

# RECONCILIATION ACTION PLAN

Trinity College

September 2025 to September 2026

- Gawler River Early Learning Centre
- Roseworthy Early Learning Centre
- Trinity College Blakeview
- Trinity College Evanston ELC
- Trinity College Gawler River
- Trinity College North
- Trinity College Roseworthy
- Trinity College Senior
- Trinity College South



TRINITY COLLEGE



**RECONCILIATION**  
AUSTRALIA



# CONTENTS

Vision for Reconciliation

The Working Group

Reconciliation Action Plan (RAP) Actions

Relationships

Respect

Opportunities



TRINITY COLLEGE

## VISION FOR RECONCILIATION

At our College, we envision a united community where equality, respect, and understanding for the First Nations Peoples of Australia are at the heart of everything we do. We acknowledge the deep and lasting injustices both historical and ongoing that have impacted First Nations communities since colonisation. We stand firmly against racism in all its forms and are committed to creating a culturally safe and inclusive environment for all.

Guided by Reconciliation Australia's five dimensions—Race Relations, Equality & Equity, Institutional Integrity, Unity, and Historical Acceptance—we take a holistic and proactive approach to reconciliation. We understand that meaningful change requires continuous learning, reflection, and action.

We are actively working to strengthen relationships with local First Nations communities in South Australia. This includes fostering a deeper understanding of their spiritualities, traditions, and perspectives, and embedding these into our College culture. Through professional development and training, we empower our staff and students to grow in their knowledge and appreciation of First Nations histories and cultures.

Our commitment to anti-racism is not just about words; it is reflected in our policies, practices, and everyday interactions. We strive to dismantle systemic barriers and promote equity, ensuring that First Nations Peoples are valued, respected, and have access to equal and equitable opportunities.

Together, we are building a future where reconciliation is lived, not just spoken—a future where our College community stands united in respect, justice, and hope.

## ACKNOWLEDGEMENT OF COUNTRY

Trinity College acknowledges that we meet, work and learn on Kaurna Country.

We pay our respects to Kaurna Elders past, present, and those following in their footsteps. We honour the enduring connection all Kaurna People have with their Country and its ongoing cultural, spiritual, and historical significance.

Trinity College further acknowledges the cultural authority of all Aboriginal and Torres Strait Islander students, staff, and their families, and respects their deep and enduring relationships to Country across Australia.



# RAP WORKING GROUP

Name	Position
Donna Skoda	Staff (teaching)
Sam Irrgang	Staff (non-teaching)
Jodie Both	Staff (teaching)
Josie Burns	Staff (non-teaching)
Matthew Skeen	Staff (teaching)
Kerrie Murphy	Staff (teaching)
Ali Mclarty	Staff (teaching)
D Wilson	Staff (teaching)
Allyce Cole	Staff (teaching)
Chris Soar	Staff (teaching)
Ella Vandeleur	Staff (teaching)
Shannon Mells	Staff (teaching)
Lesley Johnson	Staff (teaching)
Michelle Heath	Staff (teaching)
Gurdip Singh	Staff (teaching)
Holly Firka	Staff (teaching)
Sharnae Robins	Staff (teaching)
Jenny Searle	Staff (non-teaching)
Rick Jarman	Staff (teaching)
Dale Giles	Staff (Indigenous Education Worker)
Zoe Shaw	Staff (teaching)
Janet Nance	Staff (teaching)
Lyn Massey	Staff (teaching)
David Kolpak	Staff (teaching)
Susan Hart-Lamont	Staff (teaching)
Cassandra French	Staff (teaching)
Nick Hately	Principal / Director
Hayley Jones	Staff (teaching)
Stephanie Evans	Staff (non-teaching)
Jon Munn	Staff (non-teaching)
Kathryn Gridham	Staff (non-teaching)



**Name**

Vickie Lester

Richelle Pearce

Heather Lockett

**Position**

Staff (teaching)

Staff (teaching)

Staff (teaching)

**RELATIONSHIPS****IN THE CLASSROOM**

RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander People in the Classroom	We are committed to engaging Aboriginal and Torres Strait Islander people in our learning activities. Having Aboriginal and Torres Strait Islander voices in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.
Early Years Learning Framework	We seek out ways to connect our reconciliation vision and plans and Early Years Learning Framework principles, practices and outcomes. Our efforts mean reconciliation is embedded in everyday early learning environments.
Opportunities for Aboriginal and Torres Strait Islander Students and Children	We commit to providing opportunities for all Aboriginal and Torres Strait Islander students to celebrate their cultural identities. These opportunities positively impact the wellbeing of Aboriginal and Torres Strait Islander students and children, and create shared pride for Aboriginal and Torres Strait Islander cultures, contributions, identities and histories in the wider early learning service community.



