

Kids'Uni

Reconciliation Action Plan
2026 - 2028



About the Artist

Jordan is a proud Budawang woman from Yuin Country, born and raised on Dharawal land, and has been an educator at Kids' Uni North for five years.

This artwork was commissioned for Kids' Uni as part of our Reconciliation Action Plan. In creating the piece, Jordan spent time with educators and children from some of our services, learning about what they feel and think best represents Kids' Uni.

Each meeting place represents a Kids' Uni service, from Kids' Uni North through to Kids' Uni Early Intervention, and the animals within each space were chosen with children's and educators' voices in mind—reflecting what represents their service or how they connect to Country. The travelling lines between each meeting place symbolise our connection as a whole community, while the background features native plants and places that were consistently shared by educators and children, including gum trees, lilly-pilly trees, lomandra, and Grandmother Mountmain.



Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

UoW Pulse Children's Services - Kids Uni
March 2026 to March 2027

- UoW Pulse Children's Services - Kid's Uni iC
- UOW Pulse Children's Services - Kids Uni CBD
- UOW Pulse Children's Services - Kids Uni North
- UOW Pulse Children's Services - Kids Uni South

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VISION FOR RECONCILIATION

Reconciliation begins with opening our hearts and minds to the diverse perspectives of First Nations peoples. It is a deep and ongoing commitment to working alongside children and families to strengthen connections between our services and the local Aboriginal and Torres Strait Islander community. Our work is grounded in understanding our Nations true history. We acknowledge the trauma experienced by Aboriginal and Torres Strait Islander communities, including the damage done to relationships, kinship systems, and cultural continuity. Our Reconciliation Action Plan guides us to actively contribute to a reconciled and hopeful future. Reconciliation at Kids Uni means creating belonging and acknowledging the resilience, cultural strengths, richness, and diversity of Aboriginal and Torres Strait Islander peoples. We are committed to fostering childrens capacity to be active participants and advocates for Reconciliation. Through respectful engagement, we teach children about truth-telling, fair and just relationships, and respect for all First Nations peoples. These values are embedded in our daily practice and community connections. We seek to uphold reciprocity, respect, and responsibility, and to build genuine, meaningful relationships with local Aboriginal and Torres Strait Islander communities. We also commit to broadening educator perspectives and deepening childrens thinking about Aboriginal and Torres Strait Islander peoples, cultures, and histories. Educators will be supported, confident, and well-resourced to lead meaningful learning that honours First Nations voices. Through cultural responsiveness and cultural safety practices, our work will be guided by collaboration with local communities. We believe meaningful relationships with families, Elders, and community members bring essential perspectives to our shared learning. Our path towards Reconciliation is a collective journey, shared with our families, communities, and the children in our care.

ACKNOWLEDGEMENT OF COUNTRY

We would like to respectfully acknowledge the Traditional Custodians of the Land where we come together every day at Kids' Uni. We acknowledge Elders of the past, present and emerging.

We acknowledge the ongoing Custodianship of Aboriginal peoples of this place that has kept alive the relationships between all living things.



RAP WORKING GROUP

Name	Position
Rhonda Bitschkat	Staff (teaching)
Louise Windisch	Principal / Director
Kate Allison	Staff (teaching)
Cassie Gehrig	Staff (teaching)
Nicole Peperkamp	Staff (teaching)
Kellie O'Leary	Staff (teaching)
Kate Norman	Staff (non-teaching)
Shanae Macdonnell	Staff (teaching)
Shemali Rimene	Staff (teaching)
Kids' Uni Educators	Staff (teaching)
Kids' Uni Leadership Team	Staff (non-teaching)
Rebecca Bartlett	Staff (teaching)
Jordan Storm	Staff (teaching)

CONTRIBUTORS

UoW Pulse Children's Services - Kids Uni would like to acknowledge the following contributors to the development of this RAP.

Name	Role/Organisation
UOW Aboriginal Advisory Committee - various members	University of Wollongong
Aunty May	Local Elder
Aunty Bev	Local Elder
Clint Berry	Parent
Keziah Bennett Brook	Parent
Jen Wood	Parent
Maiquilla Brown	UOW Woolyungah



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.





