



Independent Schools
Queensland

choice & diversity

Reflect Reconciliation Action Plan

May 2024 – May 2025



RECONCILIATION
ACTION PLAN

REFLECT



CEO of Reconciliation Australia

Inaugural Reflect RAP

Reconciliation Australia welcomes ISQ to the Reconciliation Action Plan (RAP) program with the formal endorsement of its inaugural Reflect RAP.

ISQ joins a network of more than 2,500 corporate, government, and not-for-profit organisations that have made a formal commitment to reconciliation through the RAP program.

Since 2006, RAPs have provided a framework for organisations to leverage their structures and diverse spheres of influence to support the national reconciliation movement. The program's potential for impact is greater than ever, with close to 3 million people now working or studying in an organisation with a RAP.

The four RAP types – Reflect, Innovate, Stretch and Elevate – allow RAP partners to continuously develop and strengthen reconciliation commitments in new ways. This Reflect RAP will lay the foundations, priming the workplace for future RAPs and reconciliation initiatives.

The RAP program's strength is its framework of relationships, respect, and opportunities, allowing an organisation to strategically set its reconciliation commitments in line with its own business objectives, for the most effective outcomes.

These outcomes contribute towards the five dimensions of reconciliation: race relations; equality and equity; institutional integrity; unity; and historical acceptance.

It is critical to not only uphold all five dimensions of reconciliation, but also increase awareness of Aboriginal and Torres Strait Islander cultures, histories, knowledge, and leadership across all sectors of Australian society.

This Reflect RAP enables ISQ to deepen its understanding of its sphere of influence and the unique contribution it can make to lead progress across the five dimensions. Getting these first steps right will ensure the sustainability of future RAPs and reconciliation initiatives, and provide meaningful impact toward Australia's reconciliation journey.

Congratulations ISQ, welcome to the RAP program, and I look forward to following your reconciliation journey in the years to come.

KAREN MUNDINE

*Chief Executive Officer
Reconciliation Australia*



IMAGES: Gulf Christian College (page 3);
Djarragun College – Kirsty Dumoo, Student Artist (cover)

Acknowledgement of Traditional Owners

On behalf of Independent Schools Queensland, we would like to pay our respects to the Traditional Owners of the Land we meet upon today and their elders, past, present and emerging.

This respect is extended to all Aboriginal and Torres Strait Islander peoples of this continent and its adjacent Lands, recognising theirs as the oldest living culture in human history.

We understand that the Lands on which we meet, live and work, have always been places of teaching, knowledge sharing and learning.

As we all gather today, we acknowledge, celebrate and support the contributions of Aboriginal and Torres Strait Islander peoples to education in this country, and recognise the important role we all play in supporting the ongoing journey of reconciliation through education.

View ISQ's Acknowledgement video via <https://www.isq.qld.edu.au/about/>



CEO's Foreward

It is with pride that we present Independent Schools Queensland (ISQ) Reflect Reconciliation Action Plan (RAP).

This is the first step in our long-term commitment to understanding, healing and supporting the social and economic prosperity of First Nations people.

Developing our Reflect RAP has been an enriching and enjoyable undertaking.

It has allowed our organisation to take a breath and think deeply about what reconciliation means to us and how we may embark on our journey in the most meaningful way for ISQ.

After much discussion and brainstorming, we decided to honour our foundation, our purpose, which is knowledge sharing, educating, respecting the past, and being mindful of where we are heading.

We realised that for this process to be significant we needed to go slow and learn first from others, gather information, listen to their stories, share and discuss. We recognise that as educators we have a responsibility to lead.

Respect and relationship building is at the core of our reflections, followed by learning, growth and creativity.

Independent schools are proud educators of Aboriginal and Torres Strait Islander students across Queensland and our job is to support them daily in their endeavours.

More than 6,000 First Nations students were enrolled in 217 member schools in 2023.