RAP ACTIONS	COMMITMENT
Elders and Traditional Owners Share Histories and Cultures	We are committed to forging a meaningful and ongoing relationship with local Aboriginal and Torres Strait Islander Elders, and people recognised in their community as Traditional Owners. We hope this relationship can be of mutual benefit, and that local Elders and Traditional Owners will feel safe, and confident, to share their historical and cultural knowledge with our staff, students and children.
Cultural Responsiveness for Staff	We are supported to reflect on and build our cultural responsiveness to improve our practice and best support the needs of Aboriginal and Torres Strait Islander students. We are provided with a range of opportunities to build our knowledge and understanding of our own positionality and Aboriginal and Torres Strait Islander perspectives, contributions and cultures.
Reconciliation Projects	Our early learning service will collaborate on projects that visibly and authentically embed Aboriginal and Torres Strait Islander histories and cultures in learning programs and the physical environment. Through this culture of collaboration across the early learning service and with the community, we commit to creating an environment where young people, staff and community members acknowledge, respect and experience connection to the First Australians.







RAP ACTIONS	COMMITMENT
Welcome to Country	Where appropriate, significant events at our early learning service commence with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating these protocols into formal events and important occasions, we recognise Aboriginal and Torres Strait Islander peoples as the First Australians and Custodians of the Land.
Celebrate National Reconciliation Week	Our early learning service community celebrates National Reconciliation Week (NRW) which is held from 27 May to 3 June each year by talking about reconciliation in the classroom and around the school, and celebrating with the community. NRW is a time for all Australians to learn about our shared histories, cultures and achievements and to explore how each of us can join the national reconciliation effort.
Create Stakeholder List	We will develop and maintain a stakeholder list that reflects our current and future working relationships with members of the community who are committed to working collaboratively to drive reconciliation initiatives.



RAP ACTIONS	COMMITMENT
Build Relationships with Community	We commit to forming ongoing relationships with the local Aboriginal and Torres Strait Islander community. Our relationships will be built on mutual respect, trust and inclusiveness. We respect these relationships and the way they make opportunities for Aboriginal and Torres Strait Islander peoples and non-Indigenous staff, students, children and the community.
Cultural Responsiveness for Students and Children	Our everyday program will have ways for children and students to learn about Aboriginal and Torres Strait Islander perspectives, contributions and cultures, in and outside the classroom. We will include cultural responsiveness principles our students and children have learned in the ethos of our classrooms and across our early learning service.
Family and Community Room	We commit to establishing a space in our early learning service for Aboriginal and Torres Strait Islander families and community members to catch up and have a cup of tea, meet with staff, students and children, hold meetings or get together with other community members.







RAP ACTIONS	COMMITMENT
Reconciliation Network	We commit to establishing or joining formal external reconciliation networks to mutually support and collaboratively progress reconciliation initiatives.





RAP ACTIONS	COMMITMENT
Teach about Reconciliation	Our early learning service community is committed to learning about reconciliation in Australia. Having an understanding of the concept, history and progress of reconciliation is an important part of continuing the reconciliation journey. This understanding also helps to strengthen engagement with our early learning service's RAP by positioning it within the broader story of reconciliation in Australia.
Teach about Days of National Significance	We commit to incorporating nationally significant days for Aboriginal and Torres Strait Islander peoples and reconciliation into our curriculum to increase knowledge of Aboriginal and Torres Strait Islander histories, cultures, contributions and contemporary issues. We also commit to including Aboriginal and Torres Strait Islander perspectives when teaching about other national days, such as 26 January (Australia Day) and ANZAC Day.
Explore Current Affairs and Issues	We commit to knowing the news and being responsive to current issues significant to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. We will do this through delivering our curriculum, policies and procedures, and integrating it into the way our early learning service operates.





