultural safety plan for our cultural awareness facilitator, which includes: <ul style="list-style-type: none"> • Having a co-facilitator at all cultural awareness sessions. • Providing a letter to services regarding our expectations of their participation | July 2017 February 2017 | |



| | | |
|---|-------------------------------|--------------------------------------|
| 100% of our new staff will complete cultural awareness training in their first year. | June 2017, 2018, 2019 | Human Resources Officer |
| Ensure 2 staff from each program area (20% of all staff per annum) attend cultural awareness training that is provided by our Aboriginal Cultural Advisor. | Jan 2017, 2018, 2019 | Professional Learning Program Leader |
| <p>Ensure 76 staff members (95% of staff) participate in the following face-to-face cultural learning activities;</p> <ul style="list-style-type: none"> • 2 staff professional learning meetings per annum; and • 1 whole of organisation Closure Day during the period of this RAP. | March 2017, 2018, 2019 | Children's Program Leaders |
| 40 staff members (50% of staff) will undertake the two-day cultural learning workshop annually. | November 2017, 2018, 2019 | Human Resources Officer |
| All RAP Working Group members and Senior Leaders will undertake cultural learning activities. | Dec 2017, 2018, 2019 | Human Resources Officer |
| Promote the Reconciliation Australia's <i>Share Our Pride</i> online tool to all client groups and external stakeholders through professional learning and social media. | February 2017, 2018, 2019 | Aboriginal Cultural Advisor |
| Utilise Reconciliation Australia's <i>Share our Pride</i> online tool as part of all staff inductions and ensure that 10% of current staff will be exposed to this annually. | March 2017, 2018, 2019 | |
| We will fund 2-3 staff to undertake a deeper level Kaurna language course. | Dec 2019 | CEO |
| Design and embed a cultural awareness Key Performance Indicator in all staff appraisals and identify cultural learning requirements specific to individual needs. | Feb & Aug 2017, 2018, 2019 | CEO |
| Circulate relevant articles from Aboriginal and Torres Straight media throughout Gowrie SA. | Aug 2017, Aug 2018 & Aug 2019 | RWG Member |

2.2 We will build the capacity of our staff to demonstrate respect to Aboriginal and Torres Strait Islander peoples and communities by embedding cultural protocols as part of the way our organisation functions.

Review our cultural protocols document, and obtain feedback from Aboriginal staff, to develop policies to guide the practices of all our staff in working respectfully within communities.

Dec 2017

CEO

Ensure we invite a local Traditional Owner/Elder to provide a Welcome to Country at: the AGM, Graduation ceremonies, conferences, annual Elder lunch.

Nov 2017, 2018, 2019

CEO

All staff and senior leadership will provide Acknowledgement of Country at all public and internal events. At external meetings we will model the Acknowledgement to Country, where it is not being utilised and aim to influence external stakeholders.

Nov 2017, 2018, 2019

CEO

Maintain and review a list of key contacts for organising a Welcome to Country from a local Traditional Owner and develop a current list of appropriate people.

Dec 2017, 2018, 2019

CEO

Create and display an Acknowledgment of Country plaque in our regional offices.

Jul 2017

Parenting Program Leader

2.3 Gowrie SA will celebrate NAIDOC Week and support Aboriginal and Torres Strait Islander staff to engage with culture and community during NAIDOC Week.

Review HR policies and procedures to ensure there are no barriers to Aboriginal and Torres Strait Islander staff participating in NAIDOC Week events.

Jul 2017, 2018, 2019

Human Resources Officer

Staff will disseminate information regarding NAIDOC Week and organise both a display and event in each program area. We will ensure staff invite and promote all NAIDOC Week events to Aboriginal and Torres Strait Islander staff and families. This will also be promoted to all staff, families and the Board.

Jul 2017, 2018, 2019

Aboriginal Cultural Advisor

Hold a NAIDOC Week event and invite the Board and wider community to participate.