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
<p>Welcome to Country</p>	<p>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.</p>
<p>Celebrate National Reconciliation Week</p>	<p>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.</p>



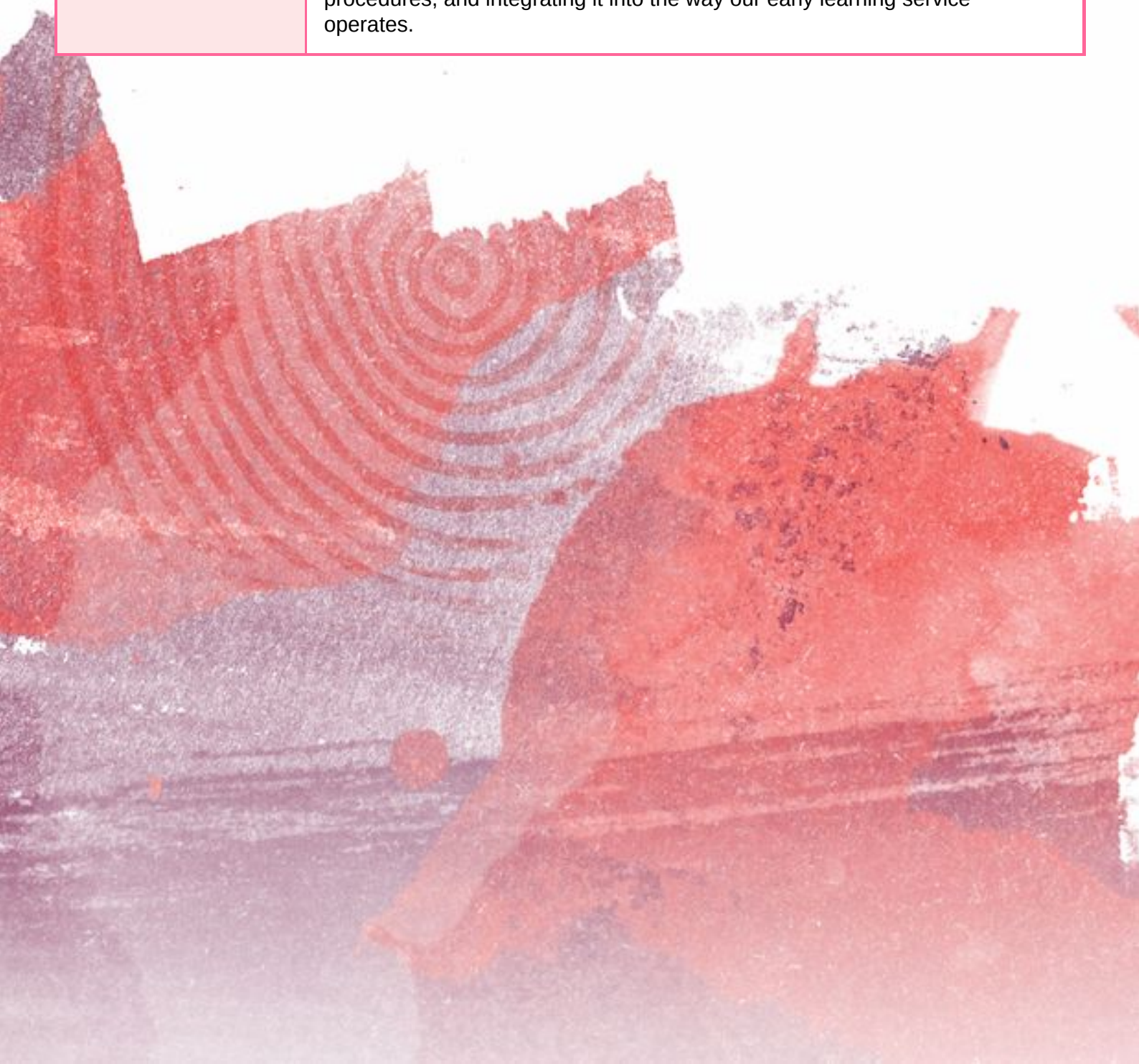


RAP ACTIONS	COMMITMENT
<p>Build Relationships with Community</p>	<p>We commit to forming ongoing relationships with the local Aboriginal and Torres Strait Islander community. Our relationships will be built on mutual respect, trust and inclusiveness. We respect these relationships and the way they make opportunities for Aboriginal and Torres Strait Islander peoples and non-Indigenous staff, students, children and the community.</p>



RESPECT IN THE CLASSROOM

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.
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.
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 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.
RAP Launch	Our early learning service 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.



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.



OPPORTUNITIES IN THE CLASSROOM

RAP ACTIONS	COMMITMENT
Curriculum Planning	Aboriginal and Torres Strait Islander histories and cultures are a key, ongoing part of curriculum planning, development and evaluation across all year levels and learning areas. We will review curriculum documents to find out where we include Aboriginal and Torres Strait Islander histories and cultures, and to what extent and where we could include Aboriginal and Torres Strait Islander histories, cultures and contributions in the curriculum.





RAP ACTIONS	COMMITMENT
<p>Inclusive Policies</p>	<p>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.</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
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.



NARRAGUNNAWALI
LOGO

RAP WORKING DOCUMENT AS AT 27/03/2026

This is a working document only; it does not represent a formal Reconciliation Action Plan (RAP) in either draft or published form.