In 12 of these schools, the majority of students were of Aboriginal and/or Torres Strait Islander heritage. Thirty schools provided boarding for more than 630 Aboriginal and Torres Strait Islander students, many of whom come from remote and very remote communities across Queensland, Northern Territory, Western Australia, and the Torres Strait.

Through ISQ's Reflect RAP, we look forward to learning from our school communities, connecting and collaborating with them to move forward with our own organisational understanding and action.

I look forward to reporting back to you regularly on our progress and key learnings as we travel along the road to reconciliation; and thank our Reconciliation Working Group (RWG) for their commitment and enthusiasm for making positive change.

CHRISTOPHER MOUNTFORD

*Chief Executive Officer
Independent Schools Queensland*



IMAGE: Aboriginal and Torres Strait Islander Middle Leaders Mentoring Day

How ISQ supports Aboriginal and Torres Strait Islander school communities

ISQ provides continued support to schools to implement the National Aboriginal and Torres Strait Islander Education Strategy (NATSIES) which aims to:

- support the cultural identity and improved learning outcomes of Indigenous students
- advance teacher professional learning and development across a range of Aboriginal and Torres Strait Islander education targets
- improve teacher confidence and ability to respond to First Nations students' learning needs
- improve workforce development and increase the number of Aboriginal and Torres Strait Islander staff accessing professional learning.

School staff participate in ISQ's Indigenous education face-to-face and online professional learning events to support quality teaching and learning, and the implementation of the NATSIES goals and targets.

These events include:

- Embedding First Nations' Perspectives in Curriculum Planning Workshops
- Supporting First Nations' English as an Additional Language/ Dialect (EAL/D) students, webinar for teachers
- Two-day Intensive Training and Moderation Days on the Bandscales for Aboriginal and Torres Strait Islander EAL/D Learners

- Annual Aboriginal and Torres Strait Islander Middle Leaders Mentoring Day.
- Online Boarding Forum for member schools providing boarding for First Nations' students.
- Support events for Principals of schools with large enrolments of First Nations' students.
- Online learning module assisting schools to partner with local Aboriginal and Torres Strait Islander communities.
- Online module to help teachers embed First Nations' Peoples' perspectives and knowledges in Maths teaching.
- Targeted whole-of-school, on-campus, professional learning events.

The ISQ Aboriginal and Torres Strait Islander Middle Leaders Mentoring Day aims to provide a professional growth and development opportunity specific to Aboriginal and Torres Strait Islander middle leaders' needs. This small group workshop is guided by experienced and respected leadership consultants to mentor participants on their leadership journeys.

Since the inception of the Indigenous Middle Leaders Mentoring Day, many of the participating middle leaders have stepped into more senior leadership roles such as Deputy Principals, Heads of Primary, Heads of Early Years, Curriculum Coordinators, Heads of Indigenous Education and Department Heads as well as Highly Accomplished and Lead Teacher (HALT) certified by ISQ.

01. Our Business

ISQ is a not-for-profit peak body, dedicated to championing independent schools across the state. ISQ represents the interests of member schools, fostering choice and diversity in education and protecting the autonomy of independent schools.

We are committed to:

- enhancing school-wide performance, robust governance and improved student outcomes
- promoting excellence and leading research in education-related public policy
- delivering quality professional learning
- fostering collaboration and continual growth across the sector
- being a united and powerful voice for Queensland independent schooling.

By advocating for, promoting, and supporting independent schools and their dedicated teachers, ISQ contributes to the development of engaged, informed and globally aware citizens. Independent schools are valued learning institutions that are educating and shaping the next generation of leaders, innovators, and citizens – young people whose intellect, talent, skills and passion advance society and the state.

ISQ operates from an office in South Brisbane servicing 239 member schools educating over 140,000 students across 37 Local Government Areas in Queensland. Of the 239 ISQ member schools, 217 schools have First Nations students enrolled, 12 are majority Aboriginal and Torres Strait Islander schools, that is schools with a student population exceeding 80% of students that identify as having Aboriginal and Torres Strait Islander heritage. Currently, 108 schools are educating Aboriginal and Torres Strait Islander students for whom English is a second language or dialect.

