



Cultural Allyship Commitment

2026 – 2029



Contents

Glossary.....	02	Our Vision for Reconciliation.....	15
Welcome.....	04	Our Schools.....	16
Acknowledgement.....	05	Our Allyship Commitment.....	22
Our Artwork.....	06	ISNT Allyship Commitment Plan.....	24
Thankyou.....	07	<i>Dimension 1: Race Relations</i>	
A Statement from CEO of Reconciliation Australia	08	<i>Dimension 2: Historical Acceptance</i>	
A Message of Support from Dr. Miriam-Rose Ungunmerr-Baumann	09	<i>Dimension 3: Equality and Equity</i>	
ISNT.....	11	<i>Dimension 4: Institutional Integrity</i>	
A message from our Executive Director	12	<i>Dimension 5: Unity</i>	
Cultural Humility..... – Our Journey	13	Allyship Commitment Timeline.....	40
Independent Schools NT.....	14	Accountability.....	44
Strategic Framework		Evaluation.....	45

Glossary

The glossary below supports consistent understanding of key terms used throughout this Commitment.

Terminologies	Definitions
First Nations	Overarching terminology used to refer to Aboriginal and Torres Strait Islander peoples.
Larrakia	The Larrakia “Saltwater” peoples are the Traditional Owners and Custodians of the Greater Darwin region.
ISNT	ISNT stands for Independent Schools of the Northern Territory. This is the name of the company and is used throughout the Allyship Commitment. AISNT is the company’s current trading name and represents the Association of Independent Schools, NT.
RAP	Reconciliation Action Plan.
Reconciliation Australia	The lead body for reconciliation in Australia. Reconciliation Australia is an independent, not-for-profit entity that promotes and facilitates reconciliation by building relationships, respect and trust between the wider Australian community and Aboriginal and Torres Strait Islander peoples.
Acknowledgement of Country	An Acknowledgement of Country is an opportunity for anyone to show respect for Traditional Owners and the continuing connection of Aboriginal and Torres Strait Islander peoples to Country. An Acknowledgement of Country can be offered by any person and like a Welcome to Country, is given at the beginning of a meeting, speech or event. There is no specific wording for an Acknowledgement of Country, just be sincere and, if possible, do some research on the Country you are acknowledging.
Welcome to Country	Welcome to Country is delivered by Traditional Owners, or Aboriginal and Torres Strait Islander peoples who have been given permission from Traditional Owners, to welcome visitors to their Country. Your local Aboriginal Land Council or Native Title representative body can advise on organising a Welcome to Country by a Traditional Owner in your area. Welcome to Country occurs at the beginning of a formal event and can take many forms including singing, dancing, smoking ceremonies, and/or a speech. Traditional owners are not welcoming people to Australia, they are welcoming to the land within their cultural boundaries which their ancestors have cared for, and lived on, for millennia.

Throughout this document, **First Nations** is used as a collective term for the Aboriginal and Torres Strait Islander peoples of Australia. Aboriginal and Indigenous are also used where appropriate, particularly in names, titles and contexts reflecting established usage in the Northern Territory and remote communities.

We acknowledge, however, that many First Nations people prefer to identify themselves by their Country, language group or community of heritage, and these specific identities should be used wherever they are known and appropriate.



Welcome

We welcome you to the **ISNT Cultural Allyship Commitment**, a document shaped via cultural guidance from Cross Cultural Consultants NT, and strengthened by the insights of our member schools. Developed through a First Nations lens, this Commitment outlines how ISNT staff will listen and act with cultural humility, as we work alongside the Aboriginal Peoples we serve.

Our Commitment provides the framework for how we will embed allyship across our organisation, honour cultural authority, and uphold reconciliation as a shared responsibility across the Northern Territory's Independent School sector.



The staff of AISNT recognise the Traditional Custodians of the land, seas and skies of Larrakia Country, and feel privileged to be immersed in its strength and stories.

We pay our respects to the Elders and Traditional Custodians throughout the Northern Territory, where our many schools are located, and honour the enduring connection Aboriginal and Torres Strait Islander Peoples have with Country and Culture.

We hold a deep sense of shared responsibility to promote understanding and healing to build a more reconciled Australia through education.



Artwork

Cultural Humility

At the centre of the artwork is a yarning circle, representing a safe place where ideas, cultural knowledge and reflections are shared before being put into meaningful action. The figures around the outside symbolise the cultural diversity of Aboriginal Peoples and Communities throughout the Northern Territory.

Beneath the figures are interconnected circles representing young people and adults, recognising that learning, leadership and decision-making are strengthened when all voices are valued.

The dotted landscape and linking pathways beyond the central elements, illustrate ISNT's partnerships with schools and Communities across Country, reflecting its commitment to learning through respectful relationships.



Together, these elements present Cultural Humility as an ongoing practice of listening, learning and strengthening relationships to support better educational outcomes.

A vibrant colour palette reflects the richness of cultures across Northern Territory schools. The predominance of cool hues acknowledge ISNT, the many Independent Schools across the Top End in Saltwater Country, and the cultural significance of fresh water for Independent Schools and Communities throughout Desert Country.

About the Artist

Shaun Gwark-Gwarkabah Lee is a Larrakia, Wardaman and Karajarri contemporary freelance artist, born and raised in Darwin. Shaun is also known by his artist name, *Hafleg*.

After learning from a young age to paint from members of his large artistic family, Shaun specialises in murals and logos using traditional and contemporary designs. His one-off pieces and murals feature throughout Darwin's street landscape.



Thankyou

Our Cultural Allyship Commitment has been shaped through the generosity, cultural authority and collaboration of the many people and organisations who share our commitment to strengthening educational outcomes for First Nations children and young people.

We acknowledge the guidance of Cross Cultural Consultants NT, 15xB (15 Times Better) and Reconciliation Australia. The expertise of their staff have helped inform the structure of this Commitment, the reflective processes that underpin it, and the evaluation framework that will define and support our accountability over time.

We thank our member schools for sharing their working definitions of the Dimensions of Reconciliation and for defining how these dimensions are lived within their school communities. Their willingness to reflect honestly on practice has ensured this Commitment is grounded in these real experiences.

As part of our ongoing responsibility to act with due respect and courtesy on the Country where we work, live and learn, we acknowledge the Larrakia Custodians who have helped us define key elements of our identity. **Trent Bundirrik Lee** has provided cultural guidance regarding Larrakia protocols and has led Saltwater and Welcome to Country ceremonies with family member **Mya Gregory**, grounding our work in cultural authority and place.

We also recognise Larrakia, Wardaman and Karajarri woman **Mim Cole**, and Larrakia, Wardaman and Karajarri man **Shaun Gwark-Gwarkabah Lee**. They have coordinated artworks that interpret and express our journey toward Cultural Humility. Their contributions – within this document, throughout our office, and via our business icons – have created a cultural reference point that will continue to guide our growth.

We have been deliberate in seeking cultural advice throughout the development of this Commitment. We thank the following people for their willingness to provide feedback, context and guidance whenever needed: **Jennifer Ullungura Clancy**, Mantiyupwi Traditional Owner, **Latisha Marranytya**, Ngen'giwumirri and Tiwi, woman, **Shane Cumming**, Wardandi Noongar, Ngadju/Mirrning and Wongatha, man.

Their insights have strengthened the cultural integrity of this publication and ensured that our work remains accountable to the communities we serve.





A Statement from CEO of Reconciliation Australia

First Innovate RAP

Reconciliation Australia commends the Independent Schools of the Northern Territory (ISNT) on the formal endorsement of its inaugural Innovate Reconciliation Action Plan (RAP).

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

Since 2006, RAPs have provided a framework for organisations to leverage their structures and diverse spheres of influence to support the national reconciliation movement.

