

OUR VISION

With our vision, we aim to develop strong working relationships within our school and community that encompass the ideals of equality, equity, integrity and unity. We will also foster and promote high levels of knowledge and pride in First Nations histories, cultures, and contributions.

Our vision champions a culture that strengthens respect for, relationships with, and opportunities for First Nations people, through positive and inclusive learning and workforce innovation practices.

To achieve this, we will foster an atmosphere that:

Acknowledges the special relationship between First Nation peoples and the Land and Country which First Nations Peoples' ancestors and spiritualities are connected.

Acknowledges, embraces, celebrates and respectfully educates First Nations peoples' culture and protocols.

Encourages and supports consultation with local First Nations communities, Elders and Traditional Custodians when designing and delivering educational opportunities.

Implements educational practices that contribute to building a just and equitable community for all First Nation people.

Recognise our shared past and commit to working towards a shared future in which all people are treated with dignity and respect.

Implementing a school culture where teaching and learning is culturally inclusive, where aspirations are fostered, diversity is acknowledged and equitable opportunities between First Nation peoples and other peoples are ongoing.

ACKNOWLEDGEMENT OF COUNTRY

"In the spirit of reconciliation, we acknowledge the Traditional Custodians of this country. We acknowledge and pay our respects to the Goenpul, Ngugi and Noonuccal First Nations Elders of the Quandamooka Region on Minjerribah / Terrangee / North Stradbroke Island and pay our respect to the Elders past, present and future for they are the keepers of memories, traditions and lore of First Nations People of Australia."

RAP MENTORIANGLDERS

Minjerribah Moorgumpin Aboriginal Elders in Council Corporation.

Uncle Norm Enoch

Uncle George Karklis

Aunty Maureen Myers

Aunty Cheryl Rodgers

Aunty Jane Warren

Aunty Mary Burgess

Aunty Elizabeth Borey

Aunty Ann Monaghan

Aunty Joyce Mitchell

Uncle Dale Ruska

RAP WORKING PARTY

COOEE Indigenous Family and Education Community Centre

Julie-Ann McCullough – Principal

Trish Hutchinson – Head of Campus – TAFE Senior Studies Program

Jane Petersen – Deputy Principal

Jenny Bourke – Guidance Officer

Lyn Lee – Business Manager

Angela Sutton – Teacher

Michael Hume – Teacher/First Nations Coordinator

RAP ACTIONS	Commitment	ASSIGNED TO	DUE DATE
Aboriginal and Torres Strait Islander People in the Classroom	We are committed to welcoming First Nations Elders and representatives from community into our classrooms as guests and cultural caregivers to work alongside our students and children in learning activities. We also commit to extending our learning areas to offsite facilities where necessary and engaging in cultural programs run by the MMEIC and COOEE Elders. Further, we are committed to imbedding culturally appropriate practices into the curriculum.	Working Party	Ongoing
Opportunities for Aboriginal and Torres Strait Islander Students and Children	<p>We commit to providing opportunities for our First Nations students to celebrate their cultural identities. These opportunities will positively impact the well-being of First Nations students and create shared pride for First Nations cultures, contributions, identities and histories in the wider school community.</p> <p>Opportunities will include, but not be limited to:</p> <ul style="list-style-type: none"> • Culture Club; • Art project/s to be located in the school grounds; • Costume making/weaving for NAIDOC - Dance practice for NAIDOC; • MMEIC and COOEE programs and initiatives that address the needs of Aboriginal and Torres Strait Islander students and families and their engagement in AHSHS forums, functions and initiatives; • Aunty Katherine Beezley Senior Aboriginal and Torres Strait Islander Award; • QATSIF Scholarships; • Harding and Miller Scholarships; • Junior COOEE Indigenous Award; • SER Champions NAIDOC Awards; • Senior First Nations Leader; • Junior First Nations Leader; • Beyond the Broncos Girls and Boys Academy; • QATSIF recognised Senior Awards. 	Michael Hume	Ongoing
RELATIONSHIPS AROUND THE SCHOOL			
Elders and Traditional Owners Share Histories and Cultures	We are committed to forging a meaningful and ongoing relationship with the MMEIC - local First Nation Elders, and other First Nation people recognised in our community as Traditional Owners. We are also committed to fostering our close relationship with the COOEE Elders and hope all formed relationship can be of mutual benefit, and that our Elders, Traditional Owners and recognised community Elders, will feel safe, and confident, to share their historical and cultural knowledge with our staff, students and school community.	Working Party	Ongoing

