



RADFORD COLLEGE

Reconciliation Action Plan

2026 - 2028



Year 3 students working with Jodie Munday on the Huon House banner in 2022.

THE COVER ARTWORK

In May 2022, Ms Jodie Munday partnered with the Radford College Junior School and embarked on an Artist in Residence project to create a series of House banners in collaboration with students and staff. Each banner was meticulously designed to reflect the identity of the Radford Houses. Each of the 8 Houses are named after an Australian native tree or plant and represented by a different colour.

Jodie took inspiration from drawings and sketches made by Year 3 students and turned them into large banners. She intentionally added water to each design to highlight how life-giving and important water is for all living things.

Working alongside students, Jodie used numerous sketchbook designs, enlarging them onto 3-metre-long canvases.

This collaboration is a stunning collection entitled *Yirrayirra Miyagan Mumbal* – meaning Bush Family Blossoms – a testament to the flourishing partnership between art, education and Indigenous heritage.

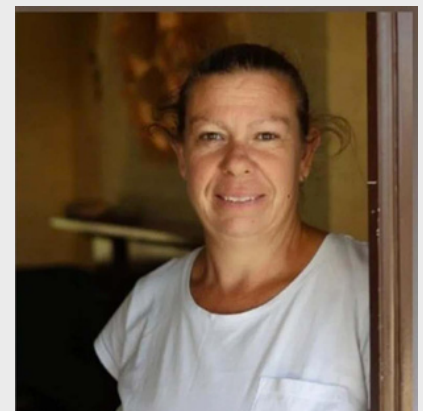


ABOUT THE ARTIST

Jodie Munday

Jodie Munday has been studying art and building her skills for most of her life. She loves working in a variety of art forms including drawing using various mediums, photography, weaving, printmaking, pottery, wood burning and painting. Many of her works are mixed media forms once completed.

Jodie loves to represent nature in her work. It is inspired by wildlife, flora, a rural lifestyle and observing patterns that she finds in different environments. She also uses elements from her Celtic, Aboriginal and British heritage in her work.



YIRRAYIRRA MIYAGAN MUMBAL (BUSH FAMILY BLOSSOMS)

Students, staff and families feel a sense of belonging and connection with the Radford College Houses.

Jodie Munday's descriptions of each banner highlight the profound gift the House banners are to the whole Radford community.



Acacia The water is central to this banner as is the vein on the leaf on this plant through which it absorbs water. The various greens represent the many varied species of Acacia native to Australia. The blossoms – pom-poms as the students call them – are light and fluffy just as wattle is when it blows in the breeze.	Banksia The water is shown to be flowing or moving water, making it very fresh and clean. The vibrant reds and oranges reflect the intense colours of the flower. The paths at the bottom show the journey that animals take to feed on this glorious bush delicacy.	Kurrajong The Kurrajong provides shade, shelter and a home to all who come to love it. Growing close to rivers and permanent waterways, this tree also provides fibre to make baskets as well as line and nets for catching fish. The roots store water which can be used by cutting the bark and sucking it in dry periods. The river depicted here has both deep waterholes and still water. The markings on the tree represent the removal of 2 to 3 layers of outer bark for processing into cord, rope and netting.	Karri This banner has pale green, almost light blue leaves and looks the best after a healthy soaking of rain. The blossoms explode out of the Karri in beautiful pinks and whites that blow softly across Country in the wind, re-seeding and starting their journey again to a grown tree. These trees also offer a natural antiseptic for handwashing and to treat wounds from the leaves and the foam on the trunk after rain.	Huon The Huon pine is one of the oldest and largest trees in Australia. The yellow diagonal lines at the top of this work depict the deep ravines and mountainous areas of Tasmania where the Huon grows. The bottom of the banner shows water with various depths and waterholes depicted in the different shades of blue and the spirals. The banner also features various animal tracks of possums, birds and kangaroos which are supported by Tasmanian forests.	Wandoo This banner shows the Wandoo with the seed pods both open and closed, illustrating different stages of the tree's life cycles and a large waterhole at the bottom. In our sometimes harsh and dry environment these waterholes are the only source of water for not only the trees, but also people and animals.	Jarrah One of our tallest trees, regularly growing over 50 m, Jarrah also has rich tannins for dyeing plant fibre. This banner shows the regularly patterned bark the Jarrah has along with the conical shaped nut or seed pods. The waterholes here are a long distance apart as these trees grow quite tall and round and require large space for their root system. They are almost as deep underground as they are above ground.	Boronia This gorgeous blossom blooms in 4 pieces and is one of the only native plants to do so. Most others bloom and seed in odd numbers. The water in this banner is represented as 3 separate waterholes travelling a path across Country just as our people, seeds, and animals do, always taking only what we need and treading lightly to allow Country to heal and regenerate.
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ACKNOWLEDGEMENT OF COUNTRY