This Innovate RAP is both an opportunity and an invitation for ISNT to expand its understanding of its core strengths and deepen its relationship with its community, staff, and stakeholders.

By investigating and understanding the integral role it plays across its sphere of influence, ISNT will create dynamic reconciliation outcomes, supported by and aligned with its business objectives.

An Innovate RAP is the time to strengthen and develop the connections that form the lifeblood of all RAP commitments. While framed as an 'Allyship Commitment', this plan aligns with the Innovate RAP structure around the five dimensions of reconciliation: race relations, equality and equity, historical acceptance, institutional integrity and unity.

With over 5.5 million people now either working or studying in an organisation with a RAP, the

program's potential for impact is greater than ever. ISNT is part of a strong network of more than 3,000 corporate, government, and not-for-profit organisations that have taken goodwill and intention, and transformed it into action.

Implementing an Innovate RAP signals ISNT's readiness to develop and strengthen relationships, engage staff and stakeholders in reconciliation, and pilot innovative strategies to ensure effective outcomes.

Getting these steps right will ensure the sustainability of future RAPs and reconciliation initiatives, and provide meaningful impact toward Australia's reconciliation journey.

Congratulations Independent Schools, Northern Territory on your Innovate RAP and I look forward to following your ongoing reconciliation journey.



Karen Mundine
Chief Executive Officer
Reconciliation Australia



A Message of Support from Dr. Miriam-Rose Ungunmerr-Baumann

In our communities, we learn by watching, by waiting, and by listening with our whole selves. This deep quiet, this still awareness, is what we call Dadirri. It teaches us to be patient with one another, to hold space for truth, and to walk gently as we learn.

The ISNT Cultural Allyship Commitment reflects this spirit of listening. It shows a willingness to slow down, to hear the voices of our Elders, our families, and our young people, and to honour the knowledge that has lived on this Country for thousands of years. When organisations take the time to listen deeply, real understanding can grow, and with it, respect and right relationship.

Our children carry the stories of their ancestors. They thrive when their culture, language and identity are recognised as strengths. This Commitment acknowledges that education must be shaped with, not for, our communities. It recognises that true allyship is not about speaking for us, but about walking beside us, learning from us, and supporting our ways of teaching and being.

I welcome this Commitment and the intention behind it. May it guide ISNT to continue listening with humility, acting with courage, and building relationships that honour the wisdom of the First Peoples of the Northern Territory.

When we listen deeply, we find the path forward together.



Dr Miriam-Rose Ungunmerr-Baumann AM
Ngan'giwumirri Elder
Founder Miriam Rose Foundation
Educator, Artist and Senior Australian of the Year 2021



"Connection and Belonging" – Shaun Lee

ISNT

Independent Schools of the Northern Territory (ISNT) has a key responsibility to advocate for the interests of our 26 diverse member schools across the Northern Territory. Our office base is located in Darwin on Larrakia Country.



We support Independent schools in their provision of educational excellence and promote Independent schooling as integral to the social and economic development of the NT.



ISNT is a member of Independent Schools Australia (ISA), which has members represented in all States and Territories. This allows us to advocate for our member schools diverse interests and needs on a national and state level.



Independent schools are autonomous, representative of their community and held accountable to their governing boards. Our schools include Independent Aboriginal Community schools, religious schools affiliated with the Lutheran Church of Australia, NT Christian Schools, and the Uniting Church in Australia. We also have schools that subscribe to educational philosophies including Steiner and Montessori Education.



Our Aboriginal Community Schools, are governed by Traditional Custodians of Country on which they stand. This ensures the education provided to students represents the shared values of the community and allows students to remain connected to their culture and identity. Enacting reconciliation daily, First Nations peoples inform learning models within these schools. These schools offer a "bi-cultural" education, ensuring students are well prepared for their futures, whilst maintaining a strong cultural identity and connection to Country.



A Message from our Executive Director

As Executive Director of Association of Independent Schools of the Northern Territory, I am proud to present the ISNT Cultural Allyship Commitment 2026–2029, a clear and deliberate statement of our responsibility to stand alongside First Nations peoples in a spirit of respect, learning and shared purpose.

This Commitment is grounded in the understanding that Aboriginal and Torres Strait Islander peoples hold enduring cultural authority, knowledge and connection to Country, and that these must be central to education in the Northern Territory. It reflects our vision for reconciliation, one that is built on truth-telling, strong relationships and a deep respect for the diversity of cultures, languages and histories across the many Countries where our schools operate.

For ISNT, Cultural Allyship is not symbolic, it is practical, relational and accountable. It requires us to listen carefully, to act with cultural humility, and to ensure that First Nations voices shape our decisions, our advocacy and our ways of working. Across our Aboriginal Community Schools and broader membership, we see every day the strength of place-based, community-led education, where culture, language and identity are not an addition to learning, but its foundation.

This document sets out a structured and measurable pathway for embedding allyship across our organisation, guided by the five dimensions of reconciliation: race relations, historical acceptance, equality and equity, institutional integrity and unity. It recognises that achieving meaningful change requires sustained effort, transparency and a willingness to learn and adapt in partnership with communities.

Importantly, this Commitment reflects the principle that unity is built through connection, between schools and communities, between policy and lived experience, and between cultural knowledge and educational practice. When First Nations leadership, stories and aspirations are elevated across our sector, we move beyond inclusion toward genuine partnership and shared decision-making.

ISNT is committed to walking this journey with integrity, supporting self-determination, strengthening cultural capability and ensuring that reconciliation is embedded in all that we do. This Cultural Allyship Commitment is both a statement of intent and a framework for action, as we work together to create an education system that is more just, inclusive and reflective of the strengths of First Nations peoples and communities.



Cheryl Salter
Executive Director

Cultural Humility – Our Journey

ISNT has a unique and imperative responsibility to work alongside over thirteen independent schools educating remote First Nations' students. In doing so, we have identified a mission of acting with *cultural humility*.

Cultural humility means being willing to evaluate yourself, learn, and reflect on your actions. It is about addressing power imbalances in social interactions, institutions, and society. This involves being transparent about past and present policies and practices that have been harmful to Indigenous people. This helps develop and maintain relationships with Indigenous peoples based on trust and respect.

Cultural humility is not about becoming an 'expert' on Indigenous people and cultures. It is about having a respectful and realistic approach.

<https://humanrights.gov.au/respect-first-nations-sovereignty>

Cultural humility guides how ISNT works alongside First Nations communities and underpins our approach to enact the five dimensions of reconciliation, defined by Reconciliation Australia. They are: Race Relations, Equality and Equity, Unity, Institutional Integrity and Historical Acceptance.

In consultation with Aboriginal owned and run business Cross Cultural Consultants NT, six elements of our ongoing practice of Cultural Humility were identified. They form a continuous cycle that shapes how we work alongside communities, how we share power, and how we remain accountable for our actions.



When moving through this cyclical process, each element strengthens the other:

- Cultural governance ensures decision making is led by those with the appropriate cultural authority
- Cultural advisory supports informed, respectful practises
- Collective leadership shapes shared responsibility and decision making
- Allyship ensures actions are respectful and accountable
- Shared voice guarantees community authority is present
- Education becomes the space where change is realised

Together, these elements operate as a continuous, relational process – one that returns always to cultural humility, reinforcing reflection, respect and the willingness to adapt in response to community-led change.

Independent Schools Northern Territory

Strategic Framework

Our vision is for every child in the Northern Territory to access a quality, inclusive education. The Allyship Commitment strengthens this vision by grounding ISNT’s values in cultural humility, integrity and long-term learning.



Our Strategic Pillars – advocacy, resilience, leadership, support and innovation – are strengthened through allyship and reconciliation, which anchor our work in respectful relationships, mutual trust, cultural integrity and shared responsibility. This Commitment builds on the successes within our schools, and reinforces that reconciliation is not an initiative but a defining

part of ISNT’s strategic identity: a commitment to listening, collaborating and shaping a stronger future for all, across the Northern Territory.