Cultural Competence for Staff	<p>We commit to providing opportunities for staff to extend and gain a greater understanding of First Nation’s culture by means to develop a proficient cultural competency. We also support staff to independently participate in a range of cultural awareness experiences that may assist them in developing a deeper understanding and connection to First Nation culture.</p> <p>Cultural competences will include, but not be limited to the following:</p> <ul style="list-style-type: none"> • Provide opportunities to participate in Cultural Competency Training Programs -NEEMBEEBA BINUNG GANA -(look, listen, understand) guided by Goenpul, Ngugi and Noonuccal First Nations Elders of the Quandamooka Region; • 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 First Nations Education Conference; • Staff have access to the AHSHS First Nations Support Team to provide First Nations perspective across the curriculum; • Invite all staff to significant First Nations events and celebrations; • Add “First Contact” links from Clickview to the school One Portal Aboriginal and Torres Strait Islander tab. 	Julie-Ann McCullough	Ongoing
Reconciliation Projects	<p>Our school will collaborate on projects that visibly and authentically embed First Nation histories and cultures in curriculum and the physical environment. Through this culture of collaboration across the school and with the community, we commit to creating an environment where young people, staff and community members acknowledge, respect and experience connection to the culture of the First Nations people.</p> <p>Projects will include but are not limited to:</p> <ul style="list-style-type: none"> • Elder lead cultural activities; • Hold quarterly morning tea with Elders; • School based art project/s; • First Nation Unit Coordinator lesson delivery; 	Working Party	Ongoing
RELATIONSHIPS WITH THE COMMUNITY			
Welcome to Country	<p>Where appropriate, all significant events at our school will commence with a Welcome to Country. We recognise the importance to uphold protocols for welcoming visitors to Country and acknowledge the importance of having only Traditional Custodians deliver a Welcome to Country, so as to enhance the cultural importance of our First Nations students and to facilitate a more culturally informed experience for Non-First Nation students.</p>	Working Party	Delivered

	Our commitment will follow First Nation protocols and only invite Traditional Owners or students who are identified as Traditional Custodians to deliver a Welcome to Country at significant events.		
Celebrate National Reconciliation Week	<p>Our school community celebrates National Reconciliation Week by talking about reconciliation in the classroom and around the school, and celebrating with the community.</p> <p>Our commitment will be shown through:</p> <ul style="list-style-type: none"> • Daily staff and student notices. • Facebook entries. • Activities with the school community during lunch breaks. 	Michael Hume	Delivered/Ongoing
Build Relationships with Community	<p>We commit to building relationships with the Traditional Owners on which our school is built, the Noonuccal, Ngugi and Goenpul people from the Quandamooka Nation and our local First Nation community. We commit to fostering relationships that are built on mutual respect, trust and inclusiveness. We value these relationships and their role in helping to create opportunities for First Nation people and non-Indigenous staff, students, children and community members.</p> <p>This commitment is shown below:</p> <p><u>MMEIC Elders – Minjeeribah and Moorgumpin Elders in Council and COOEE Indigenous Family and Community Education Centre</u></p> <ul style="list-style-type: none"> • Attend MMEIC and COOEE Community and Reference Committee meetings. • Invite MMEIC Elders and COOEE Elders to attend forums of cultural significance at AHSHS. • Engage MMEIC Elders and COOEE Elders in school and organization-based initiative to provide cultural mentoring and leadership for the students. • Enhance the engagement of the MMEIC Elders and COOEE Elders in the development and review of culturally inclusive school-based initiatives, curriculum and programs. • Enhance the partnership between the MMEIC Elders and COOEE Elders to afford students access to culturally appropriate programs and initiatives to enhance their education experience, cultural and social leadership and academic outcomes. <p><u>QATSIF</u></p> <ul style="list-style-type: none"> • Attend Welcoming/Award Ceremony Attend graduation ceremony; • Attend board meetings when required; • Ongoing open communication with QATSIF regarding the administration of scholarship funds; • For Elders who are signing off on QATSIF Applications – a meeting with the nominated student to be organised. <p><u>Yulu-Burri-Ba Aboriginal Corporation for Community Health</u></p>	Julie-Ann McCullough Michael Hume Jenny Bourke	Delivered/Ongoing