ISQ is a member of Independent Schools Australia (ISA), the national organisation representing the Associations of Independent Schools in each state to hold a collective voice advocating for all independent schools in Australia.

ISQ is a small to medium enterprise (48 staff) and although no current staff have identified as Aboriginal and/or Torres Strait Islander peoples, ISQ is investigating ways in which it can become a more desirable workplace for First Nations Peoples. Within the independent schools' sector in Queensland however, there are 12 First Nations Principals and a growing number of Deputy Principals, Middle Leaders, teachers and ancillary staff that identify. These numbers have been growing rapidly over the past 10 years and Independent Schools Queensland will continue to support member schools to improve First Nations representation in the sector through a variety of school-based employment strategies.



Recently, ISQ moved premises to South Brisbane and worked collaboratively with First Nations' language advisors to name all meetings rooms with traditional language words.



IMAGE: Reconciliation Working Group members meeting in the ISQ 'Dandhiiri' boardroom

02. Our RAP

It is with humility that ISQ is embarking on its journey of gratitude and understanding of all Aboriginal and Torres Strait Islander Peoples.

As the oldest continuous living cultures in human history, we recognise that these Lands on which we live and work, have always been places of teaching, knowledge sharing and learning. We recognise and are grateful to First Nations Peoples in Australia who have cared for, managed and preserved the wealth of resources currently available in this great nation from which we all currently benefit.

In our daily work alongside our members schools, we see firsthand the power of listening, storytelling, conversation and shared experiences in building understanding and knowledge, which can ultimately create positive change.

For ISQ, we hope that change will be acceptance and inclusion of Aboriginal and Torres Strait Islander people in our hearts, our homes, our schools, and our workplaces.

ISQs Reflect RAP represents the start of our thinking, broad discussion, and meaningful action towards establishing a culturally safe organisation where First Nations people are understood and included.

ISQ is committed to *Makarrata* – a process of truth-telling and restoration, then healing, after a dispute – to acknowledge our collective histories and to listen deeply to First Nations Peoples, recognising that their traditional knowledge and experiences benefit us all as Australians.

ISQ is developing this RAP to:

- identify how we can explicitly contribute to positive actions towards reconciliation
- create an inclusive society where Aboriginal and Torres Strait Islander Peoples thrive, and the broader Australian society understands, respects and learns from the First Peoples on whose Traditional Lands we live
- increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures through our sphere of influence across the education sector.

ISQ Reconciliation Working Group & First Nations Representation

In August 2022, the ISQ RWG was formed to govern the development of the ISQ Reflect RAP. Each member took responsibility and worked diligently in a collaborative way to progress the work required to develop the ISQ Reflect RAP.

ISQ Reconciliation Working Group

Chris Mountford	Chief Executive Officer (CEO) – Independent Schools Queensland (Internal ISQ RAP Champion)
RoseMarie Koppe	First Nations Education Services Advisor (ISQ RAP Chair)
Amanda Watt	Executive Director – Queensland Independent Schools Parents' Network
Anjulee Singh	Education Services Deputy Director
Courtney Downward	School Services Advisor
Tracey Maree	Graphic Designer
Loree Wilkinson	Project TeachWell Support Officer
Rebecca McKinnon	School Services Manager
Annette Butterworth	Executive Assistant
Sarah Coomb	Student Services Psychologist
Rachel Wolfson	HR Business Partner

Aboriginal and Torres Strait Islander representation on the ISQ RWG

Gina Archer	Torres Strait Islander Elder	Currently Senior Indigenous Education Consultant. Previously Secondary Teacher; Chair of the Queensland Indigenous Education Consultative Committee (QIECC) and advisor on numerous state and national Indigenous education advisory committees.
Des Crump	Gamilaroi Traditional Owner South-west Qld	Industry Fellow in Indigenous Languages – School of Languages and Cultures (University of Queensland, Brisbane); well-respected advisor to State Library Queensland and numerous national advisory committees regarding Indigenous languages; previous writer for QCAA Queensland Aboriginal and Torres Strait Islander Curriculum (P–10) and advisor to the Australian Curriculum development committee.

