



INNOVATE RECONCILIATION ACTION PLAN

JANUARY 2023 – JANUARY 2025



SEA OF OPPORTUNITY

This work depicts and acknowledges the coming together of two camps in communication, purpose and relationship.

Their shared objectives, dictate a shared pathway and direction.

The result of their combined and concerted effort, is the reward, of True Reconciliation.

Artist Muraay Djeripi



MESSAGE FROM RECONCILIATION AUSTRALIA CEO KAREN MUNDINE



Reconciliation Australia commends Steiner Education Australia on the formal endorsement of its second Innovate Reconciliation Action Plan (RAP). Since 2006, RAPs have provided a framework for organisations to leverage their structures and diverse spheres of influence to support the national reconciliation movement.

With close to three million people now either working or studying in an organisation with a RAP, the program's potential for impact is greater than ever. Steiner Education Australia continues to be part of a strong network of more than 2,200 corporate, government, and not-for-profit organisations that have taken goodwill and transformed it into action.

The four RAP types – **Reflect**, **Innovate**, **Stretch** and **Elevate** – allow RAP partners to continuously strengthen reconciliation commitments and constantly strive to apply learnings in new ways.

An Innovate RAP is a crucial and rewarding period in an organisation's reconciliation journey. It is a time to build the strong foundations and relationships that ensure sustainable, thoughtful, and impactful RAP outcomes into the future.

An integral part of building these foundations is reflecting on and cataloguing the successes and challenges of previous RAPs. Learnings gained through effort and innovation are invaluable resources that Steiner Education Australia will continuously draw upon to create RAP commitments rooted in experience and maturity.

These learnings extend to Steiner Education Australia using the lens of reconciliation to better understand its core business, sphere of influence, and diverse community of staff and stakeholders.

The RAP program's emphasis on *relationships*, *respect*, and *opportunities* gives organisations a framework from which to foster connections with Aboriginal and Torres Strait Islander peoples rooted in mutual collaboration and trust.

This Innovate RAP is an opportunity for Steiner Education Australia to strengthen these relationships, gain crucial experience, and nurture connections that will become the lifeblood of its future RAP commitments. By enabling and empowering staff to contribute to this process, Steiner Education Australia will ensure shared and cooperative success in the long-term.

Gaining experience and reflecting on pertinent learnings will ensure the sustainability of Steiner Education Australia's future RAPs and reconciliation initiatives, providing meaningful impact toward Australia's reconciliation journey.

Congratulations Steiner Education Australia on your second Innovate RAP and I look forward to following your ongoing reconciliation journey.

Karen Mundine
Chief Executive Officer
Reconciliation Australia

OUR VISION

Steiner Education Australia acknowledges that Aboriginal and Torres Strait Islander peoples are the Traditional Owners of this vast and beautiful land and its seas across Australia and have been its caretakers for tens of thousands of years. We pay our respects to Traditional Owners and Elders past, present and future.

We recognise the diversity within and across Aboriginal and Torres Strait Islander communities and commit to considering this in all our interactions.

We acknowledge the impact of colonisation and the need to heal the trauma this inflicted on lives, cultures, families and rights to live on Traditional Lands. We recognise the strengths and resilience of Aboriginal and Torres Strait Islander peoples and cultures in the face of these intergenerational injustices and impacts.

OUR VISION FOR RECONCILIATION

As a peak educational organisation that supports, represents and advocates for Steiner education in Australia in diverse contexts, our vision for reconciliation is to inspire Steiner schools, the broader education sector and the community to fully embrace Aboriginal and Torres Strait Islander perspectives in the education of all children who are our future.

Within our own organisation we will:

- Continue to build mutually respectful relationships with Aboriginal and Torres Strait Islander peoples.
- Explore in partnership with Aboriginal and Torres Strait Islander peoples the alignment between Steiner education and Aboriginal and Torres Strait Islander knowledge and cultural and spiritual perspectives – pedagogically, environmentally and socially.
- Increase and maintain a commitment to continually renewing our clarity of this alignment and its inclusion and application within the Australian Steiner Curriculum, its framework, teaching methodologies and resources.

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Photo courtesy of Milkwood Steiner School.