Radford College acknowledges the Ngunnawal people, the Traditional Custodians of this Land, whose treasured cultures and customs have nourished and continue to nourish the Land on which we meet, play and learn.

We pay our respect to Elders past and present and express gratitude for their ongoing contribution towards education.

RECONCILIATION VISION

Our vision for reconciliation is an aspiration to foster an environment where the rich and diverse cultures, true histories and perspectives of Aboriginal and Torres Strait Islander peoples are not only acknowledged, but are deeply valued, and intrinsically woven into our daily life, learning and relationships.

The Radford College community will actively champion our vision for reconciliation, built upon the foundations of respect, understanding, and justice.

This vision extends beyond symbolic gestures; it is a commitment to tangible action and continuous growth.

Our commitment to reconciliation endeavours to educate young people and staff to be respectful, culturally aware, and actively engaged citizens who champion a reconciled Australia, reflecting our values of Truth, Compassion and Wisdom.



Duncan Smith OAM and Jakida Smith
from Wiradjuri Echoes taking part in the
Foundation Day service in 2024.

Message from the Principal

Mr Christopher Bradbury



It is with a sense of purpose and humility that we share the Radford College Reconciliation Action Plan (RAP). As a community, we stand on Ngunnawal land, a place of enduring cultural and spiritual significance. Our RAP is more than a document; it is a living commitment to walking alongside Aboriginal and Torres Strait Islander peoples on a shared journey of understanding, respect and healing. It is an acknowledgment that true education extends beyond the classroom and into a deeper appreciation of our nation's history and the wisdom of the oldest continuous culture.

This plan outlines concrete actions we will take to embed reconciliation into the very fabric of our school. It is an invitation for all members of our community – students, staff, parents and collegians – to engage in meaningful ways. By fostering a deeper understanding of Indigenous perspectives, we are not only enriching our educational experience but also preparing our students to be compassionate and informed citizens who can contribute to a more just and equitable society. The path to reconciliation is a

shared responsibility and I am immensely proud of the collective effort that has brought this plan to fruition.

This journey of developing our RAP has been a deeply enriching and profoundly collaborative experience. It has been shaped by the diverse voices within our own Radford family – the insights and wisdom of our staff, the thoughtful perspectives and powerful enthusiasm of our students and the commitment and guidance of our parents. I want to thank the members of the RAP Committee, our families, and the wider community for their guidance and partnership.

I am confident that through our collective commitment to the values of Truth, Compassion and Wisdom, we will build a stronger, more inclusive and more respectful Radford College for generations to come. This collective engagement is a genuine expression of our shared values and a reflection of our whole community's commitment. This is what makes it truly meaningful and ours.



Dirrum Dirrum Festival speakers Stan Grant, Shaun Christie-David, Tash Kaiser and Royston Noell with staff and students at Radford College.

Message from the Senior Chaplain

Reverend Doctor Katherine Rainger



Reconciliation is at the heart of the Christian faith. God takes the initiative to restore the broken relationship with humanity. The gift of Jesus Christ and his life, death and resurrection open a new way of relating to God and to each other.