Staff Survey Results

Understanding the level of knowledge of cultural awareness among ISQ staff was an important step for the RWG. This would inform our Reflect RAP and the steps we would take to begin our journey of understanding.

In February 2023, ISQ staff were invited to participate in a survey intended to encourage honesty and self-reflection regarding their individual knowledge of cultural awareness. The survey was voluntary and was completed by approximately 50% of ISQ staff.

Following were the top-line results:

- 96.9% of respondents agree that the relationship between First Nations and non-Indigenous Australians is important
- 96.9% agree that Aboriginal and Torres Strait Islander cultures are important to Australia's National identity
- 74% agree that their role would benefit by improving their personal cultural competency
- 88.6% agree that embedding a RAP in ISQ's culture is important
- 75% agree that ISQ builds strong relationships with First Nations Peoples.

Survey responses below represent staff thinking regarding areas ISQ needs to improve in:

- 68% agree that ISQ should be doing more towards reconciliation
- 72% of respondents don't know what they can do to help achieve true reconciliation
- 54% of staff did not agree their role allows them to develop a better understanding of the importance of First Nations cultures.

03.

Our Partnerships/Relationships/ Current Activities

ACTION 3.1 a.

Establish and strengthen mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations.

ISQ is a strong advocate for Aboriginal and Torres Strait Islander education in the independent sector and works closely with ISA for advice, information and support on Aboriginal and Torres Strait Islander education issues.

ISQ advocates for school funding with the Australian Government and prepares submissions for Parliamentary Inquiries in collaboration with ISA. Additionally, ISQ supports individual independent schools in areas such as funding and school improvement initiatives.

Our organisation works closely with Reconciliation Australia, The Australian Institute of Aboriginal and Torres Strait Islander Studies, the Australian Government Department of Education, the Queensland Government and other relevant government departments and national bodies in the education sector to assist independent schools with Aboriginal and Torres Strait Islander education.

ISQ represents the independent school sector on a range of state and national committees including:

- Aboriginal and Torres Strait Islander Education Advisory Group
- Transitions Initiatives Governance Group (TIGG) supporting Indigenous student boarding
- Deadly Kids Deadly Futures Steering Committee working on Indigenous students' hearing health for learning
- Queensland Education Reconciliation Industry Network Group (RING)
- Independent Schools Australia Reconciliation Group
- National Indigenous English as a Second Language or Dialect (EAL/D) Consultative Group
- Hearing Australia Listen to Learn
- Independent Education Union (IEU) Working Group on Industrial Guidelines for First Nations Languages and Cultures Workers
- Education Committee for the [Australia Institute of Aboriginal and Torres Strait Islander Studies: Education Strategy](#) and is seeking further partnership through the provision of Cultural Competency Training through AIATSIS for ISQ employees.

We have developed long-term meaningful relationships and partnerships with key Aboriginal and Torres Strait Islander community leaders and Elders including:

- Gina Archer (Torres Strait Islander Elder, Senior Indigenous Education Consultant)
- Des Crump (Gamilaroi First Nations Educator, Language and Curriculum Consultant)
- Aunty Denise Proud (Aboriginal Elder, Early Childhood Educator, Consultant and Board Member of Reconciliation Queensland)
- Monique Proud (Aboriginal Consultant, Owner and Director of Cultural Grounding)
- Tania Thomas (Kamilaroi/Yuwaalaraay/Euahlayi, Education and Cultural Consultant)
- Waverley Stanley (proud Barunggam man, Founding Director of Yalari Indigenous Student Scholarships Foundation)
- Waveney Yasso (Songwoman and Community Educator)
- Queensland Aboriginal and Torres Strait Islander Fund (QATSIF) scholarships for First Nations day students and boarding school students.