Photo courtesy of Linuwel School.





- Maintain and build on our commitment to promotion of respect for Aboriginal and Torres Strait Islander peoples, cultures, histories and Aboriginal and Torres Strait Islander peoples' contributions to a sustainable future. This will involve recognition of reconciliation in education embedded in all areas of studies, on a whole school level, using a strength-based approach and recognising the diversity of Aboriginal and Torres Strait Islander histories and cultures. It will also promote transformational relationships with local Aboriginal and Torres Strait Islander communities.
- Promote, and bring into practical action, access to Steiner schooling for Aboriginal and Torres Strait Islander children in Australia.
- Actively promote Reconciliation Australia's Narragunnawali: Reconciliation in Education program, and the development of Narragunnawali Reconciliation Action Plans in member schools.
- Actively move towards being an Ally to Aboriginal and Torres Strait Islander peoples through the prioritised actions in the SEA Innovate RAP.
- Accept the invitation of the Uluru Statement from the Heart (voice, treaty, truth) and the call for a First Nations Voice to Parliament protected by the Constitution.
- Acknowledge and support sovereignty of Aboriginal and Torres Strait Islander peoples which pre-exists state sovereignty.



Photo courtesy of Milkwood Steiner School.



OUR BUSINESS

Steiner education began in Australia in 1957 on the leafy north shore of Sydney with a school opening soon after in Dural and a few years later in Melbourne until it has grown to over 50 schools.

Steiner Education Australia is the not for profit national association/peak body representing 50 Steiner/Waldorf schools and 16 Associate members throughout the states and territories of Australia. Each organisation is independent, but through working together we provide a national voice to promote and support Steiner education in Australia.

SEA'S MISSION

- To promote, represent and support the principles of Rudolf Steiner education
- To advocate for Steiner education in Australia

SEA is a national body and has one office located in Chatswood, Sydney. SEA operates with a small team of four staff: CEO, Operations Manager, Education Officer and Finance and Projects Officer.

We currently employ no Aboriginal and Torres Strait Islander staff in our small staff of four employees. We have aspirations for future employment of Aboriginal and Torres Strait Islander staff under contract for specialist work as well as for longer term roles and this is embedded in our RAP deliverables.



Photo courtesy of Milkwood Steiner School.





OUR RAP

SEA, as peak body for Steiner education in Australia, will, through this second Innovate RAP, continue to show leadership in developing deeper cultural understandings and to inspire Steiner schools, the broader education sector and community to fully embrace reconciliation. Our vision is to increase knowledge and understanding of the histories and cultures of Aboriginal and Torres Strait Islander peoples including through truth-telling of the wrongs of the past, and to provide support for positive action. We will do this through a focus on developing cultural competence and developing allyship and activities to support allyship within our organisation and across schools.

The RAP Working Group comprises four members. Two within the organisation are the Chief Executive Officer Dr Virginia Moller and Education Officer Peggy Day, who champions the RAP. Bernard David, a descendant from the Lama (Yam Island) / Tudu (Warrior Island) in the Torres Straits and Kaantju Pama from Cape York Peninsula is the Men's Health Manager Apunipima Cape York Health Council and a member of our RAP Working Group.

We have Steve Evans as the fourth member of our RAP Working Group. He is experienced working with Aboriginal and Torres Strait Islander communities and liaison with government in his role as a director of the Cultural Enhancement Group in Cairns.

We have begun to organise an external Aboriginal and Torres Strait Islander Advisory Group and the further work on this is included as a deliverable in our RAP.



Photo courtesy of Milkwood Steiner School.

WHERE WE HAVE BEEN & WHERE WE ARE GOING

A survey completed in 2018 shows that only 175 Aboriginal students were enrolled, spread over 50 schools and only 5 Aboriginal teachers are employed in Steiner schools. SEA hopes that with deepening understanding and connection, schools will be able to cooperate with Aboriginal and Torres Strait Islander peoples to support education in ways appropriate to each location. In October 2022 we will conduct a similar survey. This will further inform our future actions.

