Contents

Our Vision: .......................................................................................................................... 3
Our School: .......................................................................................................................... 3
The Working Group: ............................................................................................................. 4
Our RAP: ............................................................................................................................. 5
Our RAP Commitment: .......................................................................................................... 5
Relationships ......................................................................................................................... 6
Respect ................................................................................................................................. 10
Opportunities ....................................................................................................................... 12
Tracking progress and reporting .......................................................................................... 14
Our Vision:

We value and recognise the culture and knowledge of Aboriginal and Torres Strait Islander people and communities around Australia. Therefore, we wish to share our vision for Reconciliation with not only the student and staff of Alexandra Hills State High School, but also with our partner organizations and the broader community.

Our vision for this Reconciliation Action Plan is to promote the development of respectful relationships between Indigenous and Non-Indigenous members of our local community, and amongst our present and future student cohorts. This will in turn, maximise genuine opportunities for Alexandra Hills State High School Indigenous students to reach their full potential as socially and intellectually robust graduates and civic leaders.

We acknowledge the invaluable and unique place of Aboriginal and Torres Strait Islander people as the First Peoples of Australia, the original owners and custodians of this land.

We pay respect to the Quandamooka, Nughi, Nunukul and Gorenpu people as the traditional custodians of the land on which Alexandra State High School is located.

We also pay respect to Elders past and present and to the broader Aboriginal and Torres Strait Islander community of the Redlands.

Our School:

Alexandra Hills State High School is an Independent Public School located in the Redland Shire, within South-East Queensland. Our State School provides a variety of programs and opportunities for all students to create a productive pathway for their future. Our school offers a diverse range of subjects, allowing students to take on either an academic or vocational pathway based on their strengths and demonstrated capabilities.

Our strategic priorities are:

- Student Potential – Where every student is supported to be the best they can be
- Teaching Excellence – Where every teacher aspires to excel in their profession
- Community – Where our school is a valued part of the local community

Our school currently employs 165 staff of which 113 are teaching staff. Within this staff range, three identify as Aboriginal and/or Torres Strait Islander.
The Working Group:

Alexandra State High School students and staff sincerely thank the Working Party whose individual and collective energies and commitment have significantly contributed to the development of this Reconciliation Action Plan.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
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<tbody>
<tr>
<td><strong>Internal:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gail Armstrong</td>
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<td>Teacher/Indigenous Support Teacher</td>
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<td>Teacher Aide</td>
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<td>Teacher Aide/Parent</td>
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<td><strong>External:</strong></td>
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<td>Professor Boni Robertson</td>
<td>Director of ICEPP</td>
<td><a href="mailto:b.robertson@griffith.edu.au">b.robertson@griffith.edu.au</a></td>
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Alexandra Hills SHS
Reconciliation Action Plan 2017 - 2020
Our RAP:

Our school RAP aims to implement long term strategies with defined targets around relationships, respect and opportunities which promote reconciliation between Indigenous and Non Indigenous people. This RAP will consolidate and record a wide variety of past, current and future community partnerships which will continue to meet the needs of our Indigenous students. Reflecting upon past practices and future aspirations will allow the school to move forward in the spirit of Reconciliation.

The Alexandra Hills State High School Reconciliation Action Plan is both philosophically and pragmatically aligned to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP); the priorities of both the State Schools Strategy 2016–2020 and the Advancing Education Action Plan and other national and international documents of note. These documents recognise the invaluable contribution of Indigenous knowledge in both western and cultural education and in the development and progression of industry based partnerships that protect and promote the cultural heritage of Aboriginal and Torres Strait Islander Australians.

