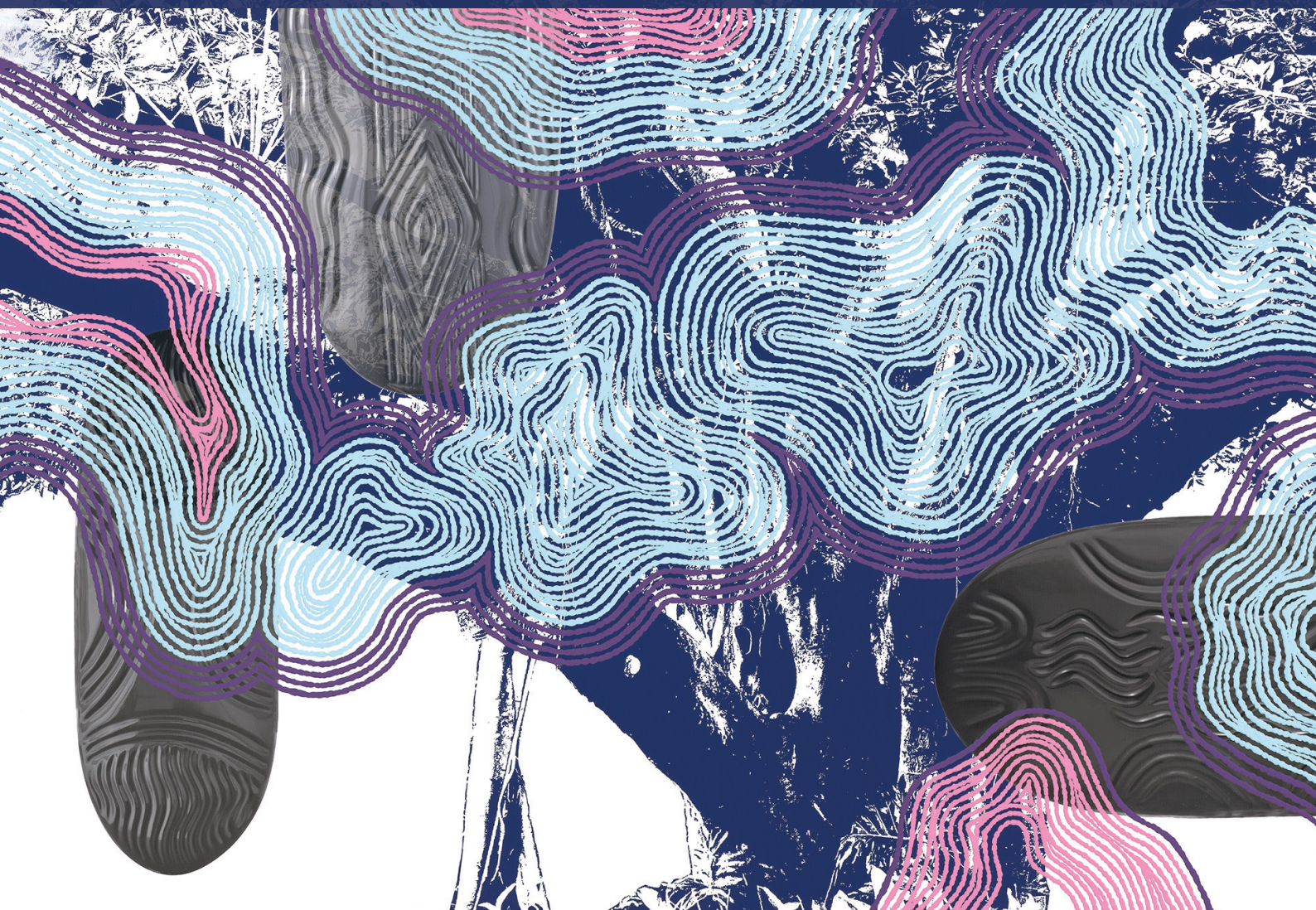


RECONCILIATION ACTION PLAN

Narragunnawali
Reconciliation in Education

BRISBANE GIRLS GRAMMAR SCHOOL
2025-2026

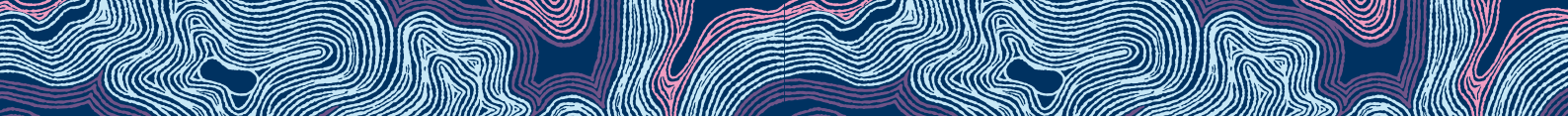
NAKRA
GUNNA
WALI



BRISBANE GIRLS GRAMMAR SCHOOL



RECONCILIATION
AUSTRALIA



Aspiration

Lives Enriched by Learning

Intent

Proud of our Grammar tradition, we are a secondary school that establishes the educational foundation for young women to contribute confidently to their world with wisdom, imagination and integrity.

Guiding Principles

Systematic curiosity in teaching, learning and research

Judicious and ethical action

Life-wide learning

Stewardship and sustainability

Belonging and wellbeing

Purposeful community engagement



Acknowledgement of Country

In the spirit of reconciliation, Brisbane Girls Grammar School acknowledges the Traditional Custodians of the Lands on which our campuses stand, the Turrbal, Jagera and Kabi Kabi Peoples, and all First Nations people in our school community. We honour and respect their Elders past, present and of the future, and recognise that these Lands have always been places of teaching and learning. We are grateful for thousands of generations of caring for Country and seek to walk in solidarity with the First Peoples of our nation for reconciliation, justice and healing.

From the Principal

“Our motto is a united Australia, one that respects the land and the heritage of its Indigenous peoples and provides justice and equity for all.”

—Jackie Huggins, Co-chair National Congress of Australia's First Peoples

The notion of equity is the reason Brisbane Girls Grammar School exists at all: to provide girls an education equal to that of their brothers.

This word, equity, is at the heart of reconciliation: recognition of the rights of Australia's First Nations Peoples—and Indigenous peoples the world over—as the custodians of the land on which we stand today. What we must reconcile is immense, but it is through a shared belief in, and commitment to, equity that Indigenous and non-Indigenous peoples can come together in the spirit of reconciliation for a future grounded in optimism, kindness, and love.

Without a deeper understanding of Australia's history, we cannot possibly achieve a fairer future for all who call this great nation home. This understanding is the principle that guides the actions outlined in this first iteration of our School's Reconciliation Action Plan, which is underpinned by three pillars: relationships; respect; and opportunities.