ACTION 3.1 b.

Research best practice and principles that support partnerships with Aboriginal and Torres Strait Islander stakeholders and organisations.

Preliminary investigation found that, in general, ISQ's core values align with Mission Australia's philosophy of supporting Aboriginal and Torres Strait Islander partnerships under a banner of 'together we stand'. As ISQ is at the beginning of its journey, the intention of the organisation is to grow and expand authentic relationships and partnerships with First Nations community peoples and stakeholders, adopting the guidance of 'The Partnership Continuum' as shown below.

[Mission Australia: Partnership Continuum](#)



ACTION 3.2 a. b. c. d.

Build relationships through celebrating National Reconciliation Week (NRW)

- a. ISQ circulates NRW Australia's information, resources and reconciliation materials to our staff and members schools during NRW.
- b. It is intended that the ISQ RWG members participate in at least one external NRW event. The ISQ CEO has encouraged staff to attend NRW activities at as many member schools as possible to support Aboriginal and Torres Strait Islander community engagement.
- c. ISQ staff and senior leaders are encouraged and supported to participate in at least one external event to recognise and celebrate NRW.
- d. ISQ will promote Narragunnawali Reconciliation in Education on the ISQ public website and Member Hub to positively influence our external stakeholders to drive reconciliation outcomes through the promotion of Reconciliation Australia's Narragunnawali resources to teachers, school leaders, and education stakeholders.

**National Reconciliation Week (NRW)
27 May to 3 June**

During this significant week, ISQ member schools will be engaged in an ISQ-hosted professional learning event focused on *Embedding Indigenous Perspectives in Curriculum*. Multiple teachers and curriculum leaders from across Queensland will come together for this two-day event, listening to Indigenous leaders and education consultants to gain further knowledge on how to best develop all students' understandings and respect for First Nations peoples and their significant custodianship over Australia for tens-of-thousands of years, within classroom curriculum.

**National Sorry Day
26 May**

The ISQ RWG will proactively distribute resources and encourage staff to engage with National Sorry Day information to improve cultural awareness and capability. Staff will be encouraged to engage with resources provided and listen to authentic online podcasts delivered by Aboriginal and Torres Strait Islander speakers.

ACTION 3.3 a. b. c.

Promote reconciliation through our sphere of influence.

- a. ISQ's CEO and RWG regularly communicate ISQ's commitment to reconciliation to all staff through emails and presentations at all-staff meetings.
- b. The ISQ RWG has worked actively to identify stakeholders our organisation can engage with on this reconciliation journey. ISQ RWG members are currently in discussions with Gadens, a leading Australian law firm, which has already developed their Reflect and Innovate RAPs, and is keen to support ISQ on its reconciliation journey. Discussions are taking place for representatives from Gadens to attend an all-staff meeting and speak about the significant benefits of developing a reconciliation RAP.
- c. The ISQ RWG have actively investigated, identified and reviewed other like-minded organisation's RAPs for direction on how ISQ can journey forward with its own Reflect RAP.

ACTION 4 a. b.

Promote positive race relations through anti-discrimination strategies.

ISQ has commenced this journey by enabling the HR Business Partner to undertake training to improve their cultural understandings and in turn the cultural awareness and understandings of ISQ staff. After gaining this knowledge, ISQ will be better positioned to ensure its anti-discrimination strategies are appropriate and make changes where necessary to ensure a culturally safe environment for Aboriginal and Torres Strait Islander Peoples.

ACTION 5 a. b.

Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning.

By promoting the available *Narragunnawali: Education in Reconciliation* resources, ISQ aspires to 100% of member schools registering for and developing their own Reconciliation Action Plans with the support of ISQ specialist staff and First Nations community representatives in each locality and region.