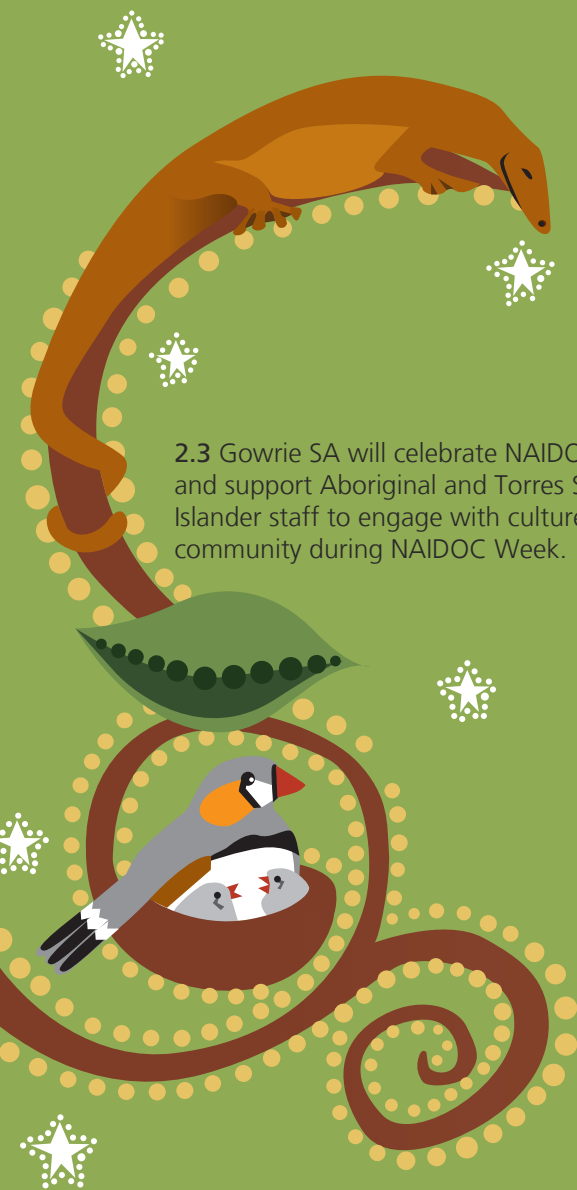
Jul 2017, 2018, 2019

Children's Program Leader

Support our Elder in Residence to attend a NAIDOC event of their choice.

Jul 2017, 2018, 2019

CEO



2.4 Develop and document the Elder in Residence program.

Assign a project officer to work with our Elder in Residence to ensure the documentation of the program.

Dec 2017

Children's Program Leader
Elder Project Officer

Offer Kurna language learning to 150 children each year.

Jan 2018

Elder Project Officer

Promote the value of our Elder in Residence program in Aboriginal and Torres Strait Islander media, social media and wider media.

Jan 2018

Elder Project Officer

Incorporate learning from this program into professional learning work with other education and care services to expand the scope of the Elder in Residence program.

Dec 2017, Dec 2018,
Dec 2019

Professional Learning
Program Leader

2.5 Provide free hub groups throughout the state to assist education and care services to understand the need to provide welcoming and culturally safe environments for Aboriginal and Torres Strait Islander children and their families.

Plan a minimum of four hub groups to promote the inclusion of Aboriginal and Torres Strait Islander children and families in mainstream services.

July 2017, 2018, 2019

Inclusion Agency
Program Leader

Promote the inclusion agency role to services with the aim of engaging up to 5% of education and care services annually to improve the development of positive relationships and the inclusion of Aboriginal and Torres Strait Islander children and families in services.