RAP ACTIONS	COMMITMENT
Acknowledgement of Country	Our early learning service recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow. All staff and students have the opportunity to show respect to Traditional Owners and Custodians by regularly conducting an Acknowledgement of Country at meetings and events throughout the year.
Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures	We commit to demonstrating our respect for Aboriginal and Torres Strait Islander histories and cultures in the physical environment of our early learning service. We understand that making our respect visible in the learning environment through the incorporation of meaningful, relevant and culturally appropriate art, artefacts and symbolism reinforces our work toward reconciliation. It also makes our intentions and actions clear to our students, parents and the broader community.
Recognise and Respect Rights	We are committed to recognising and respecting Aboriginal and Torres Strait Islander peoples' rights under the United Nations Universal Declaration of Human Rights and the Declaration on the Rights of Indigenous Peoples. We acknowledge that working within the frameworks of both declarations is important to reducing discrimination and promoting equality and equity in the educational and wider community.





RAP ACTIONS	COMMITMENT
Care for Country	We commit to actively connecting with, and caring for, the Country/place on which our early learning service stands. This involves respectfully learning about Aboriginal and Torres Strait Islander perspectives, philosophies and practices about caring for Country/place, as well as physically demonstrating respect for the skies, waterways and Land on which we live and learn. We will consider First Nations perspectives as part of broader sustainability plans, policies and practices. This will reinforce the meaningful and continuous connections Aboriginal and