- a. Develop a business case for increasing understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge, and rights within our organisation.

ISQ's approach to development of a business case under its Reflect RAP will be to first focus on a strong foundation of organisational understanding, knowledge, and awareness.

ISQ's key strategic goals under the organisation's Strategic Plan align with the goals under this Reflect RAP. These goals and actions include:

- **Champion change and reform through effective advocacy** – with a deeper understanding of First Nations issues and perspectives, we can better represent and advocate for our schools that include Indigenous students.
- **Lead alongside our members** – assist schools that are undertaking a RAP and provide leadership, encouragement and direction for those interested in going through the process.
- **Create new opportunities** – be of service to members to make connections, alignments and partnerships for Indigenous students, schools, and non-Indigenous schools that are aiming to embed First Nations cultures, knowledges and perspectives into their curriculum and approach.
- **Deliver exceptional member services** – through curriculum development, training and professional development, advocacy, service delivery and support.
- **Embrace growth, agility, innovation opportunities** – develop partnerships which broaden ideas within ISQ. Lift cultural competency of staff.
- **Engage and communicate with members** – share First Nations stories.
- **Provide a great place to work** – lift cultural awareness, competency and responsiveness of staff through induction processes and professional development. Develop employment protocols that encourage Aboriginal and Torres Strait Islander people to apply to work for ISQ and that it is a preferred employer.

Through our organisational focus, policies and procedures, we aim to:

Acknowledge the Traditional Owners of the lands we live and work on and their history of dispossession, struggle and success, at meetings and events and on various internal and public documents.

Build relationships of respect and engagement with First Nations individuals and organisations.

Learn more about Australia's First Peoples' histories, cultures, knowledge and rights through cultural awareness, competency and responsiveness training to change attitudes and broaden understanding. This can occur through our engagement with staff, ISQ members and community and the broader education sector.

Investigate to understand the context that First Nations member schools, teachers and students are operating in within independent schools in Queensland.

Develop recruitment, induction and ongoing training processes and protocols.

Lead the way in embedding First Nations perspectives into curriculum within our member school networks by encouraging and supporting participation in professional development events and webinars and raising schools' awareness of the resources available on [Reconciliation Australia's Narragunnawali](#) website.

Share First Nations stories by partnering with local Elders and community representatives.

- b. Conduct a review of cultural learning needs within our organisation.

ISQ conducted an initial survey to establish baseline data and information on staff attitudes, cultural learning needs and requests for training and other learning opportunities to enhance cultural awareness, cultural competency, and cultural responsiveness. See some examples of the staff survey results on page seven of this document.

ACTION 6 a. b.

Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning.

- a. Develop an understanding of the local Traditional Owners or Custodians of the lands and waters within our organisation's operational area.
- b. Increase staff's understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols.

ISQ staff undertake regular professional development and cultural incursion encounters with local Aboriginal and Torres Strait Islander Elders, First Nations community peoples, and organisations. This ongoing cultural awareness training aims to improve the cultural awareness capacity of staff, the organisation, and increases ISQ's capacity to support member schools.

ISQ staff are undertaking training and practice in delivering 'Acknowledgement of Traditional Owners/Custodians' for the opening of meetings, professional learning and other significant public events ensuring all understand the significance and importance of observing these cultural protocols and are comfortable delivering them.

Staff guidelines for observance of protocols have been developed to assist staff when they are conducting service support and outreach to member schools and hosting events at ISQ's head office and training facility. These guidelines are available to all ISQ staff via the internal office intranet.

All ISQ head office and training facility meeting rooms have been named with traditional First Nations' language words pronunciation and their meaning (see page five for details).

ACTION 7 a. b. c.

Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week.

- a. Raise awareness and share information amongst our staff about the meaning of NAIDOC Week.
- b. Introduce our staff to NAIDOC Week by promoting external events in our local area.
- c. RWG members to participate in an external NAIDOC Week event.