Our Vision for Reconciliation

Unity through reconciliation can be achieved by strengthening our pride in the diversity of cultures, languages and histories of Aboriginal and Torres Strait Islander Peoples and communities. We value Aboriginal and Torres Strait Islander knowledge and wisdom, welcoming the opportunity for truth telling throughout an educative journey to build a harmonious and shared future.

By embracing and strengthening respectful relationships with our First Nations peoples, we strive for equity and a safe, inclusive environment where Aboriginal and Torres Strait Islander rights are recognised, upheld and respected.

As the peak body for Independent Schools across the Northern Territory, we support, promote and advocate on behalf of the communities of all Independent Schools in the NT. This includes facilitating equity in Aboriginal Community Schools.

We actively look to influence government policy in valuing Aboriginal and Torres Strait Islander knowledge as integral to learning. We advocate for culturally responsive teachers within our schools, providing safe spaces for truth telling and facilitating reconciliation through education.

We seek to act in ways that recognise and respect Australia’s First Nations peoples and promote reconciliation. Through empowering and valuing the contribution Aboriginal and Torres Strait Islander families, teachers and communities bring to education, we will work together in creating shared pathways that uphold mutual respect, trust and excellence in learning.



Our Schools



The following member schools are either dedicated to Aboriginal Community Education or accommodate Boarding for Aboriginal students. These sit at the heart of ISNT's identity and our Allyship Commitment. They reflect the diversity of cultures, languages and governance systems across the Northern Territory, and demonstrate the strength of community-led, place-based education. We recognise and respect the cultural authority that guides them and affirm their central role in shaping how ISNT listens, learns and works in partnership with First Nations communities.

This vision is lived out every day across our member schools, particularly within Aboriginal Community Schools and boarding settings that honour cultural identity and community leadership.

Aboriginal Community Schools

Yipirinya School

is located in Alice Springs on Central Arrernte Land and provides bi-lingual and bi-cultural education to students from Transition to Year 10. Yipirinya School was an initiative of Elders from nearby Town Camps who wanted to ensure their children were receiving education that was inclusive of their language and culture within a safe environment. Yipirinya School is the only school in Australia which teaches four Aboriginal languages including; Central and Eastern Arrernte; Western Arrernte; Luritja and Walpiri.

Nawarddeen Academy

was established at the request of local Indigenous Elders based in the Warddeken Indigenous Protected Area (IPA) in West Arnhem. It opened in 2015 in Kabulwarnamyo, and now operates another three schools: Mamadawerre, Manmoyi and recently Kunmayali Secondary School. The Academy offers a unique model of bi-cultural, community-driven education centred around the Kuwarddewardde Malkno (Stone Country Seasonal Calendar), integrating national learning outcomes with the seasonality and deep cultural knowledge of the Warddeken IPA.

Homeland School Company

was established in 2022, based on the success of Nawarddeen Academy, to oversee education for the young people of the Djelk Indigenous Protected Area of central northern Arnhem Land. In 2025, the first of its bi-cultural schools, Gamardi was registered, with Buluh Kaduru and Gochan Jiny Jirra still to be registered.

Nyangatjatjara College

is an Anangu College located in Central Australia, owned and operated by Nyangatjatjara Aboriginal Corporation. The College provides education across three locations, Imanpa, Yulara (Mutitjulu community) and Kaltukatjara (Docker River). Nyangatjatjara College was developed under community consultation, ensuring the education provided support to the student's social, emotional and spiritual learning.

Mäpuru Yirrkala College

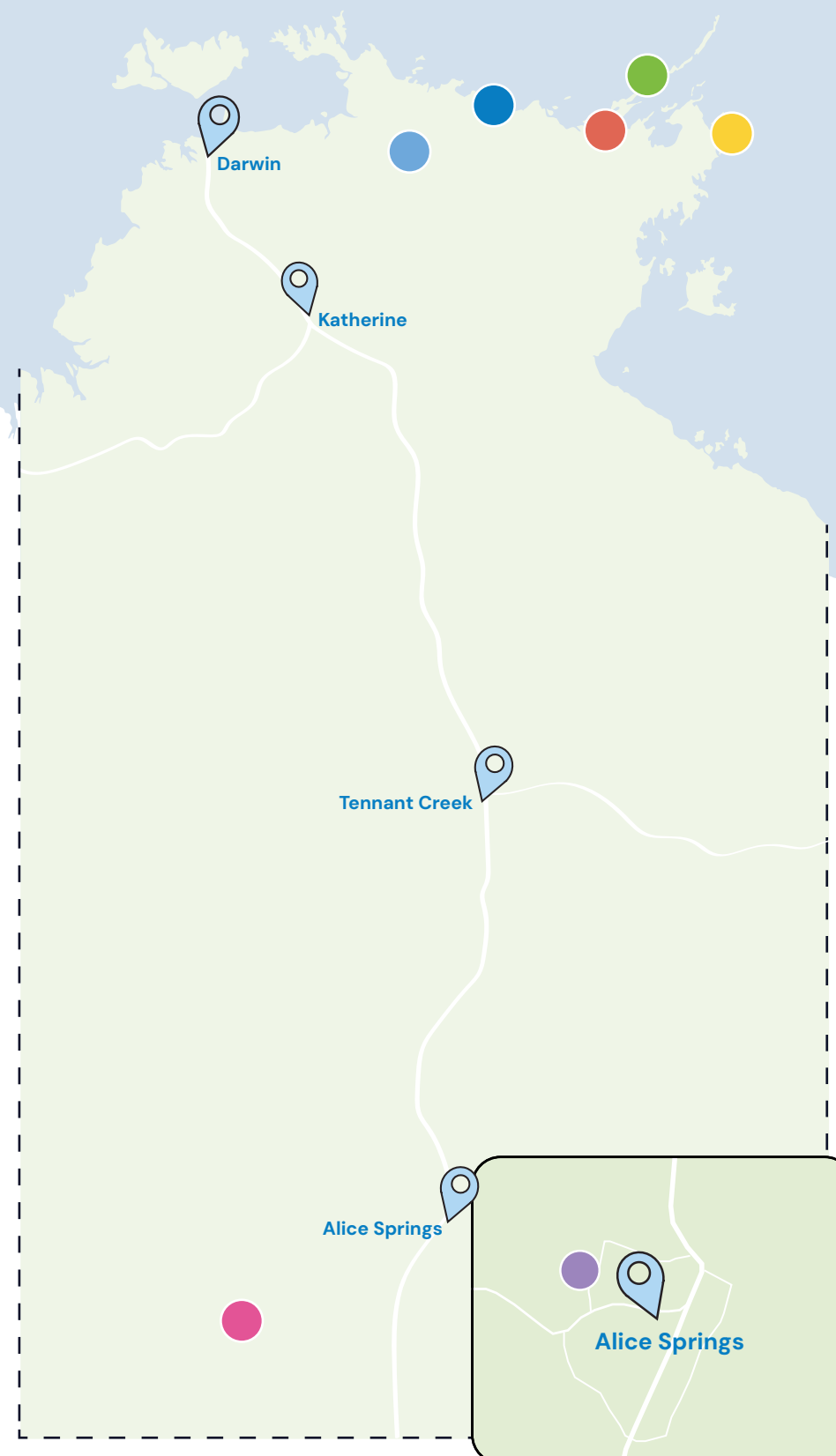
is governed by Mäpuru's families, Elders and community to ensure the educational programs follow their values. Mäpuru Yirrkala College is located on Yolngu Land and provides education to students from Preschool to Secondary, all students speak the languages of Djambarrpuyngu and English.