The Anglican Church in Australia is part of the history and legacy of colonisation. Reconciliation means being *truthful* about the past and present, being committed to seeking the *wisdom* of Aboriginal and Torres Strait Islander peoples and walking together with *compassion* and solidarity.

The formal work on the Reconciliation Action Plan began with the initiative of five Year 12 students who are now collegians: Ruby Archer, Bianca Ruta, Nishita Chavalam, Aurelia Nguyen and Georgia Chen. Staff, students, family and community members have participated in the drafting and consultation process for our Reconciliation Action Plan as it stands today.

We have used the Narragunnawali RAP Framework. This framework provides a comprehensive, holistic and sustainable approach to reconciliation in education through building relationships, fostering respect and embracing opportunities in the classroom, around the College and in the community.

We have used the spellings Ngunnawal and Ngunawal in different parts of the Reconciliation Action Plan to show respect to the preferences of Traditional Custodians.

Aboriginal Christian leader and Wakka Wakka woman Ms Brooke Prentis has been part of the Radford College community for several years. Brooke has acted as the First Nations consultant for the Reconciliation Action Plan. She has guided us in each step of the way and called us forward to play our part in building 'an Australia built on truth, justice, love and hope.'

My hope and prayer is that this Reconciliation Action Plan will bear much fruit for all members of the Radford community, both Indigenous and non-Indigenous, as we strengthen relationships, foster respect and embrace opportunities.

‘Reconciliation is the building of relationship between Aboriginal peoples of over 300 nations, Torres Strait Islander peoples of over 100 islands of which about 20 are lived on, and non-Indigenous peoples of all cultures in these lands now called Australia’

Brooke Prentis, Aboriginal Christian Leader and Education Consultant



Brooke Prentis participating in a chapel service.

Relationships in the Classroom

Narragunnawali Action	Radford Commitment	Radford Action	Timeline	Responsibility
Aboriginal and Torres Strait Islander People in the Classroom	We believe that learning takes place best in the context of relationships. We will ensure Aboriginal and Torres Strait Islander people are present in our classrooms to provide wisdom and perspectives on Aboriginal and Torres Strait Islander peoples, cultures and histories. We will actively connect with and welcome Aboriginal and Torres Strait Islander peoples into our learning environments and seek opportunities in external learning environments to work alongside staff and students to enhance learning and teaching.	We will provide every student from Pre-Kindergarten to Year 12 with annual opportunities to learn from an Aboriginal or Torres Strait Islander person who will share histories, stories and cultures in their classrooms. We will provide students with biannual opportunities for incursions and excursions that provide chances to connect with Aboriginal and Torres Strait Islander Elders, leaders, educators and performers in a range of settings.	Planning in 2026 for implementation in 2027 and then ongoing.	Head of Learning and Teaching Directors of Learning and Teaching (Junior School)
Early Years Learning Framework	We seek out ways to connect our reconciliation vision and the Early Years Learning Framework (EYLF) principles, practices and outcomes. Our efforts mean reconciliation is embedded in everyday early learning environments. The appreciation of Aboriginal and Torres Strait Islander cultures, histories, stories, arts and linguistics will be a key part of our Early Learning Centre (ELC) program.	The Education Care Services (ECS) will identify key enhancements of EYLF 2.0 and new links to reconciliation and consider our current practice and documentation. The ECS will review philosophy statements to ensure a commitment to reconciliation is included.	March 2026 June 2026	Head of Junior School Directors of Learning and Teaching (Junior School)
<i>My Time, Our Place</i> (School Age Care)	We commit, in the Outside School Hours Care (OSHC), to connecting our vision and plans for reconciliation with the principles, practices and outcomes of the <i>My Time, Our Place</i> framework. By forming a strong relationship between the two, reconciliation will always be a part of our everyday learning environment. We will ensure OSHC educators find ways to link reconciliation to daily planning and practices around the <i>My Time, Our Place</i> framework.	We will include in our planning of the OSHC program ways to incorporate Aboriginal and Torres Strait Islander ways of being and doing, for example a link to Outcome 2: Children and young people are connected with and contribute to their world (<i>My Time, Our Place</i>). We will have student-led Yarning Circles to initiate open conversation and sharing of ideas and stories amongst our students, engage with a Ngunnawal Elder to seek permission to use the Ngunnawal language in our essential agreement and review our Essential Agreement to utilise Australian animals to support students' understanding.	June 2026 June 2026	Director of Outside School Hours Care (OSHC)