NAIDOC Week

ISQ pays significant attention annually to NAIDOC Week, hosting and creating special activities for ISQ staff to engage in to ensure awareness of the importance of NAIDOC Week, the annual theme and meaning.

The ISQ RWG has explored several options this year, including a whole staff NAIDOC Week activity, focused on the NAIDOC theme at the monthly staff meeting, and encouragement of staff to attend local external NAIDOC activities, including NAIDOC activities conducted by member schools.

The ISQ RWG will also participate in an external NAIDOC Week event.

ACTION 8 a. b.

Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention and professional development.

- a. Develop a business case for Aboriginal and Torres Strait Islander employment within our organisation.
- b. Build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities.

ISQ is committed to establishing its First Nations employment strategy to successfully employ and retain staff who identify as Aboriginal and/or Torres Strait Islander people, to have a sense of belonging at ISQ. Furthermore, ISQ will undertake this work to offer enriched support to all member schools, particularly those that have Aboriginal and Torres Strait Islander students and/or employees.

ACTION 9 a. b.

Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcome.

- a. Develop a business case for procurement from Aboriginal and Torres Strait Islander-owned businesses.
- b. Investigate Supply Nation membership.

The ISQ RWG has been investigating various services offered by Aboriginal and Torres Strait Islander-owned businesses across a range of business needs, including catering, cultural awareness training, office artwork and event gifting.

Our intent is to eventually infuse Aboriginal and/or Torres Strait Islander cultures and services (where appropriate) through ISQ events and day-to-day operations.

Some of the services the ISQ RWG has been investigating include:

- Bespoke Aboriginal and Torres Strait Islander artwork for ISQ's new office
- Aboriginal and Torres Strait Islander artwork purchased by ISQ that can be used for multiple purposes e.g., design elements for publications (including ISQ's RAP) and artwork for gifts (tote bags, tea towels, thank you cards, coasters)
- Catering – offering our clients and staff an added cultural experience at corporate and professional learning events
- Gifting – thank you gifts for speakers at events
- Corporate partner gifting
- Cultural awareness, competency and responsiveness training at ISQ's annual staff professional development days
- Cultural competency online training for all staff and new starters.

ISQ will actively promote the Independent Education Union's (IEU) Industrial Guidelines for Employees Delivering First Nations' Language and Cultural Education Programs to member schools, supporting the appropriate remuneration of community language teacher and advisors working in these schools.

ISQ is exploring preferred supplier arrangements with Aboriginal and Torres Strait Islanders goods and services for a range of the organisation's professional events and programs.

The ISQ RWG has also made preliminary investigations into Supply Nation membership and will consider this further in the context of the organisation's 2024 budget planning.



IMAGE: The Murri School

3.1.

Deliverables

ACTION 10–12 Deliverables

RELATIONSHIPS			
ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
1. Establish and strengthen mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations.	Identify Aboriginal and Torres Strait Islander stakeholders and organisations within our local area or sphere of influence.	May 2024	Education Services Deputy Director
	Research best practice and principles that support partnerships with Aboriginal and Torres Strait Islander stakeholders and organisations.	May 2024	Education Services Deputy Director
2. Build relationships through celebrating National Reconciliation Week (NRW).	Circulate Reconciliation Australia's NRW resources and reconciliation materials to our staff.	May 2024	First Nations Education Services Advisor and Student Services Psychologist
	RWG members to participate in an external NRW event.	July 2024	First Nations Education Services Advisor and Student Services Psychologist
	Encourage and support staff and senior leaders to participate in at least one external event to recognise and celebrate NRW.	July 2024	School Services Advisor and Student Services Psychologist
3. Promote reconciliation through our sphere of influence.	Communicate our commitment to reconciliation to all staff.	May 2024	CEO and First Nations Education Services Advisor
	Review external stakeholders that our organisation can engage with on our reconciliation journey.	May 2024	CEO and First Nations Education Services Advisor
	Identify RAP and other like-minded organisations that we could approach to collaborate with on our reconciliation journey.	July 2024	Business Development Executive and First Nations Education Services Advisor
4. Promote positive race relations through anti-discrimination strategies.	Research best practice and policies in areas of race relations and anti-discrimination.	August 2024	School Services Manager and HR Business Partner
	Conduct a review of HR policies and procedures to identify existing anti-discrimination provisions and future needs.	October 2024	School Services Manager and HR Business Partner