Gäwa Christian School

is affiliated with NT Christian Schools. Located on Warramiri Land at the Northern tip of Elcho Island, Gäwa Christian School provides two-way learning, teaching students in the languages of Djambarrpuyngu, Warramiri and English. Gäwa Christian School provides education to students from Transition to Year 10.

Dhupuma Barker

is a community school located on the community of Gunyangara, East Arnhem Land. Dhupuma originally provided secondary boarding (1972-1980). The Elders of the Yolngu community wanted to see Dhupuma reopen so their children and grandchildren could have the opportunity to experience two-way, on-Country education. In partnership with Barker College, Dhupuma Barker College commenced in 2021 and is now providing education to students from Transition to Year 10.



Our Schools



These school communities shape ISNT's understanding of allyship and guide the commitments we make in partnership with First Nations peoples.

ISNT Boarding Schools

Tiwi College

is located at Pickataramoor on Melville Island and is owned and governed by the Tiwi. It is a Transition to Year 12 school with on-Country secondary boarding facilities, called Family Group Homes. With constant guidance from Tiwi, their vision is to see young people with vocational choices and the skills to live happy, healthy and rewarding lives.

Haileybury Rendall

is located in Darwin on Larrakia Land and offers boarding to domestic and international students from Years 7 to Years 12. They provide for Aboriginal and Torres Strait Islander students from approximately 35 remote communities, primarily from Northern Territory. Haileybury Rendall provides students with educational, social and cultural development opportunities to become confident and successful young people.

Marrara Christian College

is located in Darwin on Larrakia Land providing boarding opportunities to students from Year 7 to Year 12. Marrara Christian College is affiliated with NT Christian Schools and provides boarding opportunities to students from a broad range of Aboriginal communities across northern Australia. Students board in Family Group Homes where they live with House Parents, who guide and support in a holistic way.

Yirara College

of the Finke River Mission, is located in Alice Springs on Central Arrernte Land and provides boarding to secondary students from Central and remote regions of Australia. Yirara College also has a campus located in Kintore, on Luritja land in response to a request from community Elders. Yirara College provides secondary and vocational education, with a strong focus on well-being, ensuring students remain connected to their spiritual and cultural identities.

St Philips College

is a Uniting Church secondary school, located in Alice Springs on Central Arrernte Land and provides boarding for approximately 30 students from diverse regions in the Northern Territory, Western Australia and South Australia. It prides itself on a challenging and caring learning environment, to broaden the horizons of all students.





Our Allyship Commitment

This strategic plan articulates ISNT's commitment to Allyship through the framework of Reconciliation Australia's five dimensions of reconciliation:



Race Relations



Historical Acceptance



Equality and Equity



Institutional Integrity



Unity

The Allyship Commitment details a comprehensive and accountable roadmap for building respectful relationships, deepening cultural competence, and demonstrating genuine support for the self-determination of Larrakia, on whose land our head office is located, and First Nations peoples and communities across the Northern Territory.

The plan is based on a two-year implementation phase, followed by a third-year audit, reflection and renewal cycle.

This Commitment has been informed by Reconciliation Australia's five dimensions of reconciliation and its RAP Program principles, standards, and collaborative development processes. This ensures alignment with nationally recognised reconciliation outcomes and enables meaningful, place-based action within the regions where ISNT works.

In formalising our Allyship Commitment in this strategic document, we want to ensure we support positive change in our sphere of influence.



<https://www.reconciliation.org.au/reconciliation/>

Principles Underpinning Our Allyship

The following principles provide the foundation for how ISNT approaches allyship and reconciliation across all areas of our work.

Self-determination

First Nations peoples co-lead direction with ISNT.

Authenticity

Partnerships grounded in mutual respect and trust.

Commitment

Cultural Allyship is a permanent institutional practice.

Cultural Humility

ISNT commits to continuous learning and accountability.

Diversity

Recognition and respect for the distinct histories, cultures, and governance systems of the First Nations people with whom we work.

Accountability

Regular feedback, transparent evaluation, and a willingness to change, based on community input.

Allyship Commitment Plan

Our principles translate into a structured and measurable plan, which includes those staff responsible for meeting the articulated Deliverables in a timely manner.

Within the plan, the position primarily responsible for meeting the deliverable is shown first, in **blue**. Those positions shown in **green** display the team member who will assist in meeting the Deliverable.

The following acronyms are used:

BD	ISNT Board Members
ED	Executive Director
DIIS	Director of Independent Indigenous Schools
MRAI	Manager for the Northern Territory Remote Aboriginal Investment Program



Dimension 1: Race Relations

Race relations are about respectful relationships between First Nations peoples and non-Indigenous Australians, where cultures, rights and lived experiences are understood, valued and free from racism.

For ISNT, this involves building genuine, long-term relationships with First Nations peoples, grounded in respect, listening and trust. It requires recognising the strength, knowledge and leadership within Aboriginal Community Schools and ensuring engagement is culturally safe, informed and consistent.

GOAL

Build strong, respectful, and enduring relationships between ISNT and the Larrakia peoples, and the First Nations peoples of our Aboriginal Community schools, based on authentic engagement, trust, and mutual respect.

Year 1 | Grounding

Deliverable	Timeline	Responsibility
1. Cultural Identity and Intent		
1.1 Define and refine ISNT's Statement of Cultural Allyship, emphasising respect for Larrakia peoples and self-determination of Aboriginal Community Schools.	Semester 2, 2026	DIIS
1.2 Develop an Acknowledgement of Country that displays ISNT's commitment to reconciliation.	Semester 2, 2026	DIIS
1.3 Commission Larrakia artwork to anchor ISNT's presence on Country, extending to clothing, stationery and presentations.	Semester 2, 2026	DIIS
1.4 Work with Larrakia Traditional Owners to use approved Larrakia language in selected communications to resonate ISNT's purpose and cultural intent.	Semester 1, 2027	DIIS
1.5 Establish ongoing, trust-building relationships with Larrakia representatives and protocols for engagement.	Ongoing	DIIS

	Deliverable	Timeline	Responsibility
2.	Relationship Strengthening		
2.1	Develop a series of annual Larrakia-led on-Country experiences for staff.	Semester 1, 2028	DIIS
2.2	Hold conversations in informal settings, with First Nations representatives to understand their priorities and establish trust.	Semester 1, 2028	DIIS, MRAI
2.3	Participate in First Nations events (NAIDOC Week, National Reconciliation Week, Sorry Day).	Ongoing	DIIS, MRAI
2.4	Provide education for senior leaders on the impacts of racism and the importance of culturally safe organisational practice.	Semester 1, 2028	DIIS, MRAI
2.5	Embed First Nations co-design and participation within projects, applying “Nothing About Us, Without Us” as a guiding principle across all stages.	Semester 1, 2028	DIIS, MRAI

Year 2 | Shared Leadership

	Deliverable	Timeline	Responsibility
3.	First Nations Advisory Group		
3.1	Establish a Cultural Advisory Group comprising Larrakia representatives and First Nations representatives from Aboriginal Communities.	Semester 2, 2027	DIIS
4.	Amplifying Community Voice		
4.1	Create platforms to share the stories, priorities and achievements of Aboriginal Community Schools.	Semester 2, 2027	DIIS, MRAI
4.2	In consultation with First Nations staff, create culturally safe opportunities to participate in national AIS cultural learning networks, supported by ongoing feedback processes to guide continuous improvement.	Semester 2, 2027	DIIS, MRAI
4.3	In partnership with Traditional Custodians and Elders, facilitate the sharing of Cultural Governance knowledge and protocols through agreed processes.	Semester 2, 2027	DIIS
4.4	Embed the processes for strengthening the recognition and visibility of First Nations and community achievements.	Semester 1, 2027	DIIS, MRAI



Focus: Tiwi College

Tiwi College makes a strong and consistent contribution to Dimension 1: Race Relations through its governance, identity, and commitment to authentic engagement with Tiwi people, as well as through its role in educating the wider community about the importance of respectful relationships with First Nations communities.

