
Reconciliation Action Plan (RAP) Working Group
CHE Action Plan
2026-2028



Art by Anna Dowling, commissioned by the CHE RAP Working Group

Artist: Anna Dowling, Yamatji, Badimia woman from South Australia

Description of Design: The artwork includes a black and white central gathering circle to represent the Reconciliation Action Plan Working Group for the College of Nursing and Health Science. The gathering will represent the group planning and working together. Detail within the gathering circle represents the contributions made towards reconciliation within the College. The outer design is divided into four areas to reflect the importance of connection to Country, culture, spirituality, and ancestry as these areas strongly support health and wellbeing from cultural perspectives.

Cultural Concepts of Health and Wellbeing: Social and emotional wellbeing is a holistic concept that includes mental health and encompasses the importance of connection to Country, culture, spirituality and ancestry, and how these affect the health and wellbeing of the individual and the community (Gee et al. 2014).

Background

Reconciliation Action Plans (RAPs), led by Reconciliation Australia, provide a framework for organisations to advance reconciliation through respectful relationships, opportunities, and cultural learning. Flinders University first implemented a RAP in 2020, with the current 2026–2028 plan aligned with the *Flinders University Strategic Plan: Agenda 2035 – Impact With Purpose*. Together, these frameworks reinforce the University’s commitment to Indigenous engagement, cultural capability, and equity across education, research, and employment.

The College of Health and Enablement (CHE) Working Group was established in 2021 to support implementation of the University RAP within CHE. The Working Group develops and monitors College-level actions aligned with University deliverables, contributes to annual reporting to the Office of Indigenous Strategy and Engagement, and participates in the University RAP Network to ensure consistency and shared learning.

The CHE RAP aligns with both the University RAP and CHE Strategic Plan 2023–2027 by translating institutional commitments into local, discipline-specific action. It supports key priorities including embedding Aboriginal and Torres Strait Islander perspectives in curriculum and research, strengthening partnerships, enhancing cultural capability, and advancing equity in participation and outcomes.

As a College, CHE supports staff and students in developing reconciliatory awareness, recognising the ongoing impacts of colonisation and committing to actions that promote cultural safety, respect, and equity. We acknowledge the Kurna People as the Traditional Owners of the land and honour their enduring connection to Country.

Through this RAP, CHE commits to active allyship and embedding reconciliation into teaching, research, and engagement, strengthening relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous communities.

CHE RAP Working Group Members

Co-Chairs: Associate Professor Nina Sivertsen and Tara Struck

Members: Catherine Linnett-Young, Jane Bickford, Brittany Johnson, Liz McNeill, Oluwatomilayo Omoya, Jo Dennis, Jun Pirone, Angela Rong Yang Zhang, Michelle Miller, and Jodie Brahim.

College Actions

CHE RAP activities are guided by Reconciliation Australia, the Flinders University RAP, and aligned with University and College strategic priorities (2023–2027), with a focus on equity, cultural safety, and improved health outcomes.

College actions are informed by available data and ongoing reflection on key priority areas, including:

- strengthening cultural capability among staff and students
- improving Aboriginal and Torres Strait Islander student and staff participation and success
- embedding Indigenous knowledges within curriculum and research
- fostering meaningful partnerships with Aboriginal and Torres Strait Islander communities and organisations

All actions are grounded in the Flinders University RAP principles of relationships, respect, and opportunities, ensuring they are practical, locally relevant, and contribute to sustained cultural change within the College.

Consultation and Collaboration

Consultation and collaboration are central to the CHE RAP approach. The CHE RAP Working Group works in close alignment with both the Flinders RAP Working Group Network and the CHE Aboriginal and Torres Strait Islander Collective, recognising the importance of culturally informed, locally grounded perspectives.