Torres Strait Islander peoples have continued to have with Country/place since time immemorial, as well as provide positive opportunities for all members of our educational community to become socially and environmentally responsible citizens who display a growing awareness of the importance of First Nations land management and sustainability.



RESPECT



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Celebrate Days of National Significance	We commit to organising and participating in events to celebrate or commemorate days/weeks of national significance for Aboriginal and Torres Strait Islander peoples and the reconciliation movement to show our pride in, and respect for, Aboriginal and Torres Strait Islander histories, cultures and contributions. We also commit to including Aboriginal and Torres Strait Islander perspectives when we commemorate other national days, such as January 26 (Australia Day) and Anzac Day.
Aboriginal and Torres Strait Islander Flags	Our early learning service flies/displays the Aboriginal and Torres Strait Islander flag at your early learning service to demonstrate respect and recognition for the histories, cultures and contributions of the First Peoples of Australia. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation.
Physical Acknowledgement of Country	Our early learning service proudly commits to displaying a physical Acknowledgement of Country as a way of showing awareness of, and respect for, the Aboriginal or Torres Strait Islander Traditional Owners and Custodians of the land on which our early learning service is located.



RESPECT



WITH THE COMMUNITY

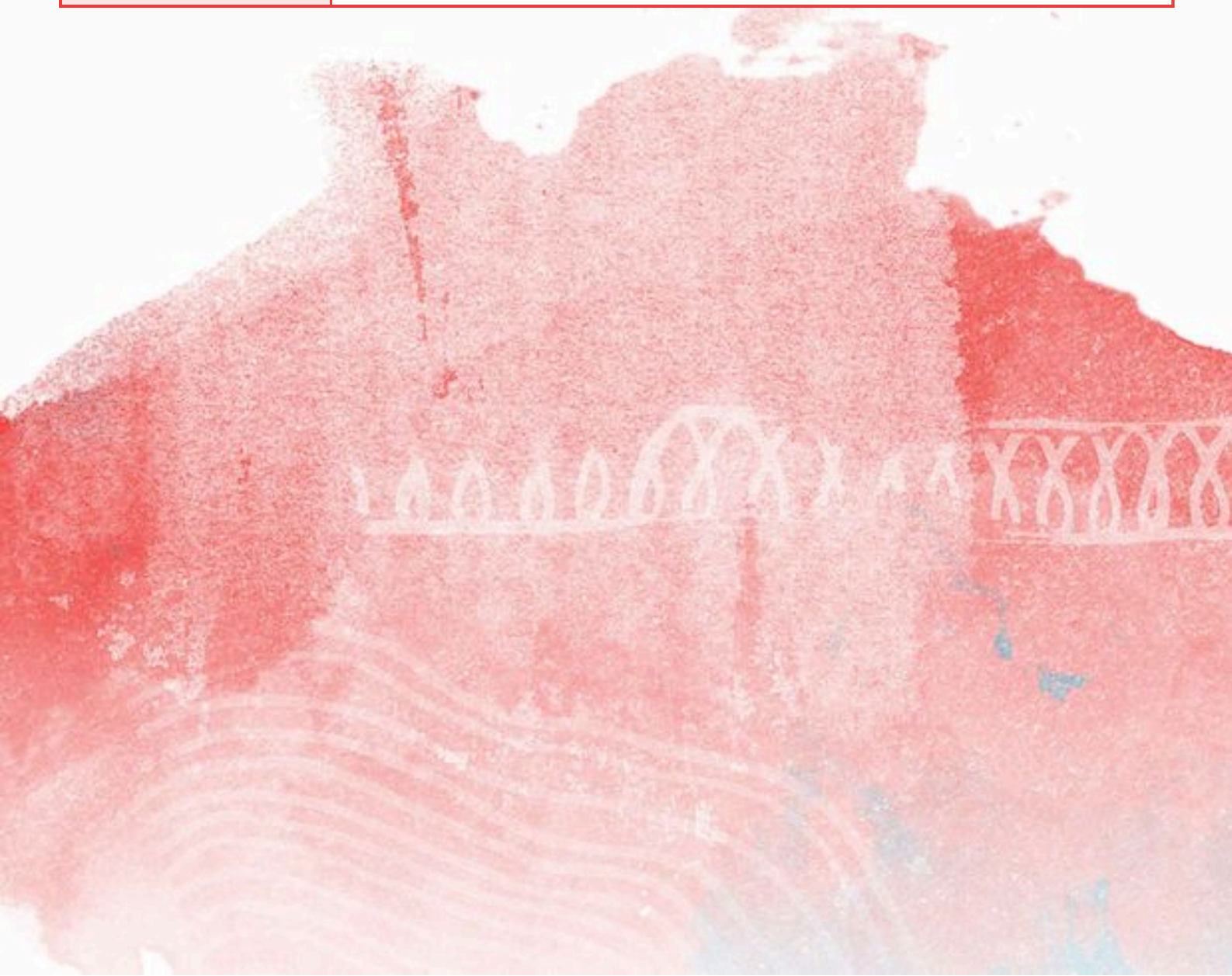
RAP ACTIONS	COMMITMENT
Take Action Against Racism	We will raise awareness of racism, its impacts and how to respond effectively when it happens. We will do this through an anti-racism strategy tailored to the needs of our early learning service.