Relationships in the Classroom

Narragunnawali Action	Radford Commitment	Radford Action	Timeline	Responsibility
Opportunities for Aboriginal and Torres Strait Islander Students and Children	Radford College should provide opportunities for Aboriginal and Torres Strait Islander students to celebrate their cultural identities. These opportunities enhance the wellbeing of Aboriginal and Torres Strait Islander students and children and create shared pride for Aboriginal and Torres Strait Islander cultures, contributions, identities and histories in the wider school community.	We will learn the needs, experiences and aspirations of Aboriginal and Torres Strait Islander students in our school by building relationships and seeking feedback, input and ideas from students and families.	April 2026	Deputy Principal Head of Junior School

Relationships around the College

Narragunnawali Action	Radford Commitment	Radford Action	Timeline	Responsibility
Cultural Responsiveness for Staff	We recognise the importance of developing and sustaining a culturally competent and culturally responsive staff within the College.	We will include professional learning on Aboriginal and Torres Strait Islander peoples, histories and cultures in the annual professional learning cycle. This will include cultural awareness, cultural responsiveness, cultural safety training and reconciliation training.	Planning by October 2025 for implementation in 2026 then ongoing.	Director of Professional Practice Head of Human Resources
	We will build and extend staff knowledge by providing a range of professional learning opportunities and resources on Aboriginal and Torres Strait Islander peoples, cultures, histories and stories.	We will include Aboriginal and Torres Strait Islander cultural awareness training in our staff induction.	January 2027	Head of Human Resources
		The Education Care Service (ECS) will organise external professional learning opportunities to build cultural confidence and will facilitate one internal professional learning opportunity to build cultural confidence in Term 2 of each year (e.g. National Quality Framework Meeting).	April 2026	Directors of Learning and Teaching (Junior School)

Relationships with the Community

Narragunnawali Action	Radford Commitment	Radford Action	Timeline	Responsibility
Welcome to Country	We understand that welcoming protocols are an integral part of Aboriginal cultures and by hosting Welcome to Country ceremonies we recognise Aboriginal peoples as the Traditional Custodians of the Countries on which our College stands.	We will invite an Elder to deliver a Welcome to Country at least once per year on each school campus (ECS, Junior School and Secondary School).	January 2026	College Executive
Celebrate National Reconciliation Week	We recognise the importance of National Reconciliation Week in learning about the history, cultures, traditions and achievements of Aboriginal and Torres Strait Islander peoples.	We will hold National Reconciliation Week assemblies in both the Junior School and Secondary School.	National Reconciliation Week	Principal Senior Chaplain Deputy Principal Head of Junior School
	We will celebrate National Reconciliation Week in a manner that supports our College community, including staff, students, parents and carers, to engage with and reflect upon their individual and our collective reconciliation actions.	The Early Learning Centre (ELC) will dedicate a day during National Reconciliation Week to connect with Aboriginal and Torres Strait Islander peoples, cultures, histories and stories to deepen connection to reconciliation.	Planning to take place in Term 1 annually in preparation for National Reconciliation Week	Directors of Learning and Teaching (Junior School)
		Chapel services from Years 3 to 12 and Religious and Values Education (RaVE) classes from Years 3 to 10 will have a National Reconciliation Week focus.	National Reconciliation Week	College Chaplains