This plan is so much more than words on a page—it is a commitment to understanding the experiences of First Nations Peoples, and taking meaningful action to, as a School community, walk in solidarity with the First Peoples of our nation for reconciliation, justice and healing.

As Dr Lowitja O'Donoghue, Aboriginal rights activist and patron of the Lowitja Institute—who was stolen from her mother at the age of two—said when named Australian of the Year in 1985, 'Together we can build a remarkable country, the envy of the rest of the world'.

This document outlines how Brisbane Girls Grammar School, its staff, students and broader community, intends to contribute to this goal.

Ms Jacinda Euler Welsh
Principal



Vision for Reconciliation

Our vision for reconciliation is to foster a deep learning and understanding of the true histories of this continent and the current experiences and perspectives of Aboriginal and Torres Strait Islander Peoples. Through engaging with, respecting, and valuing the diverse experiences, languages, cultures and perspectives of First Nations Peoples, we enrich our learning practices and environments. Brisbane Girls Grammar School makes a commitment to advocating for reconciliation in the classroom, around the school, and with the community. As an inclusive and principled School community, we celebrate belonging, and value diverse histories, cultures, languages, ancestry, rights, laws and lores, of Aboriginal and

Torres Strait Islander people as part of our shared national identity. We value the voices of Aboriginal and Torres Strait Islander peoples in our school and broader communities and commit to ensuring that opportunities are provided to amplify those voices. As a School community we seek to walk alongside First Nations People, building authentic, reciprocal relationships, learning from those who are willing to share their knowledge with us, and advocating for equal and equitable rights for all. As part of our stewardship of our physical, cultural and learning environments, we seek to be guided by the interconnectedness of First Nations peoples' cultures and their connections to Country. In so doing, we bring that cultural awareness into care for self, each other,

the living environment, and our shared futures. We support active citizenship and curiosity amongst students by inviting them to listen to the wisdom and perspectives of First Nations Peoples. As bold, independent learners, students reflect on how to practice reconciliation in their own lives.