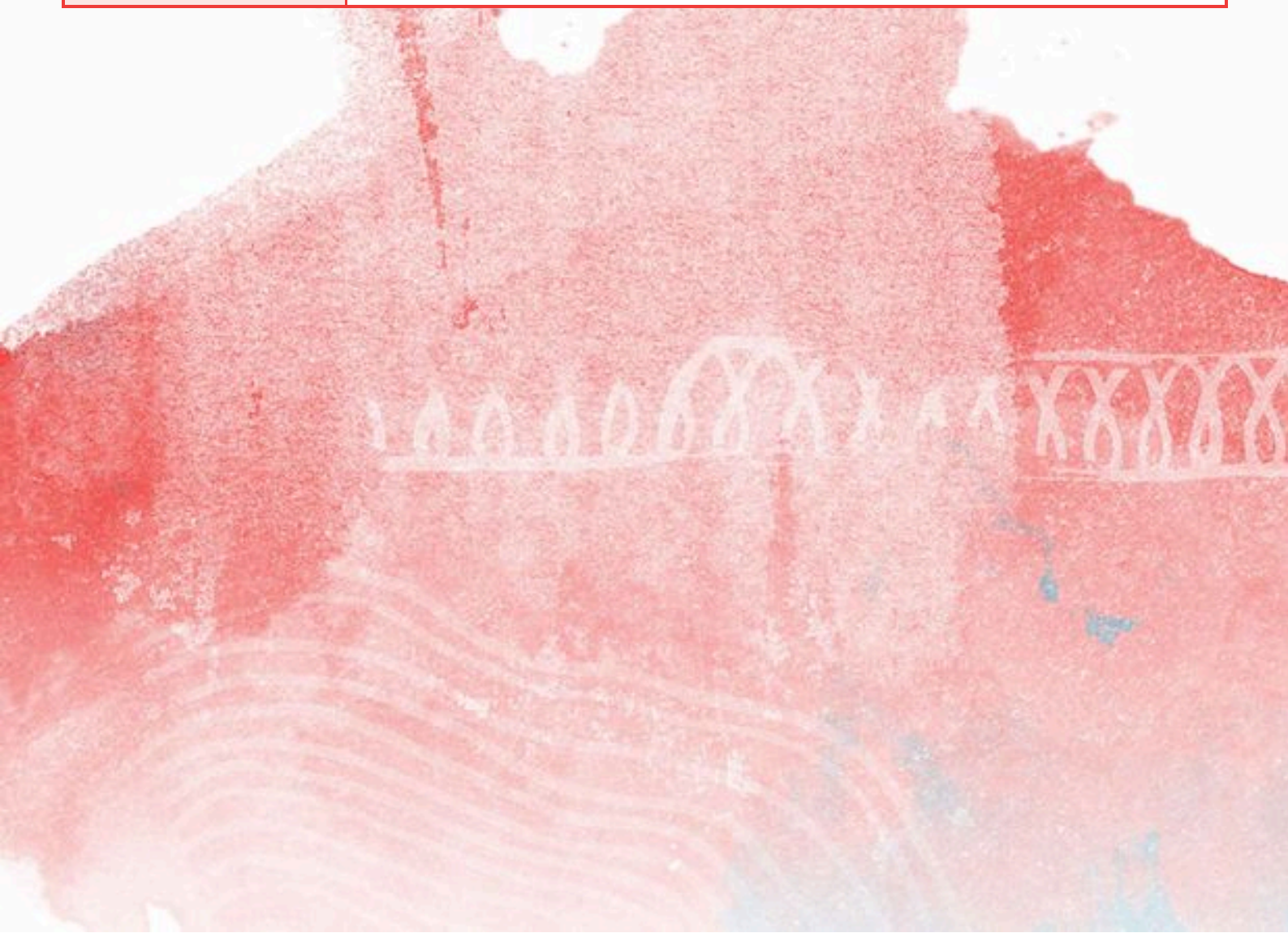


RAP ACTIONS	COMMITMENT
Embed Cross-curriculum Priority	All staff from across the school are supported to understand and embed Aboriginal and Torres Strait Islander Histories and Cultures in the curriculum. Teachers will consider the cross-curriculum priority when developing units, lesson plans and resources in all learning areas and across all year levels.
Curriculum Planning	Aboriginal and Torres Strait Islander histories and cultures are a key, ongoing part of curriculum planning, development and evaluation across all year levels and learning areas. We will review curriculum documents to find out where we include Aboriginal and Torres Strait Islander histories and cultures, and to what extent and where we could include Aboriginal and Torres Strait Islander histories, cultures and contributions in the curriculum.
Australian Professional Standards for Teachers	We support all teachers to know about and engage with the Australian Professional Standards for Teachers' focus on reconciliation, in particular Focus Area 2.4. As a result, teachers understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation.