Relationships with the Community

Narragunnawali Action	Radford Commitment	Radford Action	Timeline	Responsibility
Build Relationships with Community	We value relationships and recognise their role in sharing cultural knowledge and supporting opportunities for truth-telling of Aboriginal and Torres Strait Islander peoples, histories and cultures. We commit to building strong relationships with Aboriginal and Torres Strait Islander peoples and communities that are founded on mutual respect, trust and inclusiveness.	We will conduct relationship mapping to understand our relationships with Aboriginal and Torres Strait Islander peoples, organisations, stakeholders and communities with a view to maintain, establish and grow relationships.	November 2026	Principal College Chaplains
		We will maintain and strengthen relationships with Traditional Custodians in Canberra and the local Aboriginal community. This will include connecting with Aboriginal cultural educators, storytellers and artists as well as important sites and places in the Canberra region.	July 2026	RAP Working Group
		We will review visits to locations outside the ACT to explore and strengthen relationships with local Traditional Custodians and Aboriginal communities. For example, Elders and mentors involved in the Eden Canoes Project.	April 2026	College Executive
		We will provide opportunity for students to attend the annual Myall Creek massacre commemoration service.	March each year	College Executive Director of Service Learning
		We will engage an Aboriginal Artist in Residence in the Junior School to foster relationships with an Aboriginal artist to connect students with Aboriginal culture through art.	January 2026	Head of Junior School

Respect in the Classroom				
Narragunnawali Action	Radford Commitment	Radford Action	Timeline	Responsibility
Teach about Reconciliation	We believe that understanding the broader context of, and journey towards, reconciliation in Australia will strengthen engagement with the College's RAP.	We will ensure that reconciliation is the focus of a Junior School Celebration and Secondary School Assembly once per semester.	March 2026	College Executive Senior Chaplain
	We commit to ongoing learning about reconciliation, including the concept, history, progress and actions that can be taken. We acknowledge the important roles that schools and teachers play in the reconciliation journey.	We will display the AIATSIS Map of Indigenous Australia in inquiry spaces, the Junior School Library and the Secondary School Library.	April 2026	College Executive Head of Library and Information Services
		During National Reconciliation Week and National NAIDOC Week we will provide annual teaching and learning activities across the curriculum and prepare library displays.	January 2026	Secondary Academic Executive Team Head of Junior School Head of Library and Information Services
Explore Current Affairs and Issues	We recognise that the journey to reconciliation continues throughout our country.	We will ensure that curriculum planning and implementation across the College includes matters of current affairs regarding Aboriginal and Torres Strait Islander peoples in appropriate units of work across the curriculum.	October 2026	Secondary Academic Executive Team
	We will raise awareness of Aboriginal and Torres Strait Islander current affairs, issues and events and encourage appropriate responses and perspectives.			Directors of Learning and Teaching (Junior School)

Respect around the College				
Narragunnawali Action	Radford Commitment	Radford Action	Timeline	Responsibility
Acknowledgement of Country	We acknowledge and respect the continuing connection that Aboriginal peoples have with Country, including the Country on which we live, work, learn and grow.	We will document Acknowledgement of Country protocols and deliver a meaningful Acknowledgement of Country at celebrations, assemblies, meetings, significant gatherings and events in the life of the College.	June 2026	Senior Chaplain
	We will improve the College community's shared understanding of the purpose and significance of Acknowledgement of Country protocols through staff and student learning opportunities and written protocols.	We will include an Acknowledgement of Country on the College's website and significant publications such as the <i>Bulletin</i> , email signatures and the <i>Radfordian</i> . The inclusion of an artwork will be considered.	April 2026	Principal
	We will support staff and students to compose and deliver meaningful Acknowledgements of Country at key points in the life of the College.	We will explore opportunities for developing classroom visuals in the Junior School as a way of deepening connection with Acknowledgement of Country.	July 2026	Head of Junior School