SCHOOL/SERVICE
LOGO (IF
UPLOADED)

RECONCILIATION
AUSTRALIA LOGO

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INSIDE COVER
IMAGE (IF
UPLOADED)

This is where your cover image caption will appear

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HOW TO USE THIS DOCUMENT

Please note that this file is designed to be used as a working document; it does not represent a formal Reconciliation Action Plan (RAP) in either draft or published form.¹

Please note that this working document may include details that will not appear on the formal RAP document.

To view your formal RAP document, you will need to generate and then download the file titled 'Reconciliation Action Plan' when accessing [your RAP](#) within the Narragunnawali platform. Please note that, until your RAP has been published by Reconciliation Australia, a 'DRAFT' watermark will appear on the document.

RAP Working Group members can use this working document to view some of the details of their RAP in a single file location; to make offline notes about RAP details; and to inform internal reflection and planning processes relating to the RAP.

¹RAPs are unique and highly valued documents. Reconciliation Australia has worked extensively with its stakeholders to develop and build both the [Narragunnawali RAP framework](#) for schools and early learning services, as well as the [wider RAP program](#). To maintain the integrity of these programs in alignment with Reconciliation Australia's [terms and conditions](#), organisations, schools or early learning services that choose not to be part of Reconciliation Australia's RAP programs, or who have not developed RAPs through to final endorsement/publication stage via these programs, should not use the words 'Reconciliation Action Plan', 'RAP', or the Reconciliation Australia or Narragunnawali logo on public websites or documents.

VISION FOR RECONCILIATION

Reconciliation begins with opening our hearts and minds to the diverse perspectives of First Nations peoples. It is a deep and ongoing commitment to working alongside children and families to strengthen connections between our services and the local Aboriginal and Torres Strait Islander community. Our work is grounded in understanding our Nations true history. We acknowledge the trauma experienced by Aboriginal and Torres Strait Islander communities, including the damage done to relationships, kinship systems, and cultural continuity. Our Reconciliation Action Plan guides us to actively contribute to a reconciled and hopeful future. Reconciliation at Kids Uni means creating belonging and acknowledging the resilience, cultural strengths, richness, and diversity of Aboriginal and Torres Strait Islander peoples. We are committed to fostering childrens capacity to be active participants and advocates for Reconciliation. Through respectful engagement, we teach children about truth-telling, fair and just relationships, and respect for all First Nations peoples. These values are embedded in our daily practice and community connections. We seek to uphold reciprocity, respect, and responsibility, and to build genuine, meaningful relationships with local Aboriginal and Torres Strait Islander communities. We also commit to broadening educator perspectives and deepening childrens thinking about Aboriginal and Torres Strait Islander peoples, cultures, and histories. Educators will be supported, confident, and well-resourced to lead meaningful learning that honours First Nations voices. Through cultural responsiveness and cultural safety practices, our work will be guided by collaboration with local communities. We believe meaningful relationships with families, Elders, and community members bring essential perspectives to our shared learning. Our path towards Reconciliation is a collective journey, shared with our families, communities, and the children in our care.

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RAP ACTIONS

Relationships in the classroom

Action: Aboriginal and Torres Strait Islander People in the Classroom

Commitment: 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.

Goal: Our early learning service will actively engage Aboriginal and Torres Strait Islander people in classroom learning experiences to ensure children hear First Nations voices and perspectives directly, fostering respectful understanding of Aboriginal and Torres Strait Islander histories, cultures, and contributions through meaningful and authentic interactions

Deliverables:

- We will continue to build and maintain reciprocal relationships with local Aboriginal and Torres Strait Islander community members by inviting them to actively participate in classroom learning experiences, recognising the value of their voices in shaping children's understanding of First Nations histories and cultures. Each service will host a minimum of two engagement activities per year - such as storytelling sessions, cultural activities, or collaborative projects in partnership with local Aboriginal community members such as Elders, families or cultural practitioners.
- Louise Windisch** **Due Date:** 18/12/26

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RAP ACTIONS

Relationships in the classroom

- Action:** Early Years Learning Framework
- Commitment:** 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.
- Goal:** Educators will meaningfully document children's learning and experiences related to Aboriginal and Torres Strait Islander histories and cultures, ensuring these are thoughtfully linked to the Early Years Learning Framework (EYLF) principles, practices, and outcomes. This process supports culturally responsive pedagogy and strengthens children's connection to Country, community, and culture.

Deliverables:

- Educators will participate in at least one staff meeting or professional development session every three months focused on understanding and applying the practice of 'Cultural Responsiveness' as outlined in the EYLF.

Kids' Uni Educators **Due Date:** 30/06/26
- All educators will document a minimum of two examples per quarter of children's learning that meaningfully connects to Aboriginal and Torres Strait Islander histories, cultures, and perspectives. Each example will explicitly reference relevant EYLF principles, practices, and learning outcomes, ensuring clear links to curriculum and pedagogy. These examples will be shared with families through Kinderloop or displayed within the learning environment to strengthen visibility and family engagement. To further build respectful relationships and strengthen community connections, selected examples will also be shared with Woolyungah and the Aboriginal Community Engagement Reference Group (CEREG), supporting opportunities to share our learning with the local Aboriginal community and deepening relationships with Elders and community members.