Our RAP Commitment:

There are many dimensions to this RAP that facilitate opportunities to acknowledge, respect and profile Indigenous culture in the physical, social and intellectual presence of the school. Our RAP reflects these opportunities in the symbolic imagery associated with signage, websites, graduation ceremonies, buildings and official documentation. The overall goal is to improve the experiences of Indigenous students; to raise cultural awareness amongst students and staff; and to develop policies and curriculum that is cross culturally inclusive, innovative and socially integrated.
Relationships

The importance of positive relationships within our school is reflected in our RAP as parents, community, colleagues and students all need to communicate to gain a better understanding of each other’s perspectives. Successful, strong relationships between Aboriginal and Torres Strait Islander people and the wider community will allow individuals to connect, share experiences, inform governance, communicate and promote engagement within partnerships.

Alexandra Hills State High recognises the invaluable role that culturally inclusive curriculum and community engagement represents in education and in the creation of cross culturally respectful students and staff. These experiences will encourage all parties to be robust in their civic and social leadership and in their commitment to reconciliation, innovation and social justice.

Alexandra Hills State High School has identified priority areas to enhance the prominence and status of Aboriginal and Torres Strait Islander cultures, knowledge and studies and in the fostering of mutually respectful partnerships with the parents and carers and with the local Indigenous community.

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<th>Action</th>
<th>Deliverable</th>
<th>Timeline</th>
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</table>
| 1. Our RAP Team will continue to build on current relationships with the community and work towards forming new relationships with other external providers. | • The RAP Team will meet at least twice a year to review, monitor and develop the plan.  
• Individual committee members will aim to discuss any new community services that could potentially add value to our vision at both of these meetings. | Ongoing | RAP Team |
| 2. The Principal will oversee the development and implementation of the RAP. | • The RAP Team will regularly liaise with the Principal throughout the creation and progression of this living document to ensure that timelines are evidence based and transformative.  
• The Principal will promote and endorse this school document on our website.  
• The Principal will encourage teacher awareness and implementation of the RAP across all staff. | Ongoing Initial launch during NAIDOC week, 2018. | Gail Armstrong RAP Team |
| 3. Develop and maintain mutually beneficial, engaging and respectful relationships | • QATSIF  
- Attend welcoming ceremony | Ongoing – Annual Application in June | Kellie McDonald Jenny Bourke QATSIF recipients |
with Aboriginal and Torres Strait Islander people, communities and organisations to support positive outcomes within the school community.

- Attend graduation ceremony
- Attend board meetings when required
- Ongoing open communication with QATSIF regarding the administration of the funds

**Yulu-Burri-Ba Aboriginal Corporation for Community Health**
- Maintain regular contact, correspondence and communication with the Community Liaison Officer and key staff to promote activities stemming from the Yulu-Burri-Ba organisation. The correspondence will be passed on to school families and where applicable, the broader community.

**COOEE Indigenous Family and Community Education Centre**
- Attend COOEE Community and Reference Committee meetings;
- Invite COOEE Elders and staff to attend forums of cultural significance at AHSHS;
- Engage COOEE staff and Elders in school and organization based initiative to provide cultural mentoring and leadership for the students;
- Enhance the engagement of COOEE staff and Elders in the development and review of culturally inclusive school based initiatives, curriculum and programs
- Enhance the partnership between AHSHS and COOEE to afford students access to culturally appropriate programs and initiatives to enhance their education experience, cultural and social leadership and academic outcomes

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Jenny Bourke</th>
<th>Kenneth Munro</th>
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<tr>
<td>Twice a term at Cooee premises</td>
<td>October 2018</td>
<td>February 2018</td>
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<table>
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<tr>
<th>Ongoing</th>
<th>Jenny Bourke</th>
<th>Cerid Brereton</th>
<th>Kellie McDonald</th>
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<tr>
<td>Ongoing</td>
<td>Stephanie Bohn</td>
<td>Karen Weigel</td>
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<td></td>
<td>Beyond the Broncos Girls Academy</td>
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<td></td>
<td>- Year 7 enrolment interviews to include an enrolment package for the Broncos Program</td>
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<td>- Adhere to the Memorandum of Understanding between the Broncos Academy and Alexandra Hills State High School</td>
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<td></td>
<td>- Work cooperatively with Beyond the Broncos Girls Academy Staff and Management to promote improved attendance, academic outcomes and cultural engagement for participating students.</td>
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<td></td>
<td>AHSHS Staff</td>
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4. Raise internal and external awareness of our RAP to promote reconciliation across our school and wider community. |