	<ul style="list-style-type: none"> 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. <p><u>Beyond the Broncos Girls and Boys Academy</u></p> <ul style="list-style-type: none"> Year 7 enrolment interviews to include an enrolment package for the Broncos Program. Adhere to the Memorandum of Understanding. Work cooperatively with Beyond the Broncos Girls and Boys Academy Staff and Management to promote improved attendance, academic outcomes and cultural engagement for participating students. 		
RESPECT IN THE CLASSROOM			
Teach about Reconciliation	<p>Our school community is committed to learning about reconciliation in Australia and understanding the concept, history and progress of reconciliation.</p> <p>Reconciliation education will be delivered by:</p> <ul style="list-style-type: none"> Promoting reconciliation through ongoing active engagement with all stakeholders. Providing information about National Days of Significance on staff and student daily notices. Provide educational library displays. 	Working Party	Delivered/Ongoing
Teach about Days of National Significance	<p>We commit to incorporating nationally significant days for First Nation peoples and reconciliation into our curriculum to increase knowledge of First Nation histories, cultures, contributions and contemporary issues. We also commit to including First Nation perspectives when teaching about other national days e.g. National Reconciliation Week, National Sorry Day, NAIDOC Week, National Aboriginal and Torres Strait Islander Children’s Day, Coming of Light etc.</p> <p>National days of significance will be delivered to the school and wider community by:</p> <ul style="list-style-type: none"> Adding these days to the school calendar. Sending a link in an email to staff and community. Adding relevant explanatory information to the school’s daily notice board. Promote through the school’s Facebook page and newsletter with respect to the inclusion and promotion of cultural protocols that underpin all of the above. 	Julie-Ann	Delivered/Ongoing
Explore Current Affairs and Issues	<p>We are committed to raising awareness of current affairs and issues in the public domain that are of particular significance to First Nations peoples and the process of reconciliation. This will be done through curriculum delivery, policies and procedures, and will be integrated into the ethos of our school.</p>	Michael Hume	Ongoing
RESPECT AROUND THE SCHOOL			
Acknowledgement of Country	<p>Our school recognises the continuing connection of the Quandamooka First Nation People to the Country on which we live, work, learn and grow. All staff and students have the opportunity to show</p>	Working Party	Ongoing

	<p>respect to the Quandamooka Traditional Owners and Custodians by regularly conducting an Acknowledgement of Country at meetings and events throughout the year.</p> <p>This respect and acknowledgement includes, but is not limited to:</p> <ul style="list-style-type: none"> • Upload Acknowledgement to Country scripts onto School Web Page and One Portal for staff to access at school events; • Add Acknowledgment to Country in the signature of every staff's email; • Include Acknowledgement/Welcome to Country at the commencement of assemblies, year level; assemblies and whole staff meetings, including significant events; • Display an Acknowledgment of Country plaque in the school's front foyer; • Display the National Apology in the foyer. 		
Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures	<p>We commit to demonstrating our respect for First Nations histories and cultures in the physical environment of our school. We understand that making our respect visible in the learning environment through the incorporation of meaningful, relevant and culturally appropriate art, artefacts and symbolism which reinforces our work toward reconciliation. It also makes our intentions and actions clear to our students, parents and the broader community.</p> <p>Our commitment will be demonstrated by, but not limited to:</p> <ul style="list-style-type: none"> • Student created artworks; • Library displays; • Facebook and newsletter entries; • Buildings named in traditional Jandai language (with MMEIC Elders approval); • To teach other First Nations and students from other areas of Queensland Australia about the importance of their culture, identity, history and connections, also including the teachings of the history of Torres Strait Islander heritage and the connections for each student. 	Working Party	Ongoing
Recognise and Respect Rights	<p>We are committed to recognising and respecting Aboriginal and Torres Strait Islander peoples' rights under the United Nations Universal Declaration of Human Rights and the Declaration on the Rights of Indigenous People. We acknowledge that working within the frameworks of both declarations is important to reducing discrimination and promoting equality and equity in the educational and wider community.</p>	Julie-Ann McCullough	Ongoing
RESPECT WITH THE COMMUNITY			
Aboriginal and Torres Strait Islander Flags	<p>Our school flies or displays the Aboriginal and Torres Strait Islander flag as a demonstration of our pride and respect for the histories, cultures and contributions of Australia's First Peoples.</p> <ul style="list-style-type: none"> • As a sign of cultural symbolism, respect and good faith, flags will be flown daily and at half-mast when any Sorry Business occurs within the school community. 	Lyn Lee	Delivered