July 2017, July 2018,
July 2019

Inclusion Agency
Program Leader



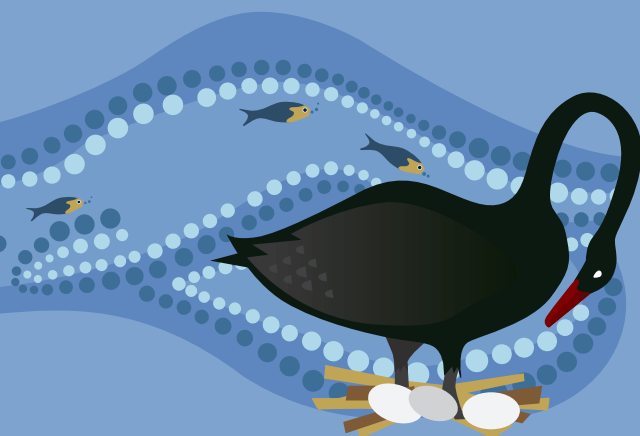


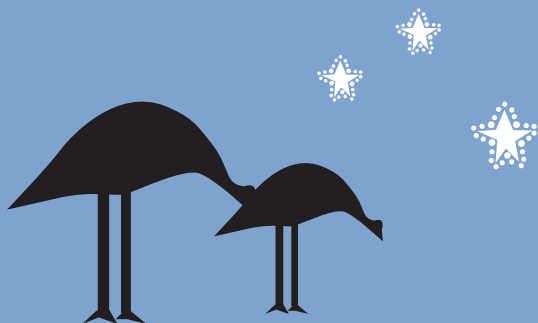
Opportunities

Our contribution to building opportunities will be in increasing participation through directly sourcing goods and services through Aboriginal and Torres Strait Islander businesses and expanding the Aboriginal early childhood workforce. Gowrie SA appreciates that developing culturally appropriate services supportive of Aboriginal and Torres Strait Islander children, families and educators necessitates increased employment opportunities for Aboriginal and Torres Strait Islander people. We recognise that reconciliation is dependent on equitable participation of Aboriginal and Torres Strait Islander people in our national economy and we will contribute to building Aboriginal and Torres Strait Islander enterprises through our procurement of goods and services.

Focus Area 3: Building Participation

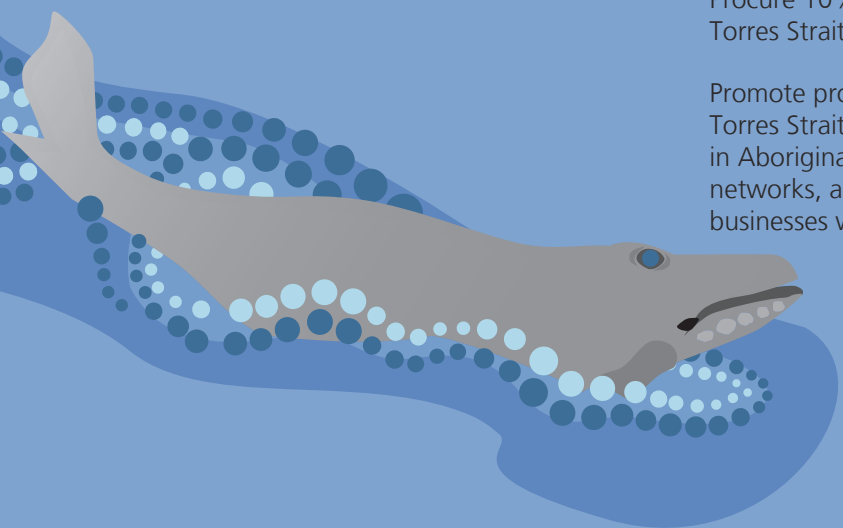
| Action | Deliverable | Timeline | Responsibility |
|---|--|----------------------------|------------------------|
| 3.1 Improve the capacity of Gowrie SA to increase opportunities for Aboriginal and Torres Strait Islander people through our governance structures. | Provide opportunities to increase Aboriginal and/or Torres Strait Islander representation on our Board through <ul style="list-style-type: none"> Advertising positions via the Turkindi network, the Indigenous Times, the Koori Mail or the Aboriginal Employment Newsletter (Department of State Development). Through our Elder in Residence and community networking (including direct networking and word of mouth). | Feb 2017, 2018, 2019 | CEO |
| 3.2 Increase recruitment and retention of Aboriginal and Torres Strait Islander people within Gowrie SA. | Engage with existing Aboriginal and Torres Strait Islander staff to consult on Gowrie SA employment strategies and retention policy. | Jun & Dec 2017, 2018, 2019 | CEO |
| | Review and update Gowrie SA Aboriginal and Torres Strait Islander employment and retention strategy, policies and process to make it more relevant and culturally appropriate to Aboriginal and Torres Strait Islander people. <ul style="list-style-type: none"> This will be done in consultation with our Elder in Residence and Aboriginal staff. | Dec 2017 | CEO |
| | Endeavour to increase Aboriginal and Torres Strait Islander employment by an additional 3 people over the term of this RAP with the aim of reaching 3% of the total staff. | Dec 2017, 2018, 2019 | Human Resource Officer |





3.3 Increase opportunities for Aboriginal and Torres Strait Islander businesses to supply goods and services to Gowrie SA.