|   | Implement and review a strategy to communicate our RAP to all internal and external stakeholders. |
|   | Promote reconciliation through ongoing active engagement with all stakeholders. |
|   | LAUNCH – Morning Tea June 2018 (After NAIDOC Celebrations) |
|   | Publication on website – August 2018 |
|   | Condensed brochure – September 2018 |
|   | Ongoing |
|   | RAP Team |
5. Reach out to Elders in Council Minjerribah Moorgumpin (Stradbroke & Moreton Island) as traditional owners of the land of the school.

- Make contact with Minjerribach Moorgumpin Elders in Council
- Extend invitations to significant school activities and celebrations

| December 2018 | Kellie McDonald Cerid Brereton Sam Conlon |

6. Encourage Aboriginal and Torres Strait Islander people to represent the school at various leadership levels.

- School Board
- Junior School Captains
- Senior Leaders
- School Council
- Mentors/Indigenous Mentors
- P & C Meetings

| Delivered | Ongoing | Internal School Staff |
### Respect

Alexandra Hills State High School will continue to acknowledge and respect the land of the First Australians through recognising Aboriginal and Torres Strait Islander culture and traditions. Our school will continue to embed the histories, culture and traditions of the Aboriginal and Torres Strait Islander people both past and present through curriculum, community activities and celebratory events to enrich the minds of young people to understand the importance of this significant culture.

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| 1. Engage employees in cultural learning opportunities to increase understanding and appreciation of Aboriginal and Torres Strait Islander cultures, histories and achievements. | • Present the RAP to all staff as a Professional Development session.  
• Provide opportunities for all staff to attend “Hidden Histories” PD.  
• Staff have the opportunity to attend the Indigenous Education Conference  
• Staff have access to the Indigenous Support Team to provide an Indigenous perspective across the curriculum – Implementation of EATSIP  
• Invite all staff to significant Indigenous events and celebrations  
• Promote the Reconciliation Australia’s Share Our Pride online tool to all staff through our school website.  
• Add “First Contact” links from Clickview to the school One Portal Indigenous tab. | April 2018  
Biannually commencing 2019  
Annually  
Ongoing | Kellie McDonald  
Jenny Bourke |
| 2. Implementation of Welcome to Country and Acknowledgement of Country as an integral part of school formal processes. | • Upload Acknowledgement and Welcome to Country scripts onto One Portal for staff to access at school events  
• Invite Traditional Owners and provide a Welcome to Country or invite Local Elders or respected members | April 2018  
Ongoing | Jenny Bourke  
Indigenous Support Team |
| 3. Display the Aboriginal and Torres Strait Islander flags | - As a sign of cultural symbolism, respect and good faith, add extra flagpoles out the front of the school in order to display the Aboriginal and Torres Strait Islander, Queensland and Australian flags.  
- Utilisation of the portable flags at significant school events | December 2018 | Gail Armstrong (Principal) |

| 4. To engage and provide a better understanding in the significance of Aboriginal and Torres Strait Islander protocols and to ensure there is an understanding when following these protocols. | - Adopt culturally inclusive and respectful initiatives that promote and respect the significance of cultural protocols pertinent to Sorry Business, Acknowledgement to Country, Welcome to Country, the use of traditional Song and Dance, art, storytelling and the engagement of Elders and community;  
- Include the Prime Minister Kevin Rudd, MP – Apology to Australia's Indigenous peoples in the school administration area.  
- Celebrate and participate in a number of significant days for Indigenous people - teaching and learning the true history of why these days are being commemorated and/or celebrated in a respectful way e.g. National Reconciliation Week, National Sorry Day, NAIDOC Week, National Aboriginal and Torres Strait Islander Children’s Day, Coming of Light etc. | Ongoing | RAP Team |
• Add these days to the school calendar, send a link in an email to staff and community, promote through the Facebook page and school newsletter with respect to the inclusion and promotion of cultural protocols that underpin all of the above.