Already we know that most schools do have some connection to a local Aboriginal and Torres Strait Islander community, organisation or individual. SEA is committed and highly motivated to continue to support school connection extensively into the future to help work together with local Aboriginal and/or Torres Strait communities. To support schools to develop key relationships with local communities, SEA funded two cultural advisors to work with two schools to help initiate and deepen connections with local communities, so schools can then continue to this important work. This trial was developed in the recognition that the greatest thing holding back development of successful Narragunnawali RAPs was the lack of confidence, understanding and knowledge of how to create two-way connections with the school and local communities. The report of this project has helped inform further support initiatives as embedded in this second innovate RAP. This includes the aim to support every school to employ cultural advisors.

SEA has also established support to schools in developing Narragunnawali RAPs through the SEA Professional Partner program which provides schools access to advisors that mentor leadership, link to cultural awareness programs/strategies and help develop key relationships with local communities. These support strategies have been developed in light the positive results of the trial. We also know that at least two Steiner teacher training centers offer scholarships to Aboriginal and Torres Strait Islander teacher education students and will encourage schools to communicate this to local communities.

We have encouraged sharing of school RAP journeys through conferences, newsletters and Zoom sessions in an ongoing way. An example of an innovative program from Milkwood Steiner School in Darwin is included here, in which the local cultural advisors worked with students to build fish traps as one example of their commitment to incorporate Aboriginal and Torres Islander knowledges into all learning areas.

<https://www.steinereducation.edu.au/latest-news/milkwood-steiner-school-yolngu-fish-traps-project/>

We have reached out to the local Manly and then Ryde and Hornsby AECG with a view to making connections with local communities, but this has been significantly hampered due to Covid 19 restrictions over 2020/2021. This will be actioned as a priority as part of the 2023 – 2025 Innovate RAP deliverables.

During the first Innovate SEA RAP the number of schools with a RAP published on the Narragunawali website grew from 1 school to 12 schools with the support of SEA. We want to at least double that number during the life of the second SEA Innovate RAP. We will be encouraging existing RAP schools to partner with schools developing RAPs. This project is outlined in the RAP deliverables below.



Photo courtesy of Milkwood Steiner School.





RELATIONSHIP AND ENGAGEMENT TODAY

In addition to the engagement activities noted in the section above, SEA has continued to include First Nations speakers in all of our conferences and national meetings. This has brought an opportunity for SEA to build rich networks and partnerships.

These have included an ongoing partnership with Evolve Communities. Aunty Munya Andrews and Carla Rogers have provided cultural awareness training for SEA Board and secretariat. Aunty Munya has given presentations at the 2019 National Teachers' Conference with the theme *Renewal for the 21st Century*; 2020 Conference SEA/ Sydney University CREATE Centre *Dancing the Divide*; and provided discounted offerings to Steiner schools for cultural awareness training videos. SEA has also developed connections with the Yidindji Nation as this sovereign state aims to develop a Cultural Immersion curriculum and explore links to alignment of pedagogies. SEA has developed connections with Dr Ngaire Brown who is leading a Cultural Immersion School Initiative in Nowra on the South Coast of NSW. She is using her knowledge and experience built from an extensive career in well-being and education for the development of a school which hopes to incorporate Steiner education principles and practices.

In every SEA National Delegates' meeting we have schools sharing their reconciliation journeys which has been an inspiration to schools considering starting the Narragunnawali RAP journey.

We have also continued to work with an External Advisory Group (previously termed the Alignment Group) whose next focus will be to steer a project to embed changes and additions to the Aboriginal and Torres Strait Islander content in version 9.0 of the Australian Curriculum into the Australian Steiner Curriculum. This will help realise one of SEA core objectives, which is to explore and put into practical application the alignment of Steiner education and Aboriginal and Torres Strait Islander knowledges, cultural and spiritual perspectives- pedagogically, economically, and socially. This group comprises Aboriginal and Torres Strait Islander representatives as well as non-Indigenous Steiner colleagues who carry a deep commitment to working with Aboriginal and Torres Strait Islander reconciliation and allyship.



Photo courtesy of Milkwood Steiner School.