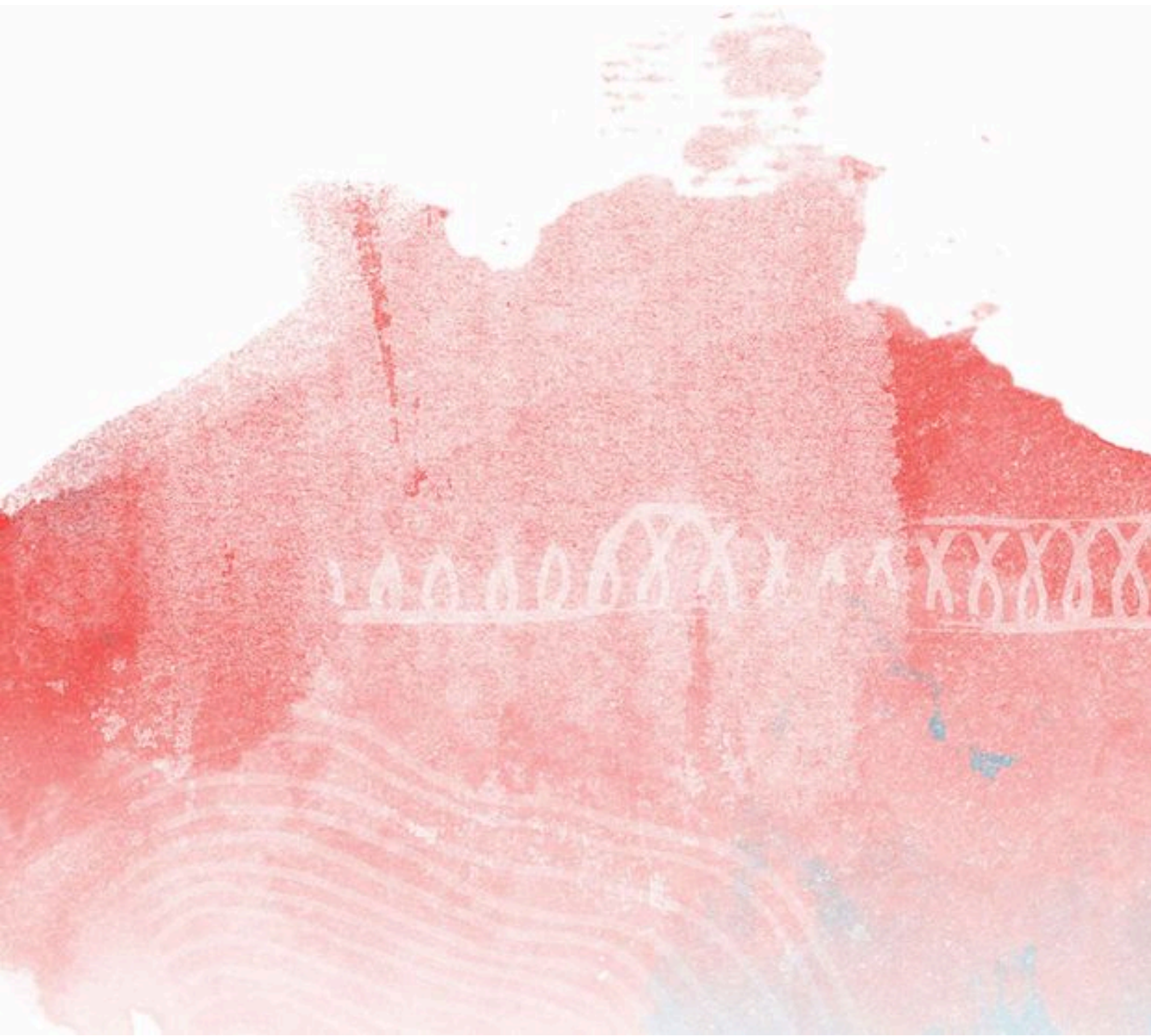
RAP ACTIONS	COMMITMENT
Inclusive Policies	All staff at early learning service are aware of policies referring to improving educational outcomes for Aboriginal and Torres Strait Islander people and building knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. When internal policies are reviewed and developed, we will ensure that they are inclusive of Aboriginal and Torres Strait Islander peoples and perspectives, and that there is a plan in place to ensure that all staff comply with these policies in their daily practice.
Staff Engagement with RAP	Commitment to the Reconciliation Action Plan (RAP) from all staff is essential for developing a RAP that is implemented in a meaningful and sustainable way. All staff will be involved in the ongoing development and implementation of our RAP through staff development opportunities facilitated by the RAP Working Group.
RAP Budget Allocation	We have set aside dedicated funds from within our budget to procure relevant goods and services that strengthen the sustainability of our RAP Actions. Staff are aware that it is important to consider remuneration for people who have been involved in RAP initiatives out of respect for the time and resources that they have contributed.







RAP ACTIONS	COMMITMENT
National Quality Standard	We commit to ensuring that our engagement with the National Quality Standard involves the inclusion of Aboriginal and Torres Strait Islander histories, cultures and contributions in our daily practice and programming, as well as authentic and meaningful engagement with the local Aboriginal and Torres Strait Islander community.
Reconciliation Awards	We commit to creating opportunities to acknowledge students, children, staff and community members who are making an outstanding contribution to progressing reconciliation in our early learning service.