Our commitment reflects Reconciliation Australia’s understanding of strong race relations as those grounded in trust, respect and ongoing, meaningful engagement between Aboriginal and Torres Strait Islander peoples and the wider community.

Our College is overseen by the Tiwi Education Board, which includes Tiwi representatives from each of the eight clan groups. This ensures that our strategic decisions are led by community authority and reflect local knowledge, priorities and cultural expectations. Regular Board meetings maintain a clear Tiwi focus, reinforcing that Tiwi College operates on Tiwi land, for Tiwi students, guided the Tiwi way. Our governance model provides a strong foundation for culturally safe practice and aligns directly with the principles of self-determination and respect central to Dimension 1.

Our strategic direction and identity are deeply embedded within this approach, ensuring that culture is not an add-on but is central to how we operate.



The ongoing development of our Tiwi Curriculum further strengthens these relationships, as it is built through authentic engagement with Elders and community members. Through this process, we value and embed Tiwi knowledge, language and cultural practices into everyday learning, while strengthening trust and collaboration between Tiwi and non-Tiwi staff.

We recognise that respectful engagement and strong relationships extend beyond our local context and include the careful development of long-term partnerships with external organisations. We intentionally maintain relationships with institutions such as Scotch College, Richmond Institute, the Indigenous Literacy Foundation and the Essendon Football Club through a shared commitment to respect, cultural understanding and mutual benefit. These partnerships support learning, opportunity and connection for our students, while reinforcing the importance of engaging with Tiwi College in ways that acknowledge Tiwi authority, identity and aspirations.

By approaching our external relationships with consistency, transparency and accountability, we ensure that race relations are built on genuine connection rather than transactional engagement. Through these structures and practices, we demonstrate a strong and embedded commitment to Dimension 1: Race Relations—one that prioritises cultural authority, builds trust and ensures that our relationships are respectful, meaningful and enduring.

Dimension 2: Historical Acceptance

Historical acceptance involves understanding and acknowledging how past and present policies and practices have negatively affected First Nations peoples – ensuring these are recognised, respected and not repeated.

ISNT staff must recognise the historical context of education in the Northern Territory – including the influence of missions, government settlements and the removal of children from Country, language and culture – and understanding how this continues to affect First Nations peoples and their education today. It requires embedding this understanding into how ISNT supports schools, staff and communities.



GOAL

Acknowledge the historical truths of colonisation, dispossession, and ongoing impacts on First Nations peoples; embed this understanding into ISNT's identity, operations, and sector-wide advocacy.

Year 1 | Foundations

Deliverable	Timeline	Responsibility
5. Cultural Identity and Intent		
5.1 Conduct a review, facilitated by First Nations consultants to understand current organisational strengths and gaps.	Semester 1, 2027	DIIS
5.2 Use an internal Cultural Responsiveness audit and scorecard as a baseline measurement.	Semester 2, 2026	DIIS
5.3 Begin a policy and procedural review, embedding appropriate culturally responsive structures and practices.	Semester 1, 2027	ED, DIIS

Deliverable	Timeline	Responsibility
6. Cultural Safety Training for Staff		
Organise Professional learning, including:		
6.1 Working with Cultural Difference and Unconscious Cultural Bias.	Semester 2, 2026	DIIS
6.2 Larrakia Cultural Awareness, history, local protocols and resilience.	Semester 2, 2026	DIIS
6.3 Impacts of trauma on Aboriginal and Torres Strait Islander communities.	Semester 2, 2026	DIIS
6.4 Core Cultural Learning contextualised to NT Aboriginal communities.	Semester 2, 2027	DIIS
7. Cultural Protocols Handbook		
Create a cultural protocols handbook for staff covering: - Acknowledgement of Country and Welcome to Country information - Historical context of education within Tiwi, Western, Central and East Arnhem, Yirrkala, Anindilyakwa Archipelago, Arrernte and Anangu Country - Snapshots of significant Country - Organisational protocols for ethical engagement and consultation.	Semester 1, 2027	DIIS

Year 2 | Culturally Sensitive Practices

Deliverable	Timeline	Responsibility
8. Deepening Cultural Identity		
8.1 Co-designed with Traditional Custodians, produce informative “snapshots” for each region representing ISNT’s member schools: Tiwi, Western Arnhem, East Arnhem, Yirrkala, Arrernte, and Anangu Communities.	Semester 1, 2027	DIIS
8.2 Support member schools in telling their own stories about resilience, strength, and self-determination.	Semester 2, 2027	DIIS, MRAI
8.3 Facilitate staff plans to further their cultural responsiveness.	Semester 2, 2027	DIIS

Focus: Haileybury Rendall School



At Haileybury Rendall School, on Larrakia Country, Historical Acceptance begins with the recognition that the past is not distant or resolved; it continues to shape relationships, opportunities, and understandings in the present.

As a school community, we see engaging with this history as essential to building shared understanding, mutual respect, and a more informed future.

This work is grounded in our broader commitment to becoming a culturally responsive organisation. We aim to create conditions in which students and staff develop a fuller and more accurate understanding of Australia's history; one that acknowledges complexity, recognises enduring connections to Country, and centres Aboriginal and Torres Strait Islander perspectives. In this sense, Historical Acceptance is not simply the acquisition of knowledge, but the cultivation of awareness, humility, and responsibility.



Staff engagement is both structured and ongoing. Compulsory induction training establishes a shared foundation in Aboriginal and Torres Strait Islander histories, local context, and cultural protocols, while ongoing professional learning and extension opportunities allow staff to deepen and extend their understanding over time.

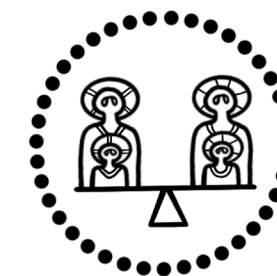
This learning is strengthened through sustained partnerships with organisations such as Mamanta (Tiwi Islands) and Cross-Cultural Consultants NT, ensuring that staff are supported to continually challenge and refine their practice.

Our Reconciliation Action Plan (RAP) Working Group plays a central role in sustaining this work. Through strategic leadership, reflection, and collaboration, the group ensures that Historical Acceptance remains a visible and evolving priority within the school. The RAP provides both structure and accountability, embedding this dimension across curriculum, professional learning, and community engagement.

For students, this approach is experienced through learning that invites reflection on how the past shapes the present. Moments such as National Reconciliation Week – most recently through the theme “Bridging Now to Next” – serve as important touchpoints, but the intention extends beyond single events. Through classroom inquiry and engagement with community voices, students are supported to develop informed perspectives and a sense of responsibility for the future.

Historical Acceptance at Haileybury Rendall School is, ultimately, about building a culture in which understanding Australia's history underpins respectful relationships and shared progress. It is an ongoing process of learning, reflection, and collective responsibility.

Dimension 3: Equality and Equity



Equality and Equity means that First Nations peoples have fair and equal access to opportunities, while their unique rights, cultures, languages and protocols are recognised and upheld.

In the Northern Territory, Aboriginal Community Schools operate in diverse and often complex contexts, and that equitable support requires the ISNT to be agile, responsive and have a commitment to self-determination. It also means using its influence to question and change policies and funding arrangements that perpetuate inequity for First Nations students, families and schools.

GOAL

Address systemic inequities in how ISNT operates and in the sector it serves; ensure independent Indigenous schools have equitable access to resources, support, and influence in decision-making.