Kids' Uni Educators **Due Date:** 01/12/26
- All educators will engage in discussions at staff meetings or through regular Kinderloop provocations focused on the new EYLF principle: Aboriginal and Torres Strait Islander perspectives. These discussions will occur at least once per every three months, with educators reflecting on how this principle is embedded in their practice and documenting it in their programming and planning.

Kids' Uni Educators **Due Date:** 04/05/26

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RAP ACTIONS

Relationships around the school

Action: Elders and Traditional Owners Share Histories and Cultures

Commitment: 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.

Goal: Children and educators will have regular opportunities to engage with Aboriginal and Torres Strait Islander Elders and Traditional Custodians to learn about Country, Community, history, and culture. These meaningful interactions will help build cultural understanding, respect, and connection to place within our learning environments.

Deliverables:

- Maintain meaningful relationships with the local Aboriginal community by ensuring each service is represented at a minimum of two local events, AECG meetings, or networking opportunities per year. Services will also maintain regular contact with the UOW Aboriginal community, including the Woolyungah Indigenous Centre, to seek guidance, build partnerships, and access cultural support. Participation and outcomes from these engagements will be documented and shared through Kinderloop reflections or meeting minutes.

	Louise Windisch	Due Date:	12/03/26
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- Each service will engage local Elders in classroom experiences at least twice per year to support educators and enhance children's understanding of Aboriginal and Torres Strait Islander histories, cultures, and connection to Country.

	Kids' Uni Leadership Team	Due Date:	30/11/26
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RAP ACTIONS

Relationships around the school

Action: Cultural Responsiveness for Staff

Commitment: 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.

Goal: All educators will have access to regular, high-quality learning opportunities that strengthen their cultural responsiveness. This will support them to act in culturally safe, respectful, and informed ways within our services and the broader community, contributing to a culturally inclusive and aware learning environment for all.

Deliverables:

- At a minimum, two times per year, each service will include a culturally focused provocation in team meetings to engage educators in reflective conversations that build cultural competence and promote culturally safe practices. These reflections will be documented through meeting minutes and staff reflections to support ongoing professional growth.
Kids' Uni Educators **Due Date:** 18/12/26

- All educators and staff will complete cultural safety and responsiveness training delivered by an Aboriginal organisation every three years. This training will strengthen cultural understanding, cultural safety practices, and respectful engagement with Aboriginal and Torres Strait Islander communities. Training cycles will be tracked to ensure all staff participate within the required timeframe, supporting our commitment to cultural responsiveness and Reconciliation across all Kids' Uni services.
Kids' Uni Leadership Team **Due Date:** 01/03/28

- All new staff will complete cultural safety and responsiveness induction training through the GECCKO platform as part of their onboarding process. This training will occur within the first weeks of employment and will support new educators to begin their work with a foundational understanding of cultural safety, Aboriginal and Torres Strait Islander perspectives, and respectful practice. Completion records will be maintained to ensure consistency and accountability across all services.
Kids' Uni Leadership Team **Due Date:** 01/03/28

RAP WORKING DOCUMENT AS AT 27/03/2026

RAP ACTIONS

Relationships around the school

Action: Reconciliation Projects

Commitment: 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.

Goal: We will actively contribute to organising a Reconciliation Conference for the community sector, bringing together educators, community leaders, and stakeholders to share knowledge, discuss Reconciliation practices, and build stronger connections. Our involvement will include having a Kids' Uni leader on the organising committee.

Deliverables:

- We will ensure that a representative from Kids' Uni is actively involved on the organising committee for a local Reconciliation conference. This representative will contribute to the planning and coordination of the event, ensuring it provides the community sector with valuable insights and practical tools to understand and implement Reconciliation initiatives. Our involvement will be documented through meeting minutes, planning notes, and shared via Kinderloop with families.
- | | | | |
|-----------------------|------------------------|------------------|----------|
| <input type="radio"/> | Louise Windisch | Due Date: | 30/05/26 |
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RAP WORKING DOCUMENT AS AT 27/03/2026

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RAP ACTIONS

Relationships with the community

Action: Welcome to Country

Commitment: 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.

Goal: Kids' Uni will build safe and meaningful relationships with Traditional Custodians through collaboration with UOW and AECG communities. We will actively participate in Welcome to Country ceremonies for significant events across the UOW campus. We will identify opportunities for our services to host Welcome to Country protocols by local Elders or Traditional Custodians. In addition, Acknowledgement of Country will be delivered regularly at meetings and incorporated into daily practices with children as a reciprocal and ongoing commitment to cultural respect.