The CHE RAP Working Group is an active member of the Flinders RAP Working Group Network, which meets three times per year. The Network provides a structured forum to:

- drive implementation of RAP deliverables across the University
- share updates, ideas, and resources across Colleges and portfolios
- develop collaborative approaches to Aboriginal and Torres Strait Islander events and significant dates
- strengthen alignment, consistency, and collective impact

In addition, consultation with the CHE Aboriginal and Torres Strait Islander Collective is embedded in the RAP approach, with some RAP Working Group members also part of this Collective. This connection supports continuity, cultural integrity, and ensures that Aboriginal and Torres Strait Islander perspectives inform College-level priorities, decision-making, and implementation.

Participation in the RAP Network, alongside engagement with the Collective, ensures that CHE actions are informed by both broader University initiatives and local Aboriginal and Torres Strait Islander knowledge and priorities, while remaining responsive to the specific context of the College.

Through this coordinated approach, CHE ensures that College-level actions both contribute to University-wide reconciliation efforts and reflect local priorities, supporting an integrated and sustained commitment to reconciliation.

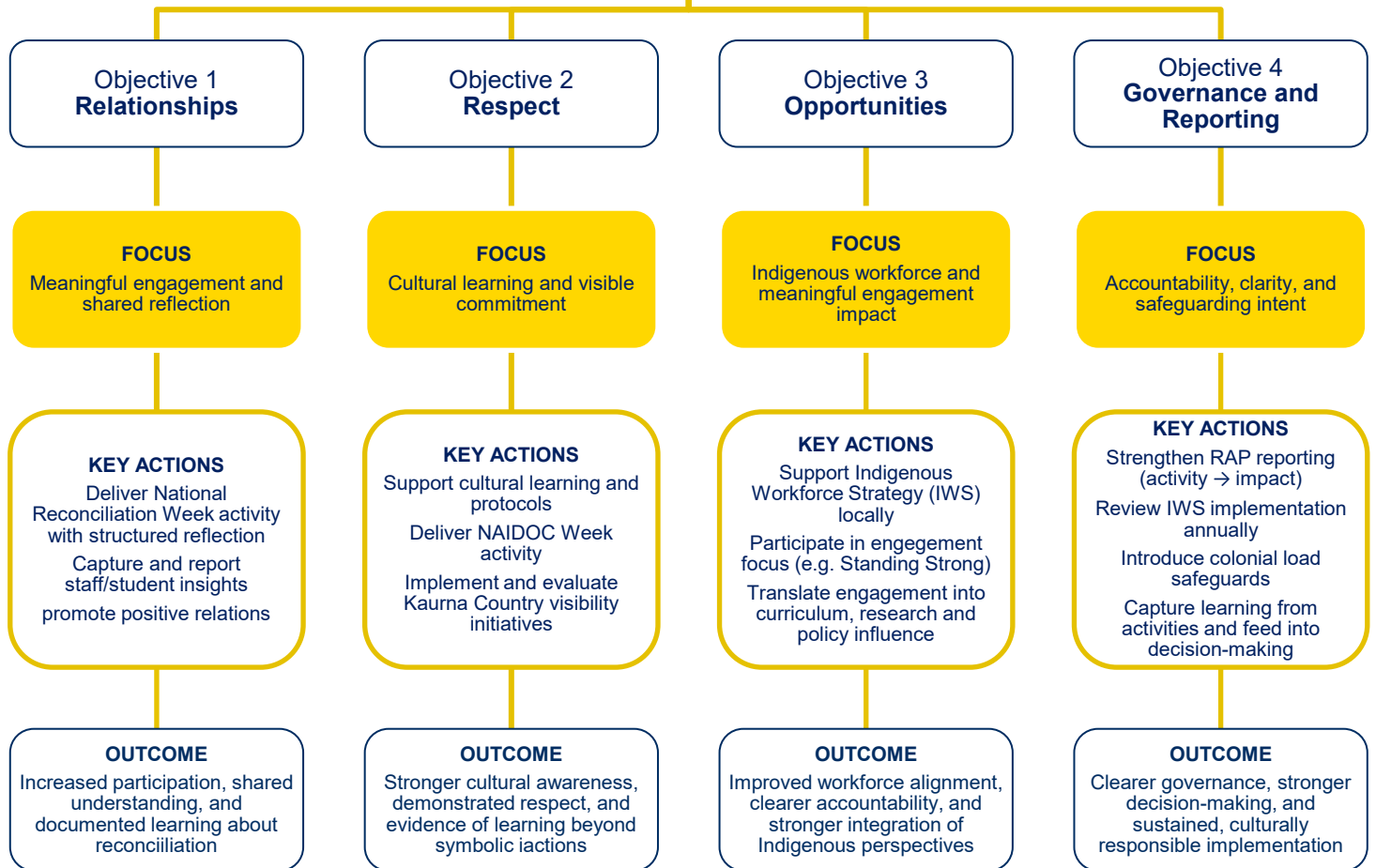
CHE RAP Working Group: Description

To embed Aboriginal and Torres Strait Islander cultural perspectives across the College in alignment with university strategies, promoting cultural safety and social responsibility grounded in truth telling, respect, and understanding.

CHE RAP Working Group: Focus

The core focus is to champion awareness and understanding of Aboriginal and Torres Strait Islander perspectives across the College, encouraging practices that foster cultural safety, truth-telling, respect and social responsibility in alignment with university strategies.

RAP WORKING GROUP ACTION PLAN 2026 - 2028



Objective 1: Relationships

Success indicators:	
A	Celebrate and engage in National Reconciliation Week (NRW)
B	Promote positive relations through anti-discrimination strategies
C	Deliver at least one facilitated NRW reflection activity with documented learning
D	Capture themes from staff/student reflections and report to PIC
E	Increase participation of staff and students in reconciliation activities

Success Indicator	Strategy	PIC representative and/or lead responsible person	Target (related to indicators)	Progress	Timeframe for completion