BGGS Campuses



The School's Main Campus at Spring Hill, Brisbane

Meeanjin—the place of the blue water lilies—is situated on the traditional lands of the Turrbal/Jagera people.

The School's Sporting Campus at Fig Tree Pocket, Brisbane

The School's Sporting Campus at Fig Tree Pocket is also situated on the traditional lands of the Turrbal/Jagera people.

The School's Outdoor Education Campus outside of Imbil, Mary Valley

Imbil—a Kabi word meaning bamboo vine—in the Mary Valley, is situated on the traditional lands of the Kabi Kabi people.

History of Reconciliation at BGGGS

The concept of a Reconciliation Action Plan (RAP) was introduced in 2006 by Reconciliation Australia and is based on three pillars: *respect* for culture, history, and rights of Indigenous peoples; building strong and respectful *relationships* between Indigenous and non-Indigenous peoples; and creating *opportunities* for Aboriginal and Torres Strait Islander peoples. A RAP is an organisation's formal statement of commitment to reconciliation, with a customised plan that outlines specific steps and initiatives to strengthen relationships, respect, and opportunities. For BGGGS, reconciliation means acknowledging the past, connecting in the present and inspiring the future.

The RAP is designed to lead to a higher level of knowledge and pride in Indigenous histories, cultures, and contributions amongst staff and students, embedding respect for the world's longest-surviving cultures and communities. It allows us to measure our commitment to reconciliation by providing clear, measurable goals, built upon relationships, respect and opportunity, and provides a framework for BGGGS to foster stronger relationships with Indigenous Australians, promote cultural awareness and embed the Aboriginal and Torres Strait Islander histories and cultures cross curriculum priority into our teaching and learning.

Reconciliation initiatives have been undertaken at Brisbane Girls Grammar School since 2014, when the Uralla Club was formed by two passionate students, Josefine Ganko (2015) and Anna McArthur-Dowty (2015). The aim of the Uralla Club is to build understanding throughout the School about the strength and resilience shown by First Nations Peoples in the face of discrimination, while also celebrating the continued significance of their culture and history with the focus firmly on positive steps forward.

The Uralla Club Student Leaders, staff and students gather for meetings to discuss how to raise awareness about current challenges facing First Nations Peoples and share their perspectives about steps towards reconciliation.

Significant dates of focus for the Uralla Club include National Reconciliation Week, National Close the Gap Day, National Sorry Day, NAIDOC Week, and Diversity Day. The group also fundraises to support the Queensland Children's Hospital's Indigenous Liaison Centre.

Students, staff and parents were involved in contributing to the development of the RAP document and it is also endorsed by Reconciliation Australia.

RAP Working Group

In addition to the Uralla Club, BGGGS' Reconciliation Working Group meets to consider opportunities for students, teachers, and professional staff to learn about First Nations cultures, and plan events and experiences to enable staff, students and the BGGGS community to deepen their understanding of First Nations culture and identities.

RAP Working Group Members

Name	Position
Abby Hills	Staff (teaching)
Kim Wood	Staff (teaching)
Susan Garson	Staff (teaching)
Lynne Mungomery	Staff (teaching)
Lucy Ernst	Staff (non-teaching)

RELATIONSHIPS



RAP Actions	Commitment
In the classroom	
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.
Around the School	
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 school 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 school 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.
With the community	
Welcome to Country	Where appropriate, significant events at our school commence with a Welcome to Country. Protocols for welcoming visitors to Country have been apart 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.
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.
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 school.

RESPECT



RAP Actions	Commitment
In the classroom	
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.
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 school operates.
Around the School	
Elders and Traditional Owners Share Histories and 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.
Care for Country	We commit to actively connecting with, and caring for, the Country/place on which our school 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
With the community	
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 at your school 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.
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



RAP Actions	Commitment
In the classroom	
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.
Around the School	
Inclusive Policies	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.
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.
With the community	
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.



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