Deliverables:

- We will proactively identify future opportunities for hosting Welcome to Country ceremonies by local Elders or Traditional Custodians, such as observing days of cultural significance like NAIDOC Week, National Sorry Day, and Reconciliation Week.
- Kids' Uni Leadership Team** **Due Date:** 01/12/26

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RAP ACTIONS

Relationships with the community

Action: Celebrate National Reconciliation Week

Commitment: 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.

Goal: Educators will actively celebrate Reconciliation Week each year by planning and engaging in experiences that involve children, families, and the wider community. These celebrations will highlight the significance of reconciliation, foster cultural understanding, and promote respectful relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians.

Deliverables:

○ Educators will plan and implement at least three learning experiences during National Reconciliation Week each year that explore and unpack the annual National Reconciliation Week theme. These experiences will be documented through classroom displays, or Kinderloop posts, ensuring that children's reflections and understanding are captured and shared with families.

Kids' Uni Educators	Due Date:	31/07/26
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○ We will actively engage with our local community during National Reconciliation Week by participating in at least one local event or initiative each year. Whenever possible, we will involve children and families in these events, ensuring that their participation is documented and shared through Kinderloop to highlight our collective commitment to reconciliation.

Kids' Uni Educators	Due Date:	31/07/26
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○ We will provide children with opportunities to express their ideas and thoughts about Reconciliation. This will include facilitating at least one project or discussion per year where children are asked to share their understanding of Reconciliation and what it means to them. The children's voices and reflections will be documented and shared with families and the wider community.

Kids' Uni Educators	Due Date:	31/07/26
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RAP ACTIONS

Relationships with the community

Action: Create Stakeholder List

Commitment: 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.

Goal: With a focus on reciprocity, we will develop and maintain a comprehensive list of stakeholders who can support our Reconciliation efforts, as well as those we may be able to support. This will include local Aboriginal and Torres Strait Islander communities, Elders, educators, organisations, and broader community partners. The list will be reviewed and updated annually to ensure relevant and meaningful partnerships are established and nurtured.

Deliverables:

- We will actively continue to build connections with local Aboriginal people and organisations to ensure our Reconciliation work is authentic and meaningful. As new relationships are formed, we will update and maintain our stakeholder list to reflect these connections. This list will be reviewed and revised at least annually to ensure that it remains relevant and supports our ongoing Reconciliation efforts.
- Louise Windisch** **Due Date:** 15/12/26

RAP ACTIONS

Relationships with the community

Action: Build Relationships with Community

Commitment: 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.

Goal: Building genuine relationships is at the heart of our Reconciliation work. We recognise that authentic and meaningful action cannot occur without active engagement and collaboration with Aboriginal and Torres Strait Islander communities. We will intentionally seek out and nurture relationships within the University and the broader community to ensure our Reconciliation initiatives are contextually grounded, culturally informed, and community-led.

Deliverables:

○ We will continue to develop and maintain reciprocal relationships with local Aboriginal and Torres Strait Islander community members, recognising and valuing the knowledge, expertise, and time they contribute. This will include a minimum of two engagement activities per year per service—such as meetings, collaborative projects, or cultural events—and a commitment to acknowledging their contributions through appropriate recognition in communications, documentation, and events.

Kids' Uni Educators	Due Date:	03/12/26
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○ We will actively collaborate with our community to participate in and promote at least two cultural or reconciliation-focused activities or events each year. These may include celebrations such as National Reconciliation Week, NAIDOC Week, or UOW-hosted initiatives. Participation will be promoted within our services and shared with families through Kinderloop, or service displays.

Kids' Uni Educators	Due Date:	07/12/26
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RAP ACTIONS

Respect in the classroom

Action: Teach about Reconciliation

Commitment: 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.

Goal: At Kids' Uni, we are committed to teaching about Reconciliation by providing regular cultural competency training for staff. This training will ensure cultural safety when engaging with our First Nations community and will result in empowered educators who deliver meaningful and respectful learning opportunities for children.

Deliverables:

- All staff will have access to professional development opportunities to enhance their cultural competency and cultural safety, with a strong focus on understanding Australia's history and its impacts on First Nations communities. This will include mandatory online cultural competency training through GECKO during staff induction. Additionally, new staff will complete intensive cultural competency training with Curiyo within their first two years of employment, while refresher training will be provided every three years thereafter to ensure ongoing cultural awareness and understanding.

Kids' Uni Leadership Team **Due Date:** 05/12/26
- In culturally competent and safe ways, educators will provide children with meaningful and engaging learning opportunities that teach about First Nations culture, community, Country, and history. These opportunities will be integrated into the curriculum and embedded in everyday practices. Educators will ensure that learning about First Nations cultures is continuous and natural, using age-appropriate resources, community input, and at least one planned learning experience per quarter that highlights key aspects of First Nations culture. These learning opportunities will be documented through Kinderloop to track children's growth in understanding.