Opportunities

Providing students with a diverse number of opportunities is an important aspect that Alexandra Hills State High School thrives on. Our school offers our students multiple internal and external opportunities to enable them to gain confidence, skills and characteristics that will set them up for their journey throughout high school and their chosen future pathways. The opportunities offered to our students are rich in culture and diversity, to suit all learning abilities and personalities. We equip them with the skills and tools they need to continue to explore their possibilities here within the school environment and in the wider community through networking with different community providers, other schools and tertiary institutions. Our school also provides opportunities for all staff to engage in and attend Professional Development Opportunities to further broaden their knowledge and awareness of Aboriginal and Torres Strait Islander culture; knowledge, contemporary experiences and heritage.

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<tbody>
<tr>
<td>1. Continue to support the employment of Aboriginal and Torres Strait Islander people at Alexandra Hills State High School.</td>
<td>• Employ Aboriginal and Torres Strait Islander people within the Indigenous support program when vacancies become available.</td>
<td>Delivered - Ongoing</td>
<td>Gail Armstrong</td>
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| 2. Provide a dedicated manager of the Aboriginal and Torres Strait Islander Program to promote academic and cultural wellbeing | • Opportunities for students to be involved in - Bangarra Dance Troupe - Deadly Choices - Beyond the Broncos - QATSIF - Scholarships – GUMURRRII (Griffith), Oodgeroo (QUT), UQ and COOEE Awards; | Delivered | Jenny Bourke
Indigenous Support Team |
| 3. Continue to support Smart Track | - Provision of homework club for 3 x one hour sessions | Delivered | Cerid Brereton, Kellie McDonald
Beyond the Broncos Staff – Natashya Kitchener |
|----------------------------------|-------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------|
| 4. Continue to provide cultural based extra-curricula activities | - Activities offered:  
  - Tile/mural project  
  - Painting  
  - Costume making/weaving for NAIDOC  
  - Dance practice for NAIDOC  
  - Artist in Residence Application  
  - COOEE Programs and initiatives that address the needs of Indigenous students and families and their engagement in AHSHS forums, functions and initiatives. | Ongoing, Delivered April 2018 | Indigenous Support Team – Cerid Brereton |
| 5. Opportunity to be recognised for academic and leadership achievements on awards night | - Junior COOEE Indigenous Award  
- Katherine Beezley Senior Indigenous Award  
- COOEE Cultural Award | Delivered | Jenny Bourke in collaboration with COOEE |
### Tracking progress and reporting

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| 1. Report RAP achievements, challenges and outcomes to Reconciliation Australia | **•** Complete and submit the RAP Impact Measurement Questionnaire to Reconciliation Australia annually.  
**•** Investigate participating in the RAP Barometer.  
**•** RAP committee to review progress | 30th September, annually  
Biennial | RAP Team |
| 2. Report RAP achievements, challenges and outcomes both internally and externally | **•** Publically report our RAP achievements, challenges and learnings.  
**•** Email RAP partners and publish results on the school website. | RAP team to meet on week of 10th September, 2018 | Jenny Bourke  
Kellie McDonald |
**•** Send draft RAP to Reconciliation Australia for formal feedback and endorsement. | 29th October 2018. | RAP Team |

Alexandra Hills State High, through this Reconciliation Action Plan and its subsequent curricula and its school and community based initiatives, is committed to achieving a successful schooling outcome for all students that enhances their education experience and subsequent employment, training and life prospects.

The Alexandra Hills State High School RAP is symbolic of the schools commitment to ensuring that every Aboriginal and Torres Strait Islander student, together with all other students, are afforded the opportunity to reach their full potential and achieve their personal aspirations and success.

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