Respect with the Community				
Narragunnawali Action	Radford Commitment	Radford Action	Timeline	Responsibility
Aboriginal and Torres Strait Islander Flags	We recognise that flying and displaying the Aboriginal and Torres Strait Islander flags are a sign of welcome and that doing so promotes a sense of community, partnership and commitment to reconciliation.	We will fly and maintain the Aboriginal and Torres Strait Islander flags at focus points in the College.	January 2026	College Executive
		We will display the Aboriginal and Torres Strait Islander flags at school reception points.	March 2026	
	We commit to being a welcoming community and to demonstrate our pride and respect for the histories, communities and cultures of Australia's First Nations peoples.	We will display and maintain the Aboriginal and Torres Strait Islander flags in all ELC classrooms.	January 2026	

Respect with the Community				
Narragunnawali Action	Radford Commitment	Radford Action	Timeline	Responsibility
Take Action Against Racism	We oppose racism in all forms, understanding that it can have serious negative consequences for the people who experience it, for those who witness it and for wider society. When racism is properly understood it is easier to overcome.	We will provide our students, staff and community with knowledge to recognise, systems to report, and skills to respond to racism and negative stereotypes.	September 2026	College Executive
	We commit to building awareness and understanding of racism and its impacts. We will take all necessary actions to respond appropriately and overcome racism in our school and our community.	We will address the topic of racism explicitly in staff and student addresses and messaging in a proactive, and not simply reactive, manner.	September 2026	

Opportunities in the Classroom

Narragunnawali Action	Radford Commitment	Radford Action	Timeline	Responsibility
Curriculum Planning	We believe that the formal curriculum contributes powerfully to knowledge, understanding and attitudes, which shape the stance of individuals and communities towards reconciliation.	We will conduct curriculum audits from Pre-Kindergarten to Year 12 to assess programming for teaching and learning on Aboriginal and Torres Strait Islander peoples, histories and cultures.	January 2027	Secondary Academic Executive Team Junior School Leadership Team
	We will embed Aboriginal and Torres Strait Islander content and perspectives in curriculum planning, development and review according to Teaching Standards 1.4 and 2.4 of the Australian Institute for Teaching and School Leadership (AITSL).	We will conduct annual discussions in both the Junior School and Secondary School teaching departments to review curriculum with a view to enhancing Aboriginal and Torres Strait Islander peoples, histories and cultures.	October 2026	

Opportunities around the College

Narragunnawali Action	Radford Commitment	Radford Action	Timeline	Responsibility
Inclusive Policies	We know that policies and processes provide guidance, and structures shape our shared life as a College community.	We will review our inclusion, enrolment and employment policies and our enrolment forms and practices to ensure inclusivity of Aboriginal and Torres Strait Islander peoples.	October 2026	Chief Operating Officer Head of Enrolments
	We will ensure that all school policies are inclusive of Aboriginal and Torres Strait Islander peoples within our College community.	In consultation with families, we will ensure teaching staff who have Aboriginal and Torres Strait Islander students are provided with the names and any cultural information provided to the College about the student and that this is updated annually and when changes occur, such as a student changes subjects, or a new student commences.	July 2026	Head of Enrolments
		We will scope the appointment of 'Reconciliation Captains' in the Secondary School to champion reconciliation.	April 2026	College Executive
		We will embed Reconciliation Action Plan commitments and action in the College's strategic planning.	January 2026	College Executive
		The Education Care Service (ECS) will review and update the 'Get to know your child' form to include cultural values, identity and story, that provides families with an opportunity to share things that are culturally important.	January 2026	Head of Junior School