Kids' Uni Educators **Due Date:** 17/10/26

RAP WORKING DOCUMENT AS AT 27/03/2026

This is a working document only; it does not represent a formal Reconciliation Action Plan (RAP) in either draft or published form.

RAP ACTIONS

Respect in the classroom

Action: Explore Current Affairs and Issues

Commitment: 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.

Goal: We will raise awareness of current affairs and issues of particular significance to Aboriginal and Torres Strait Islander peoples across all of our services. This will involve integrating discussions, educational resources, and experiences that address relevant social, cultural, and political issues into the learning environment, fostering a deeper understanding and respect for the challenges and triumphs of First Nations communities.

Deliverables:

- Kids' Uni leadership team and RAP champions will actively share relevant community events and opportunities through Kinderloop, ensuring appropriate links to local organisations and initiatives. Management will support educators' attendance at these events by providing time during paid work periods, with at least one community event per year being prioritised for participation and professional development.

Kids' Uni Leadership Team	Due Date:	24/04/26
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- Educators will explore Days of Cultural Significance (e.g., NAIDOC Week, National Reconciliation Week, and other relevant dates) through meaningful teaching experiences, incorporating discussions, experiences, and resources that deepen children's understanding. Educators will maintain ongoing communication with families by sharing information and resources about these events through Kinderloop to support broader community awareness and engagement.

Kids' Uni Educators	Due Date:	01/10/26
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- Kids' Uni leadership team will stay informed about relevant educational policies, National Standards, and any legislative changes that impact First Nations enrolments, staffing, and community engagement. This will involve reviewing policy updates, attending relevant training or conferences, and ensuring that all staff are informed and supported through Kinderloop or team meetings.

Kids' Uni Leadership Team	Due Date:	19/11/26
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RAP WORKING DOCUMENT AS AT 27/03/2026

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RAP ACTIONS

Respect around the school

Action: Acknowledgement of Country

Commitment: 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.

Goal: We will ensure that our Acknowledgement of Country is shared consistently with children, families, educators, and visitors, fostering confidence and respect in acknowledging Country both daily with children and at meetings or gatherings with the broader community. This practice will be integrated into our daily routines, and educators will be supported in using the Acknowledgement of Country at every opportunity to honour Aboriginal and Torres Strait Islander peoples and their connection to the land.

Deliverables:

- We will embed the practice of Acknowledgement of Country into our daily routines by consistently incorporating it into times that serve to authentically embody the practice e.g morning welcomes or introductions. **Kids' Uni Educators** **Due Date:** 31/10/26

RAP WORKING DOCUMENT AS AT 27/03/2026

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RAP ACTIONS

Respect around the school

Action: Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures

Commitment: 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.

Goal: We will ensure that all services celebrate, share, and honour First Nations peoples, cultures, Country, and histories through ongoing cultural initiatives, education, and community engagement. These efforts will be integrated into daily practices, special events, and learning experiences, fostering a deep respect and understanding of Aboriginal and Torres Strait Islander cultures across all services.

Deliverables:

- All services will ensure access to a variety of culturally appropriate and engaging First Nations resources to support learning opportunities. This will include books, multimedia materials, teaching tools, and community resources that reflect Aboriginal and Torres Strait Islander cultures, histories, and traditions. Resources will be reviewed and updated at least annually to ensure they are relevant, respectful, and reflective of current cultural knowledge and practices.
- Kids' Uni Leadership Team** **Due Date:** 05/11/26

RAP ACTIONS

Respect around the school

Action: Care for Country

Commitment: 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.

Goal: Through meaningful community connections, we will support children in becoming environmentally and socially conscious by respectfully learning about Aboriginal and Torres Strait Islander perspectives, philosophies, and practices related to caring for Country and place. This will include actively demonstrating respect for the land, skies, and waterways where our learning and daily activities take place, fostering a deep sense of environmental stewardship and cultural respect.

Deliverables:

- Children and families will be provided with ongoing education and daily opportunities to appreciate and care for Country within their services. This will include implementing and maintaining sustainability practices such as water conservation, recycling and composting programs, and the planting of native trees and plants to support local wildlife. Educators will embed these practices into daily routines and document children's involvement through Kinderloop updates. **Kids' Uni Educators** **Due Date:** 30/11/26
- Engage in ongoing cultural consultation with local Aboriginal community members or Elders to ensure that First Nations knowledge of cultural conservation, cultivation, and care for Country informs the design and development of natural spaces at our services. This includes the planning and creation of bush tucker and native garden areas, with at least one consultation and implementation milestone documented annually. **Kids' Uni Educators** **Due Date:** 30/04/26
- We will connect with local Aboriginal community members, Elders, or environmental groups at least once per year to provide children with learning opportunities focused on local conservation, cultivation, and caring for Country. These learnings will be embedded through hands-on experiences in our natural play spaces and gardens at Kids' Uni and documented through reflections, photos, or learning stories shared with families. **Kids' Uni Educators** **Due Date:** 01/12/26

RAP WORKING DOCUMENT AS AT 27/03/2026

This is a working document only; it does not represent a formal Reconciliation Action Plan (RAP) in either draft or published form.