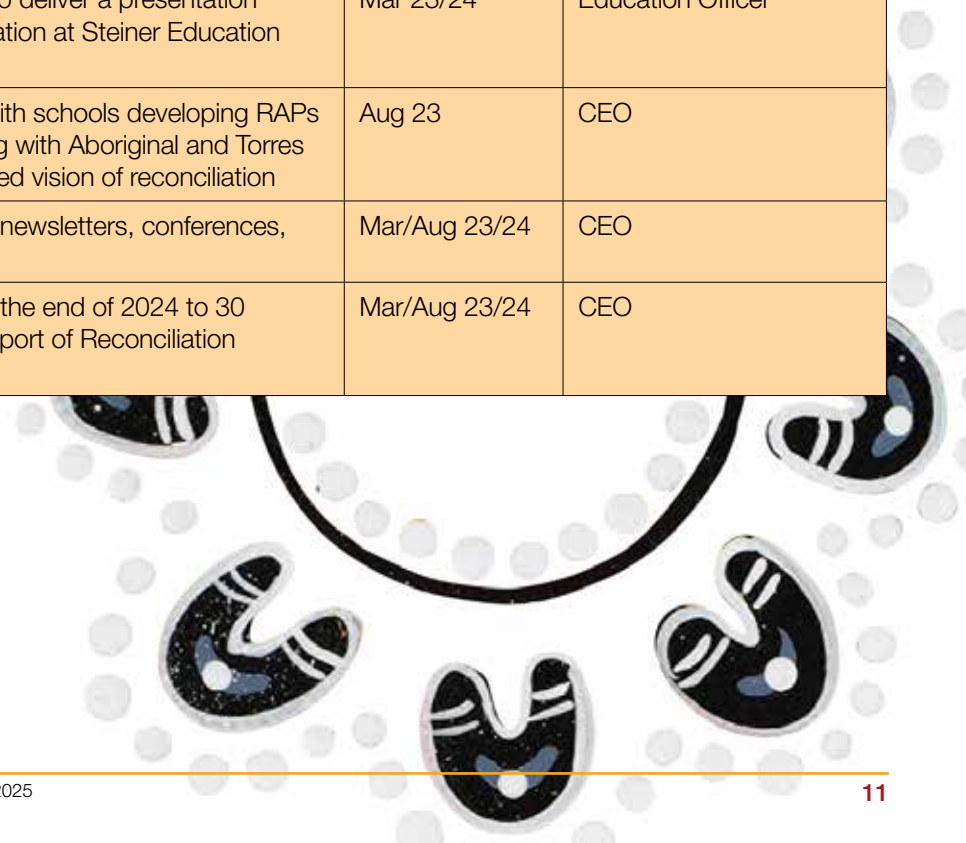
RELATIONSHIPS

The deepening of knowledge and understanding of the need for reconciliation is brought about through authentic connection and sharing between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians. This includes exploration with each other of what it means to be human within the acknowledgement of the diverse experiences and perspectives of Aboriginal and Torres Strait Islander peoples. This will enable growth of perspectives, expansion of consciousness and truly bring transformation, both being underpinning purposes of Steiner education itself.

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
1. Establish and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations	Meet with local Aboriginal and Torres Strait Islander stakeholders and organisations to develop guiding principles for future engagement: local Aboriginal Education Consultative Groups (AECG), External Aboriginal Advisory Committee	Mar 23	Education Officer
	Develop and implement an engagement plan to work with Aboriginal and Torres Strait Islander stakeholders and organisations	Mar 23	Education Officer
2. Build relationships through celebrating National Reconciliation Week (NRW)	Circulate Reconciliation Australia's NRW resources and reconciliation materials to our staff and SEA Member schools	May 23/24	Education Officer
	RAP Working Group members to participate in an external NRW event	27 May – 3 Jun 23/24	Education Officer
	Encourage and support staff and SEA Board to participate in at least one external event to recognise and celebrate NRW	27 May – 3 Jun 23/24	Education Officer
	Organise at least one NRW event each year	27 May – 3 Jun 23/24	Operations Manager
	Register all our NRW events on Reconciliation Australia's NRW website	May 23/24	Education Officer
3. Promote reconciliation through our sphere of influence	Develop and implement a staff engagement strategy to raise awareness of reconciliation across our workforce	Mar 23	CEO
	Communicate our commitment to reconciliation publicly	Mar 23	CEO
	Explore opportunities to positively influence our external stakeholders to drive reconciliation outcomes	Mar 23/24	CEO
	Collaborate with RAP organisations and other like-minded organisations to develop innovative approaches to advance reconciliation e.g. Reconciliation in Education Network Group (RING NSW)	Mar 23	CEO



ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
4. Promote positive race relations through anti-discrimination strategies	Conduct a review of HR policies and procedures to identify existing anti-discrimination provisions, and future needs	Mar 23	Operations Manager
	Develop, implement, and communicate an anti-discrimination policy for our organisation	Aug 23	Education Officer
	Engage with Aboriginal and Torres Strait Islander staff and/or Aboriginal and Torres Strait Islander advisors to consult on our anti-discrimination policy	Apr 23	Education Officer
	Educate SEA staff, and SEA Board on the effects of racism and provide support to Steiner schools to develop school based approaches to educating on the effects of racism	May 23	Education Officer
5. Promote Narragunnawali: Reconciliation in Education to staff and external stakeholders	Invite Reconciliation Australia's Narragunnawali team to deliver a presentation and/or provide resources about reconciliation in education at Steiner Education Australia's Conferences	Mar 23/24	Education Officer
	Promote existing RAP schools to build relationships with schools developing RAPs to share experiences, projects and ways of connecting with Aboriginal and Torres Strait Islander peoples which in turn promote the shared vision of reconciliation	Aug 23	CEO
	Promote Narragunnawali to our stakeholders through newsletters, conferences, and at delegates' meetings	Mar/Aug 23/24	CEO
	Increase the number of Steiner schools with RAPs by the end of 2024 to 30 schools and track with the bookmark feature with support of Reconciliation Australia	Mar/Aug 23/24	CEO





RESPECT

A key element of our vision is to build mutually respectful relationships with Aboriginal and Torres Strait Islander Peoples. We believe respect for histories, cultures and protocols is at the core of relationships from which partnerships can be built, deeper mutual understandings established, and opportunities created.

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
6. Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning	Conduct a review of cultural learning needs within our organisation	Oct 23	Education Officer
	Consult local Traditional Owners and/or Aboriginal and Torres Strait Islander advisors to inform our cultural learning strategy	Feb 23	Education Officer
	Develop, implement, and communicate a cultural learning strategy document for our staff	Mar 23	CEO
	Provide opportunities for RAP Working Group members, SEA Board and other key school leadership staff to participate in formal and structured cultural learning through Evolve Communities and/or other providers	Apr/Aug 23/24	Education Officer
7. Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols	Increase SEA staff, Board and member schools' understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols. This will be at SEA national delegates' meetings and at SEA Board meetings and SEA office team meetings	Mar/Aug 23/24	CEO
	Develop, implement, and communicate a cultural protocol document, including protocols for Welcome to Country and Acknowledgement of Country	Feb 23	Education Officer
	Invite a local Traditional Owner or Custodian to provide a Welcome to Country or other appropriate cultural protocol at significant events each year, including national SEA member school delegates' meetings and national conferences	Feb/Apr 23 Mar/May/Aug 23/24	Education Officer
	Include an Acknowledgement of Country or other appropriate protocols at the commencement of important meetings	Mar/May/Aug 23/24	CEO
8. Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week	RAP Working Group to participate in an external NAIDOC Week event	First week in July 23/24	Education Officer
	Review HR policies and procedures to remove barriers to staff participating in NAIDOC Week	Mar 23	Operations Manager
	Promote and encourage participation in external NAIDOC events to all staff	First week in July 23/24	Education Officer



OPPORTUNITIES

By promoting access to Steiner schooling for Aboriginal and Torres Strait Islander children and increasing opportunities for Aboriginal and Torres Strait Islander teachers to work in Steiner schools, we will create opportunities for mutually beneficial outcomes through sharing of knowledge systems, pedagogical practices and ways of being in relationship to the world. This is important to deepen relationships, respect and work in the world together.

