

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Camberwell Girls Grammar School
January 2026 to January 2027

- Camberwell Girls Grammar School - Junior Campus
- Camberwell Girls Grammar School - Senior Campus



**CAMBERWELL
GIRLS
GRAMMAR
SCHOOL**



**RECONCILIATION
AUSTRALIA**

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VISION FOR RECONCILIATION

Camberwell Girls Grammar School's (CGGS) vision is to actively contribute to reconciliation and strengthen relationships between the School and First Nations peoples and communities. We value and celebrate the many deep and rich First Nations cultures in Australia and are committed to ensuring that the School's places of learning empower Aboriginal and Torres Strait Islander peoples to feel culturally safe and respected. In addition, we call all members of the CGGS community to understand their responsibility to promote reconciliation in their words and actions. Through the School's values of Integrity, Commitment, Respect, Hope and Courage, CGGS is committed to building strong, enduring, respectful and equitable relationships with First Nations peoples, communities and organisations. At CGGS, we value the important role of education and service in reconciliation: to inform, respect, celebrate and foster pride in Aboriginal and Torres Strait Islander histories, cultures, and contributions to society. Through our learning programs and co-curricular experiences, our goal is to guide the next generations toward a more reconciled Australia. In all aspects of school life, CGGS is committed to actively listen and learn as we strive to embed and promote First Nations voices, understandings and perspectives through language, music, art, stories and teachings. We will continue to develop an appreciation for, and understanding of, the importance of connection to Country within Aboriginal and Torres Strait Islander cultures and provide opportunities for the school community to engage with the wisdom of Aboriginal and Torres Strait Islander peoples. CGGS acknowledges and recognises that our role through education and service is fundamental to achieving long-term change and meaningful reconciliation in Australia; helping to create a place where all people feel able to share their cultures and identities freely, a place which is equitable and fair to all members of society.

ACKNOWLEDGEMENT OF COUNTRY

Camberwell Girls Grammar School (CGGS) acknowledges, honours and pays our respects to Wurundjeri Country and to the Traditional Custodians, the Wurundjeri people and the Kulin Nation. At CGGS, recognition and reconciliation of Aboriginal and Torres Strait Islander peoples cultures, traditions and histories are valued. We appreciate their continued care for the Lands and waterways and continue to learn from their knowledges and understandings that have been passed down through thousands of years. CGGS pays respect to Elders past and present and recognises that it is their wisdom and experiences that hold the key for future generations. We also extend our respect to all other Aboriginal and Torres Strait Islander peoples in our school and wider community.



RAP WORKING GROUP

| Name | Position |
|--------------------|----------------------|
| Liza Stevens | Staff (teaching) |
| Tom Clark | Staff (teaching) |
| Maria Litchfield | Staff (teaching) |
| Jo Rittey | Staff (teaching) |
| Shane Maycock | Staff (teaching) |
| Daniel Loff | Staff (teaching) |
| Christa Cook | Staff (teaching) |
| Kath Woolcock | Staff (teaching) |
| Nancy Robottom | Staff (teaching) |
| Esther Wong | Staff (teaching) |
| Debbie Dunwoody | Principal / Director |
| Georgia Biggs | Staff (teaching) |
| Michelle Linossier | Staff (teaching) |

CONTRIBUTORS

Camberwell Girls Grammar School would like to acknowledge the following contributors to the development of this RAP.

| Name | Role/Organisation |
|----------------|--|
| Murrundindi . | Elder and Ngurungaeta (headman) of the Wurundjeri People |
| Jennie Goad | Staff (teaching) |
| Jacquie Little | Staff (non-teaching) |
| Rachael Miller | Staff (teaching) |
| Mia Olerhead | Staff (teaching) |
| Kalvin Perry | Staff (teaching) |
| Kylie Rose | Staff (teaching) |



| RAP ACTIONS | COMMITMENT |
|--|---|
| <p>Aboriginal and Torres Strait Islander People in the Classroom</p> | <p>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.</p> |
| <p>Opportunities for Aboriginal and Torres Strait Islander Students and Children</p> | <p>We commit to providing opportunities for all Aboriginal and Torres Strait Islander students to celebrate their cultural identities. These opportunities positively impact the wellbeing of Aboriginal and Torres Strait Islander students and children, and create shared pride for Aboriginal and Torres Strait Islander cultures, contributions, identities and histories in the wider school community.</p> |