A	Plan and deliver annual National Reconciliation Week (NRW) activity across the College	RAP WG Chair/s + Members	At least 1 NRW activity per year	Planned annually; activity delivered with participation from staff/students; attendance and engagement noted	Annually (May)
B	Promote positive relations through communications and inclusion of anti-discrimination messaging	RAP WG + College Comms	Minimum 1 communication distribution per year	Communications scheduled/shared; content includes reconciliation and anti-discrimination messaging	Annually
C	Deliver NRW activity with structured reflection (yarning, written responses)	RAP WG	1 activity with facilitated reflection	Reflection approach implemented (e.g. yarning/written input); participation recorded	Annually
D	Capture key reflection themes and report to PIC	RAP WG Chair/s	Summary provided to PIC annually	Key themes collated and summarised; insights included in PIC reporting	Annually
E	Encourage staff and student participation in events	RAP WG + Program Leads	Participation from multiple disciplines/programs	Representation across programs evident; engagement increasing over time	Ongoing

Objective 2: Respect

Success indicators:	
A	Increase understanding of Aboriginal and Torres Strait Islander cultures through cultural learning
B	Demonstrate respect through adherence to cultural protocols
C	Celebrate NAIDOC Week to build respect and awareness
D	Embed place-based acknowledgement initiatives with evaluation
E	Capture and report learning from visibility initiatives

Success Indicator	Strategy	PIC representative and/or lead responsible person	Target (related to indicators)	Progress	Timeframe for completion
A	Promote and support cultural learning opportunities for staff	RAP WG + HR	At least 1 promoted opportunity annually	Opportunities identified and shared; staff uptake monitored where possible	Annually
B	Embed and communicate cultural protocols (Welcome/Acknowledgement)	RAP WG + College Leadership	Protocol guidance visible and used	Protocols communicated and referenced; evidence of use in meetings/events	Ongoing
C	Celebrate NAIDOC Week through College-led activities	RAP WG	Minimum 1 activity per year	Activity delivered; participation and visibility noted	Annually
D	Implement Kurna Country visibility initiative (e.g. signage/stickers)	RAP WG	Initiative implemented in key spaces	Initiative rolled out in identified spaces; materials installed	Year 1
E	Evaluate engagement/learning from visibility initiative and report insights	RAP WG	Short evaluation summary to PIC	Feedback/reflection collected; key learnings documented and reported	Year 1–2