RAP ACTIONS

Respect with the community

Action: Celebrate Days of National Significance

Commitment: 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.

Goal: To demonstrate pride in and respect for Aboriginal and Torres Strait Islander histories, cultures, and contributions, Kids' Uni will actively organise and participate in events that celebrate or commemorate nationally significant days and weeks—such as National Reconciliation Week, NAIDOC Week, and other key dates—supporting the reconciliation movement and fostering cultural awareness across our community.

Deliverables:

- We will actively collaborate with our community to participate in and promote at least two cultural or reconciliation-focused activities or events each year. These may include celebrations such as National Reconciliation Week, NAIDOC Week, or UOW-hosted initiatives. Participation will be promoted within our services and shared with families through Kinderloop, or service displays. **Kids' Uni Educators** **Due Date:** 04/12/26

- Educators will collaborate with local Aboriginal and Torres Strait Islander community members to engage students in learning about National Days of Significance, such as NAIDOC Week, National Reconciliation Week, and other key cultural events. This engagement will include at least one planned learning experience per event, and will be documented through classroom displays, or Kinderloop posts, ensuring families are informed and involved in the celebrations. **Kids' Uni Educators** **Due Date:** 31/07/26

RAP ACTIONS

Respect with the community

Action: Aboriginal and Torres Strait Islander Flags

Commitment: Our early learning service 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.

Goal: All Kids' Uni services will visibly demonstrate pride, respect, and solidarity with Aboriginal and Torres Strait Islander peoples by prominently displaying both flags. This ongoing practice reflects our commitment to cultural recognition and the celebration of Indigenous histories, cultures, and contributions.

Deliverables:

- Educators will facilitate intentional learning experiences with children at least five times per year that explore the Aboriginal and Torres Strait Islander flags, including their meanings, symbolism, and significance. These experiences will be documented through Kinderloop posts to share understanding with families and the wider community.
- Kids' Uni Educators** **Due Date:** 30/05/26

RAP WORKING DOCUMENT AS AT 27/03/2026

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RAP ACTIONS

Respect with the community

Action: RAP Launch

Commitment: Our early learning service 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.

Goal: Kids' Uni will keep our Reconciliation Action Plan (RAP) at the forefront of our daily practice by actively celebrating its implementation, recognising key milestones, and honouring the ongoing commitment of our RAP Working Group. Through regular communication and shared successes, we will embed reconciliation into the culture of our organisation.

Deliverables:

- The revised Reconciliation Action Plan (RAP) will be distributed to all educators, families, UOW Pulse Management, and key community stakeholders within four weeks of final approval. Distribution will occur via Kinderloop and printed copies in service areas. **Louise Windisch** **Due Date:** 10/04/26

RAP WORKING DOCUMENT AS AT 27/03/2026

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RAP ACTIONS

Respect with the community

Action: Take Action Against Racism

Commitment: 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.

Goal: At all services, our staff will take action to counter racism through ongoing professional development and the implementation of UOW and UOW Pulse policies. This will include building awareness of racism, understanding its impacts, and developing the confidence and skills to respond effectively. By embedding this work in our daily practices, we will promote a culture of safety, inclusion, and respect across all services.

Deliverables:

- Staff will teach children about inclusion and diversity in meaningful, engaging, and age-appropriate ways, embedding these values into everyday practices. Educators will model and promote respectful behaviour, reinforcing a zero-tolerance approach to racism, derogatory language, and hurtful behaviours. Children's understanding will be supported through consistent language, stories, and group discussions.
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| Kids' Uni Educators | Due Date: | 07/08/26 |
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RAP WORKING DOCUMENT AS AT 27/03/2026

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RAP ACTIONS

Opportunities in the classroom

Action: Curriculum Planning

Commitment: 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.

Goal: Across all services and learning areas, Aboriginal and Torres Strait Islander histories and cultures will be meaningfully embedded in curriculum planning, implementation, and evaluation processes. This commitment will ensure culturally responsive pedagogy is reflected consistently in the learning environment, fostering respect, inclusion, and deeper understanding among children, educators, and families

Deliverables:

- Indigenous perspectives and cultural protocols will be embedded in all educational programs across services. Educators will explicitly link these inclusions to the principles, practices, and outcomes of the Early Years Learning Framework (EYLF) in their planning, documentation, and reflections. Evidence of this alignment will be visible in at least one planning cycle per quarter and shared via Kinderloop posts.

Kids' Uni Educators **Due Date:** 31/08/26
- Educators will engage in ongoing consultation with the local AECG, Elders, and Aboriginal community members at least twice per year to support the meaningful embedding of Aboriginal perspectives and cultural protocols across the curriculum. Insights gained from these consultations will inform curriculum planning and be reflected in learning experiences, documentation, and service practices.