| RAP ACTIONS | COMMITMENT |
|---|---|
| <p>Elders and Traditional Owners Share Histories and Cultures</p> | <p>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.</p> |
| <p>Cultural Responsiveness for Staff</p> | <p>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.</p> |





| RAP ACTIONS | COMMITMENT |
|--|---|
| Welcome to Country | Where appropriate, significant events at our school commence with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating these protocols into formal events and important occasions, we recognise Aboriginal and Torres Strait Islander peoples as the First Australians and Custodians of the Land. |
| Celebrate National Reconciliation Week | Our school community celebrates National Reconciliation Week (NRW) which is held from 27 May to 3 June each year by talking about reconciliation in the classroom and around the school, and celebrating with the community. NRW is a time for all Australians to learn about our shared histories, cultures and achievements and to explore how each of us can join the national reconciliation effort. |
| Build Relationships with Community | We commit to forming ongoing relationships with the local Aboriginal and Torres Strait Islander community. Our relationships will be built on mutual respect, trust and inclusiveness. We respect these relationships and the way they make opportunities for Aboriginal and Torres Strait Islander peoples and non-Indigenous staff, students, children and the community. |



RELATIONSHIPS



WITH THE COMMUNITY

| 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 school community is committed to learning about reconciliation in Australia. Having an understanding of the concept, history and progress of reconciliation is an important part of continuing the reconciliation journey. This understanding also helps to strengthen engagement with our school's RAP by positioning it within the broader story of reconciliation in Australia. |
| Explore Current Affairs and Issues | We commit to knowing the news and being responsive to current issues significant to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. We will do this through delivering our curriculum, policies and procedures, and integrating it into the way our school operates. |





| RAP ACTIONS | COMMITMENT |
|--|--|
| Acknowledgement of Country | Our school recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow. All staff and students have the opportunity to show respect to Traditional Owners and Custodians by regularly conducting an Acknowledgement of Country at meetings and events throughout the year. |
| 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 school. 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. |



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 school flies/displays the Aboriginal and Torres Strait Islander flag to demonstrate respect and recognition for the histories, cultures and contributions of the First Peoples of Australia. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation. |
| Physical Acknowledgement of Country | Our school proudly commits to displaying a physical Acknowledgement of Country as a way of showing awareness of, and respect for, the Aboriginal or Torres Strait Islander Traditional Owners and Custodians of the land on which our school is located. |

RESPECT



WITH THE COMMUNITY

| RAP ACTIONS | COMMITMENT |
|----------------------------|---|
| RAP Launch | Our school is proud to launch our RAP at an event that recognises the efforts of the working group and celebrates our school or service's commitment to reconciliation. We will use our RAP launch event to inform the wider community about our RAP and the many different ways they can get involved and take action toward reconciliation. |
| Take Action Against Racism | We will raise awareness of racism, its impacts and how to respond effectively when it happens. We will do this through an anti-racism strategy tailored to the needs of our school. |



OPPORTUNITIES IN THE CLASSROOM

| 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. |





| RAP ACTIONS | COMMITMENT |
|----------------------------------|--|
| <p>Inclusive Policies</p> | <p>All staff at school are aware of policies referring to improving educational outcomes for Aboriginal and Torres Strait Islander people and building knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. When internal policies are reviewed and developed, we will ensure that they are inclusive of Aboriginal and Torres Strait Islander peoples and perspectives, and that there is a plan in place to ensure that all staff comply with these policies in their daily practice.</p> |
| <p>Staff Engagement with RAP</p> | <p>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.</p> |



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. |
| Celebrate RAP Progress | We are committed to reflecting on the progress made in the growth of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions in our school. We will track the progress of our RAP, continually revisit our commitments, and celebrate our achievements, while generating new ideas to develop and sustain our RAP into the future. |
| 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. |