RESPECT			
ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
5. Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge, and rights through cultural learning.	Develop a business case for increasing understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge, and rights within our organisation.	September 2024	CEO and First Nations Education Services Advisor
	Review of cultural learning needs within our organisation.	June 2024	First Nations Education Services Advisor and Project TeachWell Support Officer
6. Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.	Develop an understanding of the local Traditional Owners or Custodians of the lands and waters within our organisation's operational area.	December 2024	Education Services Deputy Director and First Nations Education Services Advisor
	Increase staff's understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols.	December 2024	Education Services Deputy Director and First Nations Education Services Advisor
7. Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week.	Raise awareness and share information amongst our staff about the meaning of NAIDOC Week.	July 2024	Education Services Deputy Director and First Nations Education Services Advisor
	Introduce our staff to NAIDOC Week by promoting external events in our local area.	July 2024	School Services Advisor and Student Services Psychologist
	RAP Working Group to participate in an external NAIDOC Week event.	July 2024	School Services Advisor and Student Services Psychologist

OPPORTUNITIES

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
8. Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention, and professional development.	Develop a business case for Aboriginal and Torres Strait Islander employment within our organisation.	September 2024	HR Business Partner
	Build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities	September 2024	HR Business Partner
9. Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes.	Develop a business case for procurement from Aboriginal and Torres Strait Islander owned businesses.	September 2024	QISPN Executive Director and Graphic Designer
	Investigate Supply Nation membership.	September 2024	QISPN Executive Director and Graphic Designer

GOVERNANCE

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
10. Establish and maintain an effective RAP Working Group (RWG) to drive governance of the RAP.	Maintain a RWG to govern RAP implementation.	April 2025	First Nations Education Services Advisor
	Review the <i>Terms of Reference</i> for the RWG.	May 2024	Executive Assistant
	Maintain Aboriginal and Torres Strait Islander representation on the RWG.	April 2025	First Nations Education Services Advisor
11. Provide appropriate support for effective implementation of RAP commitments.	Define resource needs for RAP implementation.	June 2024	First Nations Education Services Advisor and RWG
	Engage senior leaders in the delivery of RAP commitments.	May 2024	CEO
	Review appointment of the ISQ RAP champion annually to allow other members of senior leadership to apply.	May 2024	CEO
	Define appropriate systems and capability to track, measure, and report on RAP commitments.	May 2024	Executive Assistant
12. Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.	Contact Reconciliation Australia to verify that our primary and secondary contact details are up to date, to ensure we do not miss out on important RAP correspondence.	June 2024	First Nations Education Services Advisor
	Contact Reconciliation Australia to request our unique link, to access the online RAP Impact Measurement Questionnaire.	August 2024	First Nations Education Services Advisor
	Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia.	September 2024	CEO and First Nations Education Services Advisor
13. Continue our reconciliation journey by developing our next RAP.	Register via Reconciliation Australia's website to begin developing our next RAP.	February 2025	First Nations Education Services Advisor

For enquiries please contact:

ISQ First Nations Education Services Advisor
07 3228 1515

Independent Schools Queensland Ltd
ACN 614 893 140 ABN 88 662 995 577

Independent Schools Queensland
Level 7, 189 Grey Street, South Brisbane Q 4001
P (07) 3228 1515 E office@isq.qld.edu.au

www.isq.qld.edu.au