Year 1 | Foundations

	Deliverable	Timeline	Responsibility
9.	Cultural Respect and Honourings		
9.1	A Larrakia Saltwater Ceremony will commence each year.	Ongoing	DIIS
9.2	Welcome to Country and Smoking Ceremonies will begin Leadership Forums.	Semester 2, 2026	DIIS
9.3	Staff will participate in On-Country learnings.	Semester 1, 2028	DIIS
9.4	ISNT will honour relevant National Reconciliation Week and NAIDOC Week representation.	Ongoing	DIIS
10.	Equity Audit		
10.1	Review staff time and funding allocated to various Indigenous schools.	Semester 2, 2027	DIIS, MRAI
10.2	Audit external service deliveries with the intent to increase procurement opportunities for Aboriginal businesses.	Semester 1, 2027	ED

	Deliverable	Timeline	Responsibility
11.	Resourcing		
11.1	Ensure annual budget policy reflects equity across member schools.	Semester 2, 2027	ED, BD
11.2	Begin partnering with First Nations consultants and educators.	Semester 1, 2027	ED, DIIS

Year 2 | Equitable Support

	Deliverable	Timeline	Responsibility
12.	First Nations Advisory Group		
12.1	Establish a cultural Advisory Group comprising Larrakia representatives and First Nations representatives from Aboriginal Communities.	Semester 2, 2027	DIIS
12.2	Ensure First Nations voices shape equitable principles within ISNT and our Member Schools.	Semester 1, 2028	DIIS
12.3	Investigate a First Nations Advisory model for the ISNT Board.	Semester 2, 2027	BD, ED
13.	Supporting Member Schools		
13.1	Ensure budget allocations and resource distributions are weighted toward the most disadvantaged schools to reflect true equity.	Semester 2, 2027	ED, BD
13.2	Embed governance mentoring and capacity-building for remote Community Schools.	Semester 2, 2027	ED, DIIS
13.3	Support school nominated culturally informed projects.	Semester 1, 2028	MRAI, DIIS
13.4	Facilitate collaborative approaches to promote First Nations Voices and leadership within our schools.	Semester 1, 2028	DIIS



Focus: Gäwa Christian School

“Continuing community–determined beginnings”

Almost four decades ago, Christian Yolŋu families camped for three months and used axe, fire, faith and determination to make a road to Gäwa Homeland. This was to be a place set apart, of “peace and justice” and “everything was started with nothing... we didn’t get any help” as Dr Kathy Guthadjaka AM, one of the founding Elders recalls (Nungalinya, 2017). This community–determined beginning is the start of Gäwa Christian School and one we work hard to uphold and continue.

In practice, this looks like:

Community leaders and community members, including students, are part of our recruitment process. Elders and leaders form part of interview panels and suitable applicants get invited to stay a week or two in Gäwa. Through a Yolŋu process of observation and keen perception, there is then collective decision on whether applicants are invited to take up employment and be part of the community.

Classrooms have dedicated teaching teams with two to three Yolŋu team teachers working with a non-Indigenous teacher. These teams not only teach together but also learn together, plan programs after school, do school reports in Yolŋu Matha and English and sit with parents and families to share how students are faring in school.

How we teach and sequence the Australian curriculum is decidedly Yolŋu. We are guided by the pattern given to us by our Elder Dr Kathy Guthadjaka of traditional Yolŋu teaching and learning of malthun-nhāma-ŋāma-djāma-mārram (follow-watch-listen-work-take). We apply these principles not just in Indigenous language and culture classes but in other curriculum areas, as we recognise the wisdom and strength of this ancient pattern that also aligns with the school’s Christian ethos.



Equity in Gäwa is honouring the Yolŋu-led beginnings of our homeland and school and the God-breathed Yolŋu ways of being that have ensured deep, embodied learning from generation to generation.

Reference:

Nungalinya. (2017, November 11). Nungalinya College 2015 Media Studies classes. Gotha’s story–My story and life at Gäwa [Video file].

Dimension 4: Institutional Integrity

Institutional integrity exists when organisations show their commitment to reconciliation through their structures, policies and everyday actions, and are accountable to First Nations peoples.

For ISNT, this means embedding cultural respect, accountability and allyship into all areas of its work, setting clear expectations for culturally safe practice across ISNT and member schools, and ensuring First Nations voices guide, monitor and review this work through strong advisory structures and shared decision-making forums.

GOAL

Embed cultural allyship into ISNT's institutional structures, policies, and ways of working, ensuring all decisions and operations reflect commitment to reconciliation and Indigenous self-determination.



Year 1 | Foundational Frameworks

Deliverable	Timeline	Responsibility
14. Policy and Governance Review		
14.1 Begin policy review embedding cultural considerations into: - Human Resources policies - Consultation protocols - Budget allocation - ISNT's commitment to the Larrakia and Traditional Custodians of member schools - Organisational Standards of cultural competence.	Semester 1, 2027	ED, DIIS

Year 2 | Deepening Practices



Deliverable	Timeline	Responsibility
15. Staff Cultural Awareness and Allyship		
15.1 Staff will continue to participate in Cultural Awareness Training.	Ongoing	DIIS
15.2 Staff will commence Cultural Allyship professional learning.	Semester 2, 2027	DIIS
16. Embedding Allyship		
16.1 In partnership with First Nations' stakeholders, integrate cultural considerations into: - Strategic planning and priority-setting - Meeting agendas and decision-making processes - Communications and public-facing materials - Advocacy and sector engagement - Procurement and partnerships.	Semester 1, 2028	ED, DIIS
17. Embedding Cultural Governance		
17.1 Establish meetings of the First Nations Advisory Group.	Semester 2, 2027	DIIS
17.2 Timetable regular meetings with member school leaders and appropriate Cultural Advisors regarding operations.	Semester 2, 2026	DIIS
17.3 In partnership with appropriate Traditional Custodians, produce an ISNT Cultural Protocols Handbook, to embed deep and respectful relationships with First Nations Peoples.	Semester 1, 2027	DIIS



Focus: Nawarddeen Academy

Institutional integrity at Nawarddeen Academy is embedded across governance, curriculum, and everyday practice. The Academy exists because it was requested by Traditional Owners, and this foundation continues to shape decision making, learning, and accountability to community.

Our governance model places Bininj authority at the centre. The Board is predominantly made up of Bininj directors elected by and accountable to their communities, ensuring decisions are guided by cultural authority, local knowledge, and lived experience. A dedicated Governance Advisor supports directors to understand company law and governance requirements while creating space for Bininj law and cultural decision making to be recognised within Board operations.

Leadership development is embedded through our kaborlbme (shadow director) model, where younger community members attend Board meetings to learn governance in practice, strengthening long term self determination and continuity of leadership.

Institutional integrity is also reflected in how we recognise knowledge. Alongside formal qualifications, we formally recognise and remunerate cultural knowledge held by Professors (Senior Elders), Senior Advisors, and Bininj leaders. Our Senior Advisor model ensures cultural expertise, leadership, and community authority are valued and compensated when contributing to strategic, educational, and governance processes.

Our policies and employment practices are designed to be accessible and culturally responsive. In a multilingual context, policies written in plain English ensure accessibility for Bininj staff and community members. Employment conditions are intentionally flexible to support cultural responsibilities, including ceremony and family obligations, ensuring cultural life is supported rather than placed in tension with work.

Our curriculum is deeply connected to Country through the Kuwarddewardde Malkno seasonal

framework (KWWM). Learning is structured around local seasons, cultural knowledge, and community priorities. This is strengthened through our partnership with Warddeen Land Management Limited (WLML), where ranger programs and seasonal work directly inform learning. Students engage in real world cultural and environmental practices that strengthen identity and capability.

This connection extends into wellbeing. Our whole school wellbeing framework, Karrinahnarren, is grounded in relationships, helping one another, respect, and knowledge, and is embedded across school life. Wellbeing is treated as a way of being, informed by culture, community, and Country, supported through partnerships with WLML and community led healing initiatives that recognise culturally grounded approaches to social and emotional wellbeing.