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
9. Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention, and professional development	Build understanding of current Aboriginal and Torres Strait Islander staffing in SEA member schools to inform future employment strategies and professional development opportunities.	Mar 23	Education Officer
	Engage with Aboriginal and Torres Strait Islander advisors to consult on our recruitment, retention and professional development strategy.	Mar 23	CEO
	Develop and implement an Aboriginal and Torres Strait Islander recruitment, retention and professional development strategy.	Jul 23	CEO
	Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders.	Jul 23	Operations Manager
	Review HR and recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace.	Jan 23	Operations Manager
10. Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes	Develop and implement an Aboriginal and Torres Strait Islander procurement strategy	Jan 23	Operations Manager
	Investigate Supply Nation membership	Jan 23	Operations Manager
	Develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses to staff and SEA Member schools	Mar 23	CEO
	Review and update procurement practices to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses	Nov 23	Operations Manager
	Develop commercial relationships with Aboriginal and/or Torres Strait Islander businesses	Jan 24	Operations Manager





ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
11. Increase support for Aboriginal and Torres Strait Islander students by implementing findings of the Culturally Nourishing Schools Project	Steiner schools with Aboriginal and Torres Strait Islander students participate in a series of sessions with Dr Kevin Lowe to share their practices and develop deeper understandings in support of Aboriginal and Torres Strait Islander students	Oct 23	Education Officer
	Improve teachers' understandings and professional practices in support of Aboriginal and Torres Strait Islander students by building on findings from the Culturally Nourishing Schools Project (Lowe et al., 2021)	Jul 23	Education Officer
	Provide ongoing professional learning opportunities to support schools to establish long-term collaboration between Aboriginal and Torres Strait Islander families, communities, and schools through on-going implementation of Culturally Nourishing Schools research recommendations	Dec 23/24	Education Officer
	Support ongoing collaborative professional learning of teachers online to enable sustainable culturally nourishing pedagogical practices facilitated by Aboriginal and Torres Strait advisors	Apr 23/24	Education Officer
12. Develop a whole-school model of schooling that supports the needs and aspirations of Aboriginal and Torres Strait Islander students	Investigate involvement in the Culturally Nourishing Schools Project (UNSW)	Feb 23	CEO
	Deepen school leader knowledge and development of leadership engagement in developing a living, localised whole school model through online collaborative Professional Learning facilitated by cultural advisors	Feb 23	CEO
13. Embed practical realisation of the alignment of Steiner education and Aboriginal and Torres Strait Islander knowledge, cultural and spiritual perspectives into the Australian Steiner Curriculum	Review and rewrite the Australian Steiner Curriculum Framework (ASCF) with Aboriginal and Torres Strait Islander perspectives, content descriptions and elaborations to reflect the contemporary depth of pedagogy	Nov 23	Education Officer
	Employ Aboriginal and Torres Strait Islander contractors based on recommendations from the SEA RAPWG and SEA External Advisory Group recommendations	Nov 23	CEO
	Support curriculum writers and Aboriginal and Torres Strait Islander consultants/contractors to work through each subject to embed authentic perspectives of our times and to meet recognition of version 9.0 Australian Curriculum. As each subject is completed it will be sent to schools for feedback	Feb/Jun 23	Education Officer
	Gather final feedback from Aboriginal and Torres Strait Islander consultants /the SEA RAPWG and SEA External advisory Group	Sep 23	Education Officer
	Send final document to ACARA for recognition	Nov 23	CEO



ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
14. Promote access to Steiner schooling for Aboriginal and Torres Strait Islander children in Australia	Support Steiner schools to provide scholarships for Aboriginal and Torres Strait Islander students	Mar/Aug 23	Education Officer
	Raise awareness of access to Steiner schooling at delegates' meetings and discuss and share strategies and successful implementation	Mar/Aug 23	Education Officer
	Identify and work with initiative groups to support access and facilitate government networking	Mar/Aug 23	Education Officer
15. Promote better access to Steiner teaching opportunities for Aboriginal and Torres Strait Islander teachers in Australia	Put out a call to school communities, Aboriginal and Torres Strait Islander organisations, Yidinji government and other initiatives to find a scholarship applicant for each teacher education course in Early Childhood, Primary and High School Steiner teaching in Sydney and Melbourne	Nov/Dec 23	Education Officer
	Offer an Aboriginal and Torres Strait Islander scholarship in the Teacher Mentoring Course and the Leadership Development Program	Sep 23/24	CEO
	All teacher education providers gather feedback from Aboriginal and Torres Strait Islander tertiary students as to a mutual enrichment of culture and spirit in education	Aug 23/24	Education Officer
	Liaise with schools to highlight consultancy, teaching and administration as areas for future Aboriginal and Torres Strait Islander employment	Aug 23/24	Education Officer
	Use the SEA website to support employment of Aboriginal and Torres Strait Islander graduates of teacher education courses in schools	Sep 23	Operations Manager