Celebrate Days of National Significance	We commit to celebrating Days of National Significance and commit to organising and participating in events to celebrate or commemorate days/weeks of national significance for First Nations peoples and the reconciliation movement to show our pride in, and respect for, First Nations histories, cultures and contributions. We also commit to including First Nations perspectives when we commemorate other national days, such as January 26 (Australia Day) and Anzac Day.	Michael Hume	Delivered
OPPORTUNITIES IN THE CLASSROOM			
Curriculum Planning	We commit to embedding First Nations histories and cultures in curriculum planning, development and evaluation processes across all year levels and learning areas. Curriculum documents have or will be audited to identify the extent to which First Nations histories, cultures and contributions are already embedded, and to identify opportunities for strengthening the representation of this content in the curriculum.	Working Party	Ongoing
Inclusive Policies	We commit to ensuring that all staff in our school are aware of policies that refer specifically to improving educational outcomes for First Nation people and increasing knowledge of, and respect for, First Nation histories and cultures of the Quandamooka Nation and all other First Nation people in Australia. Our internal policies have been, or will be, amended to ensure they are also inclusive of Aboriginal and Torres Strait Islander people and increase knowledge of Aboriginal and Torres Strait Islander histories and cultures in Australia.	Julie-Ann McCullough	Ongoing
OPPORTUNITIES AROUND THE SCHOOL			
Staff Engagement with RAP	We are committed to having input from all staff members and acknowledge that our RAP will develop in a meaningful and sustainable way with input from our school's Executive Team, Faculty Cohorts and individuals. Staff engagement will include, but not be limited to: <ul style="list-style-type: none"> 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 via staff PD conducted by the AHSHS's First Nations Unit. The RAP to be reviewed every 12 months by the school, leaders and Elders 	Working Party	Ongoing
OPPORTUNITIES WITH COMMUNITY			
RAP Launch	Our school is proud to launch our RAP at an event - NAIDOC that recognises the efforts of our Elders and celebrates our school and external stakeholder's commitment to reconciliation. Our RAP launch event will inform and provide opportunities for our wider community to get involved and work collaboratively toward reconciliation. Our RAP launch will include, but not be limited to: <u>Launch</u> <ul style="list-style-type: none"> In accordance with our <i>NAIDOC Celebrations</i> in any given year; 	Michael Hume	Ongoing

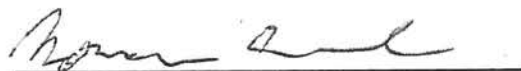
	<ul style="list-style-type: none"> Publication on website and in a Condensed brochure – Mob Newsletter to parents and external stakeholders. 		
Local Sites, Events and Excursions	We commit to learning more about the Quandamooka Nations culture, history and contribution to the Country on which our school is built. We also commit to educating staff, students and the wider community about the historical and cultural contributions made by the Quandamooka Nation Elders. We also commit to educating our staff, students and wider community about the current and ongoing contributions made by our current Quandamooka Elders.	Working Party	Ongoing
Celebrate RAP Progress	We are committed to reflecting on the progress made in the growth of knowledge and pride in First Nations histories, cultures and contributions in our school. We will track the progress of our RAP, continually revisit our commitments, and celebrate our achievements, while generating new ideas to develop and sustain our RAP into the future.	Working Party	Ongoing

This RAP document has been sighted and endorsed by the Minjerribah – Moorgumpin Elders – in – Council Aboriginal Corporation (MMEIC)

Signed by:

MMEIC Chairperson:

Uncle Norm Enoch



27/7/22

Name

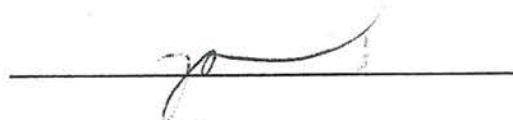
Signature

Date

Alexandra Hills State High

School Principal

Julie-Ann McCullough



27/07/22

Name

Signature

Date