In our first year of senior secondary delivery, multiple students achieved SACE credits through the Recognition of Aboriginal Cultural Knowledge and Learning (RACKL) pathway. This Stage 1 subject formally acknowledges cultural knowledge, leadership, and community based learning as part of SACE, aligning strongly with our model where cultural knowledge and connection to Country are recognised as rigorous senior secondary pathways.

Looking forward, we are partnering with Charles Darwin University and community stakeholders to co design a Bininj leadership program. Developed through a culturally governed process, it will support leaders at all stages and aligns with our commitment to building Bininj leadership across education and community systems.

Across all of this work, a consistent principle remains: everything is interconnected. Governance, curriculum, wellbeing, employment, and leadership form a single, integrated system grounded in Country, culture, and community authority, supporting self determination and meaningful education for young people on Country.



Dimension 5: Unity

Unity is about building a shared future where Aboriginal and Torres Strait Islander cultures, histories and contributions are recognised as a valued and central part of Australia's identity.



In practice, unity is reflected in the way it brings together schools, communities and stakeholders to work towards shared educational outcomes, while respecting cultural difference and community leadership.

GOAL

Foster a shared sense of purpose and collective commitment to reconciliation across ISNT and its member schools; build shared understandings of a just, equitable, and respectful society.

Year 1 | Connecting

	Deliverable	Timeline	Responsibility
18.	Building Internal Unity		
18.1	Conduct foundational cultural safety training for all staff to build shared understanding and commitment.	Semester 1, 2027	DIIS
18.2	Foster a staff culture where Allyship is valued and lived.	Semester 2, 2027	ED, DIIS
18.3	Celebrate the successes achieved through the Cultural Allyship Commitment.	Semester 1, 2028	DIIS
19.	Appreciation of Country		
19.1	Participate in Larrakia Saltwater Ceremony to commence the year.	Ongoing	DIIS
19.2	Facilitate Welcome to Country and Smoking Ceremonies for Leadership Forums.	Ongoing	DIIS
19.3	Represent ISNT and Member Schools in annual National Reconciliation Week and NAIDOC Week activities.	Ongoing	DIIS
19.4	Procure traditional foods for formal gatherings.	Ongoing	ED, DIIS

Focus: ISNT

Unity recognises that Aboriginal and Torres Strait Islander cultures, histories and contributions are a valued and central part of Australia's identity. In the Northern Territory, Unity means building a shared sense of purpose across diverse school communities, grounded in respect for cultural difference and a commitment to equitable outcomes for all students.

For ISNT, Unity is reflected in the way it connects schools, families and communities across vast cultural and geographic contexts.

As the peak body for Independent Schools, ISNT helps create the conditions where cultural diversity is honoured, collaboration can thrive and where cultural authority and educational excellence are understood as foundational elements for student success.

Unity is most visible in the relationships that support children's learning. Strong outcomes emerge when schools and communities work together with trust, mutual respect and a shared vision. Aboriginal Community Schools embody this principle. They are places of learning, but also centres of cultural continuity, language, identity and community leadership. Supporting these schools – through governance strengthening, advocacy and recognition of the importance of education on Country – reinforces the understanding that culture is a strength within the education system.

A commitment to Unity also means ensuring First Nations voices meaningfully shape sector discussions. When Aboriginal educators, leaders and communities contribute their knowledge and lived experience to decision making, the system becomes more grounded, more responsive and more just. This moves beyond representation toward genuine inclusion, where cultural authority guides priorities and shared action.

Unity is strengthened through the stories that are elevated across the sector, and the ISNT strategic direction emphasises a united voice. Across Tiwi, Arnhem, Arrernte, Anangu, Larrakia and other Countries, schools hold rich narratives of resilience, innovation and cultural strength. Sharing these stories broadens understandings of educational success in the Northern Territory and affirms the central place of Aboriginal and Torres Strait Islander cultures in shaping that success.

In practice, Unity is realised through connection – between schools and communities, between policy and lived experience, and between cultural knowledge and educational practice. By fostering these connections, ISNT contributes to a more inclusive and equitable future, where diversity is respected, relationships are prioritised and all students are supported to thrive.

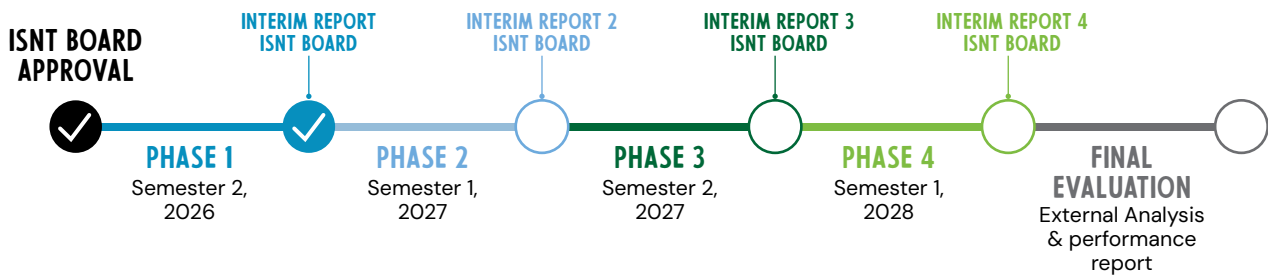


Deliverable	Timeline	Responsibility
20. Connection with the Larrakia People		
20.1 Commission Larrakia artwork.	Semester 2, 2026	DIIS
20.2 Develop meaningful Acknowledgements of Country.	Semester 2, 2026	DIIS
20.3 Create an office space that reflects cultural humility.	Semester 1, 2027	ED, DIIS
20.4 Participate in Larrakia-led, on-Country experiences.	Semester 1, 2028	DIIS

Year 2 | Sector Wide Influence

Deliverable	Timeline	Responsibility
21. Building Sector-Wide Unity		
21.1 Participate in national AIS cultural learning networks and conferences, to share NT-based insights and learnings.	Semester 1, 2028	ED, DIIS
21.2 Facilitate peer learning between member schools and other Aboriginal Community Schools.	Semester 2, 2027	DIIS, MRAI
21.3 Facilitate on Country Forums that bring together school leaders, ISNT staff, Elders, and community members in shared learning and decision-making spaces.	Semester 2, 2027	DIIS, MRAI
22. Shared Story-Telling		
22.1 Create platforms for collective story-sharing about member school successes, resilience, and leadership.	Semester 2, 2027	DIIS, MRAI
22.2 Amplify First Nations voices and pride in community identity.	Semester 1, 2028	DIIS, MRAI

Allyship Commitment Timeline



Phase 1 | Semester 2, 2026

- 1.1 Define and refine ISNT's Statement of Cultural Allyship, emphasising respect for Larrakia peoples and self-determination of Aboriginal Community schools.
- 1.2 Develop an Acknowledgement of Country that displays ISNT's commitment to reconciliation.
- 1.3 Commission Larrakia artwork to anchor ISNT's presence on Country, extending to clothing, stationery and presentations.
- 5.2 Use an internal Cultural Responsiveness audit and scorecard as a baseline measurement.
- 6.1 Working with Cultural Difference and Unconscious Cultural Bias.
- 6.2 Larrakia Cultural Awareness, history, local protocols and resilience.
- 6.3 Impacts of trauma on Aboriginal and Torres Strait Islander communities.
- 9.2 Welcome to Country and Smoking Ceremonies will begin Leadership Forums.
- 17.2 Timetable regular meetings with member school leaders.
- 20.1 Commission Larrakia artwork.
- 20.2 Develop meaningful Acknowledgements of Country.