GOVERNANCE

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
16. Establish and maintain an effective RAP Working Group (RWG) to drive governance of the RAP	Maintain Aboriginal and Torres Strait Islander representation on the RWG	Feb/May/Aug/ Nov 23/24	Education Officer
	Establish and apply a Terms of Reference for the RWG	Nov 23	CEO
	Meet at least four times per year to drive and monitor RAP implementation	Feb/May/Aug/ Nov 23/24	Education Officer
17. Provide appropriate support for effective implementation of RAP commitments	Define resource needs for RAP implementation	Sep 23/24	CEO
	Engage our senior leaders and other staff in the delivery of RAP commitments	Jan 23/24	CEO
	Define and maintain appropriate systems to track, measure and report on RAP commitments	Jan 23	Education Officer
	Appoint and maintain an internal RAP Champion from senior management	Jan 23	CEO
18. Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally	Contact Reconciliation Australia to verify that our primary and secondary contact details are up to date, to ensure we do not miss out on important RAP correspondence	Jun 23/24	Operations Manager
	Contact Reconciliation Australia to request our unique link, to access the online RAP Impact Measurement Questionnaire	1 Aug annually	Education Officer
	Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia	30 Sep annually	CEO
	Report RAP progress to all staff and SEA Board quarterly	Feb/May/Sep/ Nov 23	CEO
	Publicly report our RAP achievements, challenges and learnings, annually	May 23/24	CEO
	Investigate participating in Reconciliation Australia's biennial Workplace RAP Barometer	May 24	CEO
	Submit a traffic light report to Reconciliation Australia at the conclusion of this RAP	Nov 24	CEO
19. Continue our reconciliation journey by developing our next RAP	Register via Reconciliation Australia's website to begin developing our next RAP	May 24	CEO

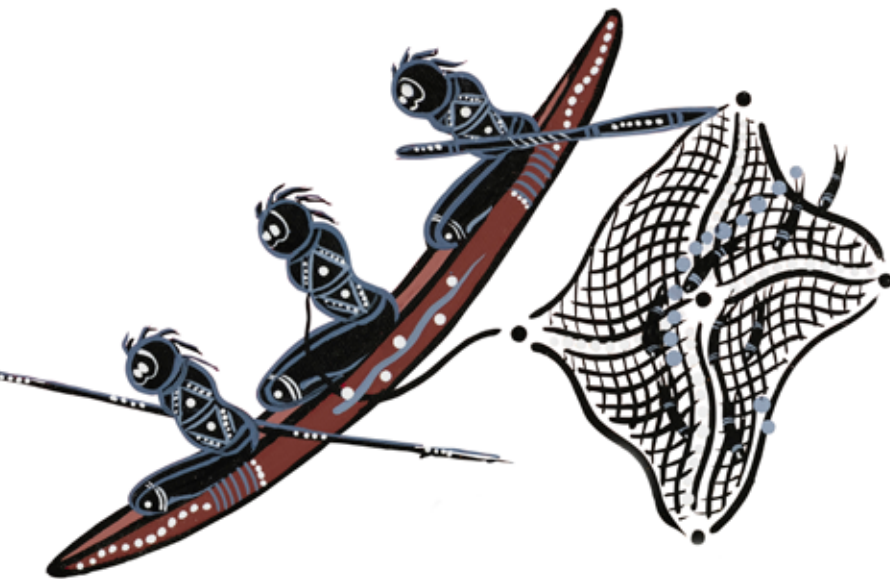
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