Opportunities around the College

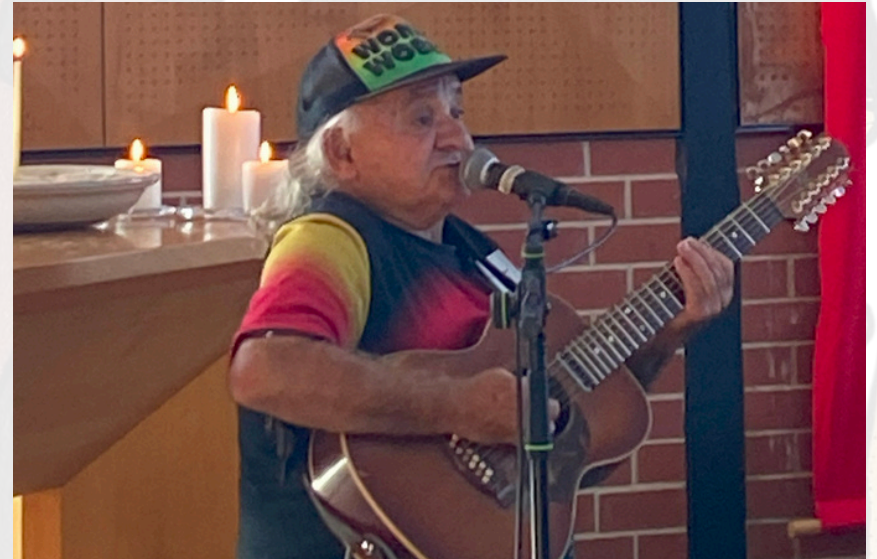
Narragunnawali Action	Radford Commitment	Radford Action	Timeline	Responsibility
Staff Engagement with RAP	We know that the allocation of resources, including staffing, time and budgetary measures, demonstrates our priorities.	We will seek whole-staff feedback on the RAP on an annual basis and the RAP Working Group will provide regular RAP updates to staff.	January 2027	Co-chairs, RAP Working Group
	We will ensure that all staff are involved in the College's RAP operation and ongoing development. All staff will be encouraged to participate and contribute to the RAP's implementation.	We will provide all new staff with a copy of the RAP. Discussion of the RAP will be included in their 'buddy' induction program checklist.	January 2026	Head of Human Resources

Opportunities with the Community

Narragunnawali Action	Commitment	Radford Action	Timeline	Responsibility
Celebrate RAP Progress	We are determined to ensure that our RAP remains a living document with observable and measurable positive impacts on the life of the College.	We will display an electronic copy of the RAP on the school website in a prominent and easily accessible location and provide updates on RAP progress through the College <i>Bulletin</i> .	January 2026	Communications Officer
	We will regularly review the RAP to assess success stories, challenges, best-practice and lessons learned.	We will report to the College community on an annual basis on RAP success stories, challenges, best-practice and lessons learned.	October 2026	Co-chairs, RAP Working Group President of the Parents & Friends Association Board Chair



Aunty Violet Sheridan with Junior School students, 2025.



Uncle Johnny Huckle playing at Reconciliation Week, 2024.



Brooke Prentis, staff and students who participated in a Ngunawal language workshop with Tyronne Bell, 2025.

Collaborating on the Reconciliation Action Plan

Radford College's Reconciliation Action Plan has been recognised by Narragunnawali: Reconciliation in Education.

[Click here](#) or use the QR code to view on the Narragunnawali platform.



Thank you to the following people who have contributed to Radford College's Reconciliation Action Plan:

Ms Brooke Prentis, First Nations Consultant

Ms Jodie Munday, Artist in Residence

Dr Rebecca Barlow, Mr Christopher Bradbury, Ms Karen Mahar and Rev. Dr Katherine Rainger who led the process.

Ms Emily Begbie, Ms Tracy Kelly, Ms Jane Lilley, Mr Nick Martin, Mr Dylan Mordike, Ms Kath Notley,

Mrs Jo O'Brien who participated in drafting the Reconciliation Action Plan.

The staff, students, family and community members who participated in the Reconciliation Action Plan consultations.

Staff and students participating in consultations and drafting sessions to create the Reconciliation Action Plan.





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