Objective 3: Opportunities

Success indicators:	
A	Support Aboriginal and Torres Strait Islander recruitment, retention and development initiatives
B	Participate in Standing Strong, Yarning Up Loud and similar initiatives
C	Use engagement activities to inform curriculum, research and policy development
D	Strengthen alignment with Indigenous Workforce Strategy
E	Maintain distinction between Indigenous-specific workforce initiatives and broader EDI (Equity, Diversity and Inclusion) efforts

Success Indicator	Strategy	PIC representative and/or lead responsible person	Target (related to indicators)	Progress	Timeframe for completion
A	Support Aboriginal and Torres Strait Islander recruitment, retention and development initiatives	College Leadership + HR + RAP WG	Contribution to at least 1 workforce initiative	Engagement with workforce initiatives evident; contribution documented	Ongoing
B	Participate in Standing Strong, Yarning Up Loud and related engagement forums	RAP WG Members	Annual participation	Attendance at relevant forums; engagement noted in WG discussions	Annually
C	Feed insights from engagement into curriculum, research and policy discussions	RAP WG + Discipline Leads	At least 1 example of influence documented	Example(s) of influence identified and recorded; shared with PIC	Annually
D	Review local alignment with Indigenous Workforce Strategy (IWS)	RAP WG	Annual discussion documented	IWS alignment discussed; outcomes/minutes recorded	Annually
E	Maintain clarity between Indigenous-specific workforce actions and EDI (Equity, Diversity and Inclusion) initiatives	RAP WG + College Leadership	Risks/gaps identified and reported to PIC	Distinctions articulated; any risks or overlaps noted and escalated	Annually

Objective 4: Governance and Reporting

Success indicators:	
A	Provide regular written and verbal reports to PIC
B	Participate in RAP Working Group Network (three meetings annually)
C	Annual RAP WG review of Indigenous Workforce Strategy implementation, including risks and gaps
D	Introduce and document colonial load considerations in RAP WG decisions
E	Improve reporting quality to distinguish activity from impact and show learning loops

Success Indicator	Strategy	PIC representative and/or lead responsible person	Target (related to indicators)	Progress	Timeframe for completion
A	Provide structured written and verbal reports to PIC	RAP WG Chair/s	Minimum 1 report annually	Report(s) submitted; includes updates on activities, impact and risks	Annually
B	Participate in University RAP Network	RAP WG Members	3 meetings per year	Attendance recorded; key updates shared back to WG	Annually
C	Review IWS implementation and identify risks, gaps, opportunities	RAP WG	Annual review documented and shared	Review undertaken; gaps/risks identified and communicated to PIC	Annually
D	Apply colonial load check to RAP actions and document considerations	RAP WG	Colonial load noted in meeting minutes	Colonial load considerations discussed and noted where relevant	Ongoing
E	Strengthen reporting to show impact, learning, and feedback loops	RAP WG Chair/s	At least 1 example of learning-informed change		Annually

Notes on expansion of objectives 2026-2028:

1. Indigenous Workforce Strategy Support: RAP WG reviews local enactment annually and escalates risks to PIC
2. Colonial Load Safeguard: RAP WG identifies and redistributes responsibility where needed
3. Place-based Acknowledgement Evaluation: Move beyond visibility to measured learning
4. NRW Learning Capture: Document reflection and feed back into governance
5. Strengthened Reporting: Focus on impact, feedback loops, and decision influence