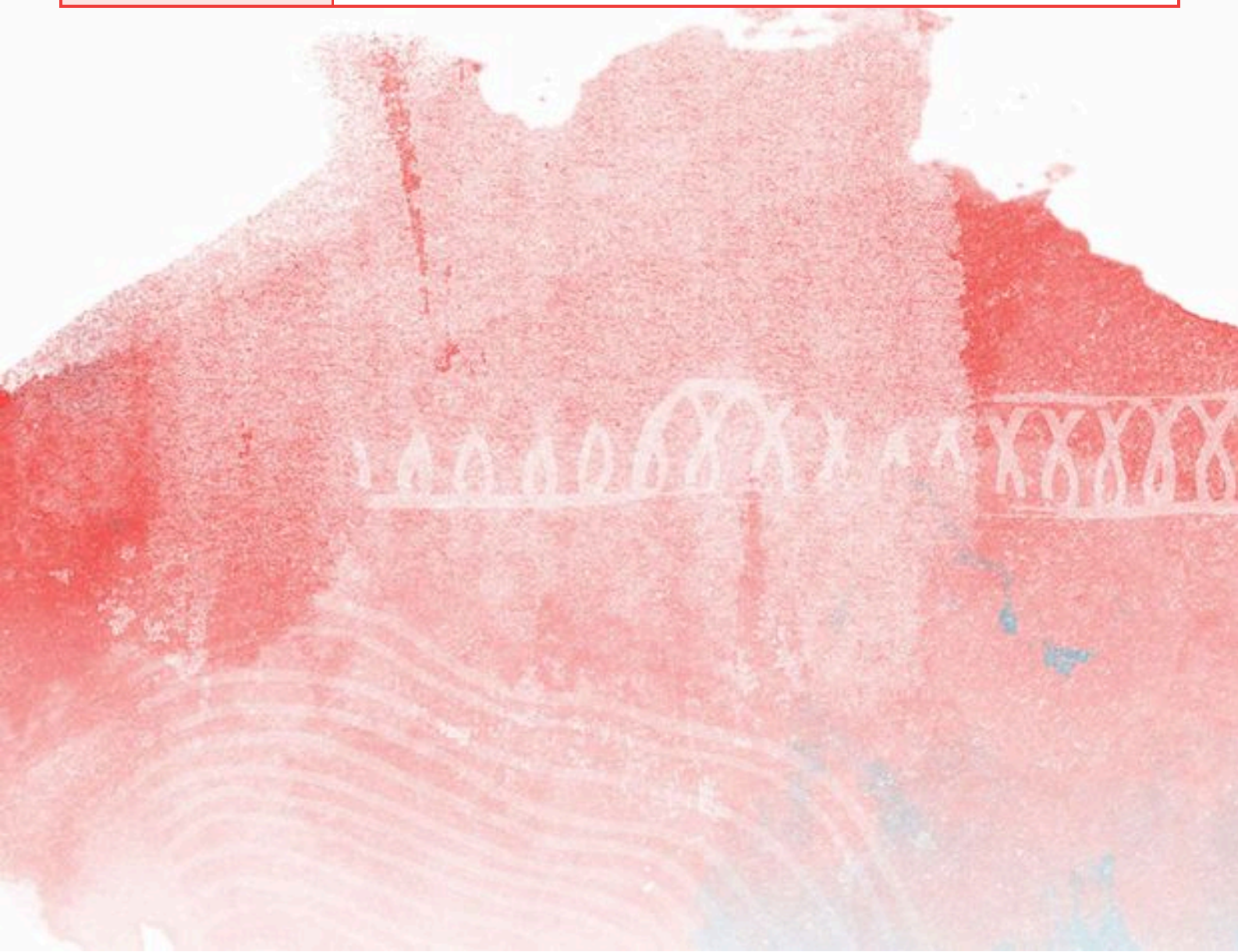


## OPPORTUNITIES



## WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Local Sites, Events and Excursions	We commit to learning more about the Aboriginal and Torres Strait Islander histories, cultures and contributions of the Country on which we live, work, learn and play, by working with the local Aboriginal and Torres Strait Islander community to learn about events of historical and cultural significance and visit appropriate sites.
Employment Strategy	We commit to the development and implementation of an Aboriginal and Torres Strait Islander employment strategy. This will assist in attracting Aboriginal and Torres Strait Islander candidates to vacancies, as well as supporting current Aboriginal and Torres Strait Islander employees.
Celebrate RAP Progress	We are committed to reflecting on the progress made in the growth of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions in our early learning service. We will track the progress of our RAP, continually revisit our commitments, and celebrate our achievements, while generating new ideas to develop and sustain our RAP into the future.





## OPPORTUNITIES



## WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Support Aboriginal and Torres Strait Islander Owned Businesses	We promote supplier diversity and support Aboriginal and Torres Strait Islander owned businesses and their employees through the procurement of goods and services related to our RAP, as well as our general business. We maintain a list of local, regional, state-based and national Aboriginal and Torres Strait Islander owned businesses to accompany procurement policies and procedures.
Aboriginal and Torres Strait Islander Languages	We commit to providing students and children with a deeper knowledge and understanding of Aboriginal and Torres Strait Islander cultures and identities by learning about Aboriginal and Torres Strait Islander languages. We acknowledge the importance of language maintenance and revitalisation efforts and will provide students and children with opportunities to learn – or learn about – the First Language of their local area.