Kids' Uni Educators **Due Date:** 01/12/26
- We acknowledge the deep knowledge Aboriginal people hold in educating children over thousands of years. Through ongoing consultation with Aboriginal community members, cultural educators and our Kids' Uni Wellbeing Coordinator, we will explore Aboriginal pedagogies and traditional teaching methods. Educators will engage in reflective practice to consider how these approaches can be meaningfully and respectfully incorporated into their teaching strategies. Reflections and actions taken will be documented through team meeting notes or on Kinderloop.

Kids' Uni Educators **Due Date:** 10/11/26

RAP WORKING DOCUMENT AS AT 27/03/2026

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RAP ACTIONS

Opportunities around the school

Action: Inclusive Policies

Commitment: 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.

Goal: Kids' Uni and UOW Pulse policies will reflect inclusive practices that support the ongoing engagement, employment, and participation of Aboriginal and Torres Strait Islander staff, students, and community members. These policies will be continuously reviewed to ensure they are culturally responsive and aligned with our commitment to Reconciliation.

Deliverables:

- Relevant policies that are due for review will be shared with the RAP Working Group to provide feedback through a culturally safe lens. The group will ensure that policies reflect inclusive practices, support the engagement of Aboriginal and Torres Strait Islander staff, students, and community members, and align with our RAP goals. Feedback will be integrated into policy updates to maintain cultural relevance and safety across all services.
- Louise Windisch** **Due Date:** 18/12/26

RAP WORKING DOCUMENT AS AT 27/03/2026

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RAP ACTIONS

Opportunities around the school

Action: Staff Engagement with RAP

Commitment: 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.

Goal: All staff are encouraged and supported to actively participate in the ongoing implementation, reflection, and development of the Reconciliation Action Plan (RAP). Through shared responsibility and collaboration, we aim to embed Reconciliation into everyday practice across all services.

Deliverables:

○ The RAP Working Group and service Directors will lead and support the ongoing implementation of the RAP across all services. They will ensure that all staff are engaged in meaningful reconciliation actions by embedding RAP goals into regular team meetings and reflective practices. Progress will be monitored quarterly, and opportunities for staff input and involvement will be actively encouraged through collaborative discussions and shared responsibilities.

Kids' Uni Leadership Team	Due Date:	01/10/26
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○ RAP actions and goals will be reviewed at least once per quarter during staff meetings at all services. These reviews will include discussion of progress, identification of challenges, and planning for next steps. Meeting minutes or reflection notes will document staff engagement and guide continued implementation across each service.

Kids' Uni Leadership Team	Due Date:	16/11/26
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RAP WORKING DOCUMENT AS AT 27/03/2026

RAP ACTIONS

Opportunities with the community

Action: Employment Strategy

Commitment: 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.

Goal: We are committed to providing meaningful employment opportunities for Indigenous Elders, Traditional Owners, Artists, Educators, and Administrators. By valuing and embedding their knowledge, skills, and cultural expertise within our services, we aim to create a more inclusive, representative, and culturally safe learning environment for all.

Deliverables:

- Head of Early Education will collaborate with further UOW networks and contacts to engage in knowledge sharing and learning around current Indigenous Employment Strategies, with the aim of identifying best practices, understanding existing challenges and successes, and applying these insights to inform and strengthen both current and future employment initiatives that support Aboriginal and Torres Strait Islander staff.
- Louise Windisch** **Due Date:** 30/06/26

RAP WORKING DOCUMENT AS AT 27/03/2026

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RAP ACTIONS

Opportunities with the community

Action: Celebrate RAP Progress

Commitment: 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.

Goal: We will actively monitor, celebrate, and continue developing our Reconciliation Action Plan (RAP) across all services, in collaboration with our wider communities including the UOW community and the AECG Northern Illawarra (NI) community. This ongoing process will ensure our RAP remains dynamic, relevant, and reflective of our shared progress toward reconciliation.

Deliverables:

- Progress on the RAP will be reviewed bimonthly by the RAP Working Group, with key achievements and updates shared with our community. Celebrations of milestones—such as completed actions, community partnerships, or cultural events—will be shared through Kinderloop, staff meetings and RAP Committee communications. Feedback from stakeholders will be gathered annually to inform the ongoing development and relevance of the RAP.

Kids' Uni Leadership Team **Due Date:** 10/04/26
- We will measure the impact of our RAP on our community through pre- and post-implementation surveys conducted with educators, families, and key stakeholders. Survey results will be reviewed annually to assess changes in knowledge, attitudes, and practices relating to Reconciliation. Insights gained will inform continuous improvement of RAP strategies and guide future actions across all services.

Kids' Uni Leadership Team **Due Date:** 04/12/26