Phase 2 | Semester 1, 2027

- 1.4 Use Larrakia language to resonate ISNT's purpose and cultural intent.
- 4.4 Embed the processes for sharing school or community successes.
- 5.1 Conduct a review, facilitated by First Nations consultants to understand current organisational strengths and gaps.
- 5.3 Begin a policy and procedural review, embedding appropriate culturally responsive structures and practices.
- 7.1/17.3 Create a cultural protocols handbook for ISNT staff.
- 8.1 Develop cultural snapshots for each region representing ISNT's member schools: Tiwi, Western Arnhem, East Arnhem, Yirrkala, Arrernte, and Anangu Communities.
- 10.2 Audit external service deliveries with the intent to increase procurement opportunities for Aboriginal businesses.
- 11.2 Begin partnering with First Nations consultants and educators.
- 14.1 Begin policy review – embedding cultural considerations.
- 18.1 Conduct foundational cultural safety training for all staff to build shared understanding and commitment.
- 20.3 Create an office space that reflects cultural humility.



Phase 3 | Semester 2, 2027

3.1	Establish a Cultural Advisory Group comprising Larrakia representatives and First Nations representatives from Aboriginal Communities.
4.1	Create platforms to share the stories, priorities and achievements of Aboriginal Community Schools.
4.2	Create culturally safe opportunities for First Nations staff to participate in national AIS cultural learning networks.
4.3	Provide opportunities for Cultural Governance knowledge and protocols to be shared via Traditional Custodians and Elders.
6.4	Core Cultural Learning contextualised to NT Aboriginal Communities.
8.2	Support member schools in telling their own stories about resilience, strength, and self-determination.
8.3	Facilitate staff plans to further their cultural responsiveness.
10.1	Review staff time and funding allocated to various Aboriginal Community Schools.
11.1	Ensure annual budget policy reflects equity across member schools.
12.1	Establish a cultural Advisory Group comprising Larrakia representatives and First Nations representatives from Aboriginal Communities.
12.3	Investigate a First Nations Advisory model for the ISNT Board.
13.1	Ensure budget allocations and resource distributions are weighted toward the most disadvantaged schools to reflect true equity.
13.2	Embed governance mentoring and capacity-building for remote Community schools.
15.2	Staff will commence Cultural Allyship professional learning.
17.1	Establish meetings of the First Nations Advisory Group.
21.2	Facilitate peer learning between member schools and other Aboriginal Community Schools.
21.3	Facilitate on Country Forums that bring together school leaders, ISNT staff, Elders, and community members in shared learning and decision-making spaces.
22.1	Create platforms for collective story-sharing about member school successes, resilience, and leadership.

Phase 4 | Semester 1, 2028

2.1	Develop a series of annual Larrakia-led on-Country experiences for staff.
2.2	Hold conversations in informal settings, with First Nations representatives to understand their priorities and establish trust.
2.4	Conduct intentional, listening visits to member communities.
2.5	Ensure First Nations' representatives are included in external presentations, emphasising "Nothing About Us, Without Us".
9.3	Staff will participate in On-Country learnings.
12.2	Ensure First Nations voices shape equitable principles within ISNT and our Member schools.
13.3	Support school nominated culturally informed projects.
13.4	Facilitate collaborative approaches to promote First Nations Voice and leadership within our schools.
16.1	Fully integrate cultural considerations into operations.
18.3	Successes of the Cultural Allyship Commitment are celebrated.
20.4	Participate in Larrakia-led, on-Country experiences.
21.1	Participate in national AIS cultural learning networks and conferences, to share NT-based insights and learnings.
22.2	Amplify First Nations voices and pride in community identity.

Ongoing

1.5	Establish ongoing, trust-building relationships with Larrakia representatives and protocols for engagement.
2.3	Participate in First Nations events (NAIDOC Week, National Reconciliation Week, Sorry Day.).
9.1	A Larrakia Saltwater Ceremony will commence each year.
9.4	ISNT will honour relevant National Reconciliation Week and NAIDOC Week representation.
15.1	Staff will continue to participate in Cultural Awareness Training.
19.1	Participate in Larrakia Saltwater Ceremony to commence the year.
19.2	Facilitate Welcome to Country and Smoking Ceremonies for Leadership Forums.
19.3	Represent ISNT and member schools in annual National Reconciliation Week and NAIDOC Week activities.
19.4	Procure traditional foods for formal gatherings.

Accountability

ISNT is committed to implementing this Cultural Allyship Commitment with transparency, integrity, accountability and strong governance.

Following endorsement by the ISNT Board, this Commitment will be embedded within daily operations, staff responsibilities and reporting structures.

The Director of Independent Indigenous Schools will establish a Cultural Advisory Group comprising Traditional Custodians from the Countries on which ISNT member schools are located. The Advisory Group will provide cultural guidance, strengthen accountability and monitor progress throughout the implementation of this Commitment.

Measuring Progress

ISNT engaged First Nations owned consultancy 15 Times Better (15xB) to design an accountability and evaluation framework that measures implementation of this Commitment and the growth of cultural capability across the organisation.

The 15xB evaluation framework will be implemented across the three-year life of this Commitment. Baseline data will be collected at the commencement of implementation and compared with results gathered during the final evaluation. Progress will also be assessed via completion rates of Deliverables, feedback from First Nations stakeholders and the experiences of partner schools and external organisations.

For each dimension of reconciliation three measures will be considered:

What staff know and believe – captured through the staff survey, reflecting the Australian Reconciliation Barometer's use of the same five dimensions.

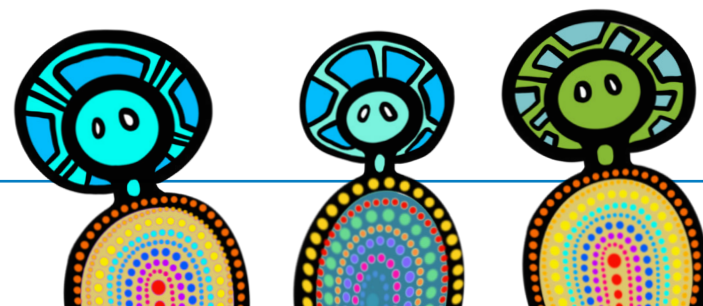
What ISNT does – captured through the deliverables scorecard, using program logic (input → activity → output → outcome) so reporting shows progress, not just activity.

What schools and communities experience – captured through short surveys introduced from Phase 2.

Progress reports will be tabled at staff meetings, and at the conclusion of each phase, a consolidated report containing quantitative data and descriptive feedback will be compiled for the Executive Director and the ISNT Board to evaluate. The reporting dashboard developed by 15xB will include:

- Deliverables Tracker showing progress of completion.
- Survey Dashboard displaying results across the five reconciliation dimensions.
- Staff Capability Assessment measuring growth in cultural capability.
- Dimension Scorecards summarising progress for each reconciliation dimension.
- Phase Summary Report highlighting achievements, emerging issues and priorities for the next phase.

Ultimately, accountability for this Commitment extends beyond just organisational reporting. ISNT recognises that genuine allyship is demonstrated through respectful relationships and the experiences of First Nations peoples. Their voices will remain central to evaluating the authenticity and impact of this Commitment.



Evaluation

In the third year of the cycle, ISNT will commission an independent evaluation by a First Nations consultancy agency to assess the Cultural Allyship Commitment through a cultural lens.

This evaluation will examine the integrity and impact of ISNT's actions, and will provide recommendations and guidance for renewal of the next cycle.

Key aspects of this evaluation will include:

- Satisfaction Surveys of:
 - Member Schools
 - First Nations cultural participants
 - ISNT staff and Board Members
- Results from the pre and post implementation Cultural Responsiveness Audits
- Domain specific scorecards and performance reports
- A consolidated performance report with recommendations for improvement.

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