| | | |
|---|---------------------------|---------------------------|
| Ensure that all Gowrie SA employment advertisements specifically state that Aboriginal and Torres Strait Islander applicants are welcome and review annually. | Dec 2017, 2018, 2019 | Human Resource Officer |
| Advertise all job vacancies in Aboriginal and Torres Strait Islander media as named above as well as using direct networking and word of mouth. | August 2017, 2018, 2019 | |
| Develop relationships with Tauondi College, Warrapiendi School, Wiltja School, broader school network and Job Network providers, to promote learning and employment opportunities for Aboriginal and Torres Strait Islander people. | Feb 2017, 2018, 2019 | Children's Program Leader |
| Offer student placements to up to three Aboriginal and Torres Strait Islander people within our various programs annually. | February 2017, 2018, 2019 | |
| Recruit at least one Aboriginal and Torres Strait Islander Trainee to work within any of our program areas. | March 2017, 2018, 2019 | |
| Develop, implement, review and update an Aboriginal and Torres Strait Islander procurement strategy and include this in the Style Guide and promote to staff. | Apr, 2017, 2018, 2019 | CEO |
| Develop up to ten commercial relationships with Aboriginal and Torres Strait Islander businesses. | Sep 2017, 2018, 2019 | Administration Manager |
| Maintain an up to date register of Aboriginal businesses and services and use the Supply Nation website. | June 2017, 2018, 2019 | |
| Procure 10% of goods and services from Aboriginal and Torres Strait Islander owned businesses and services. | Jun 2019 | Administration Manager |
| Promote procurement opportunities to Aboriginal and Torres Strait Islander businesses through advertising in Aboriginal and Torres Strait Islander media and networks, as well as through sourcing local Aboriginal businesses when requesting quotes for work. | Jul 2018 | Administration Manager |



| | | | |
|--|--|--------------------------------------|--------------------------------------|
| 3.4 Provide opportunities for Aboriginal and Torres Strait Islander individuals to access and participate in our professional development and learning programs. | Support up to twenty per annum Aboriginal and Torres Strait Islander educators to access professional development and learning through offering free calendar sessions. | Feb 2017, 2018, 2019 | Professional Learning Program Leader |
| | Offer subsidised access to Gowrie leadership qualification for Aboriginal and Torres Strait Islander early childhood leaders. | Dec 2017, 2018, 2019 | |
| | Promote these opportunities through direct networking and through word of mouth. | Dec 2017, 2018, 2019 | |
| 3.5 Develop and customise professional learning and support to Aboriginal and Torres Strait Islander services . | Consult with Aboriginal and Torres Strait Islander services to understand their specific support requirements to develop their early childhood workforce. | Jan, Apr, Jul, Oct, 2017, 2018, 2019 | Professional Learning Program Leader |
| 3.6 Build the capacity of Aboriginal and Torres Strait Islander organisations by offering in-kind expertise relevant to our programs. | Offer and promote pro bono activities (such as mentoring services) to Aboriginal and Torres Strait Islander education and care services (from three services to up to 6 per annum). | December 2017, 2018, 2019 | Professional Learning Program Leader |
| | Deliver up to two sessions per annum at no cost for Responding to Abuse and Neglect training for Aboriginal and Torres Strait Islander education and care organisations, which is a compulsory requirement every three years for all staff working in an education and care setting. | April & August 2017, 2018, 2019 | |
| | Offer up to two 'Child Safe Environments' professional development sessions per annum to two Aboriginal and Torres Strait Islander organisations. | May & September 2017, 2018, 2019 | |





Tracking Progress and Reporting

Our RAP will be continuously evaluated against our deliverables. Our learnings, challenges and achievements will inform our next RAP. Gowrie SA will work to ensure that our whole organisation is involved and engaged in this responsibility. The RAP is entrenched in Gowrie's strategic plan and will continue to be at the fore of our organisation and our reporting and evaluation will be transparent.

Focus Area 4: Reporting and Evaluation

| Action | Deliverable | Timeline | Responsibility |
|--|--|---------------------------|----------------|
| 4.1 Report our achievements, challenges and learnings internally and externally. | Submit our response to the Impact Measurement Questionnaire to the Board for further planning. | June 2017, 2018, 2019 | CEO |
| | Publically report our RAP achievements, challenges and learnings internally through the Board and externally through the AGM reports and website. This will also be circulated to all staff via email. | November 2017, 2018, 2019 | |
| | Investigate participating in the RAP Barometer. | May 2018 | |
| | Complete and submit the Reconciliation Action Plan Impact Measurement Questionnaire to Reconciliation Australia. | Sep 2017, 2018, 2019 | |
| | Develop and implement a system of documenting ongoing achievements against the RAP. | October 2017 | |
| 4.2 Review, refresh and update RAP. | Liaise with Reconciliation Australia to develop a new RAP based on learnings, challenges and achievements. | Jan 2019 | CEO |
| | Send draft RAP to Reconciliation Australia for formal review and endorsement. | Jul 2019 | CEO |

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