RELATIONSHIPS	EVENT/ACTIVITY CONTEXT
<p>Flinders University RAP Action 2</p> <p>Build relationships through celebrating National Reconciliation Week (NRW).</p>	<p>National Reconciliation Week</p> <p>Circulate Reconciliation Australia's NRW resources and Reconciliation materials to our staff and encourage all staff and students to participate.</p> <p>By sharing these resources and encouraging attendance, we aim to foster greater awareness and understanding among staff, encourage meaningful participation in reconciliation activities, and contribute to the ongoing development of respectful, positive relationships between Aboriginal and Torres Strait Islander peoples and the wider community. This initiative directly aligns with the RAP action to build strong relationships, ensuring that reconciliation becomes an active and visible part of our campus culture.</p>
<p>Flinders University RAP Action 4</p> <p>Promote positive relations through anti-discrimination strategies.</p>	<p>Call It Out!</p> <p>Promote the national 'Call it Out' campaign to all University staff and students. https://callitout.com.au/</p> <p>By encouraging staff and students to actively speak out against discrimination, we aim to create a more inclusive and respectful environment. This initiative supports our efforts to address racial inequity and build a culture where all individuals are treated with dignity and respect. Through anti-discrimination strategies, we strive to empower our community to challenge racism and contribute to a safer, more welcoming space for Aboriginal and Torres Strait Islander peoples, as well as all marginalised groups.</p>
RESPECT	EVENT/ACTIVITY CONTEXT
<p>Flinders University RAP Action 5</p> <p>Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge, and rights through cultural learning.</p>	<p>Allyship and Inclusivity</p> <p>Encourage all staff to complete cultural safety training offered via Flinders University (Your Mob Learning), and anti-racism training via Flinders University and Reconciliation SA.</p>
<p>Flinders University RAP Action 6</p> <p>Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.</p>	<p>Enhancing Visibility Project</p> <p>To enhance the visibility of the CHE as a welcoming space for Aboriginal and Torres Strait Islander peoples, the CHE RAP Working Group recommends installing Acknowledgement of Country signage to create an inclusive environment while emphasising the importance of culturally responsive practices in health and social care. Culturally responsive practice is vital for providing equitable and effective care, setting a standard for students in health and social care fields to value and respect cultural identities.</p>
<p>Flinders University RAP Action 7</p> <p>Build respect for Aboriginal and Torres Strait Islander colleagues and cultures and histories by celebrating NAIDOC Week.</p>	<p>NAIDOC Week Marching</p> <p>NAIDOC march at Tarntanyangga (Victoria Square) during NAIDOC week.</p> <p>Promote in newsletter and invite staff and students to walk together.</p>
OPPORTUNITIES	EVENT/ACTIVITY CONTEXT
<p>Flinders University RAP Action 8</p> <p>Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention, and professional development across health professions.</p>	<p>Standing Strong – Yarning Up Loud Gathering</p> <p>This annual event bringing together South Australian universities and TAFE to engage Aboriginal community voices and key partners in clinical practice, education and research.</p> <p>The CHE RAP Group's involvement in this gathering aligns with Flinders University RAP Action 8, which focuses on improving employment outcomes for Aboriginal and Torres Strait Islander peoples by increasing recruitment, retention, and professional development across health professions. Through active participation in these gatherings, the CHE RAP Group contributes to raising issues of importance, influencing curriculum design, policy development, and providing feedback on existing programs, thus supporting stronger employment pathways for Aboriginal and Torres Strait Islander people in the health sector.</p> <p>Meeting cycle:</p> <ul style="list-style-type: none"> • Gathering 1: November 2022 – Hosted by Adelaide University (Completed) • Gathering 2: July 2023 – Hosted by TAFE (Completed) • Gathering 3: 2024 – Hosted by CHE RAP Group and Nursing at Flinders University (Completed) • Gathering 4: 11 July 2025 – Hosted by Uni SA • Gathering 21-23 April 2026 – Hosted by Flinders University



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