



*Title*

## NAIDOC: The Next Generation: Strength, Vision & Legacy

*Artist*

### SHYKEYA PALMER

Shykeya Palmer is a proud descendent of the Kuku Yalanji, Kalkadoon and Waanyi clan tribes. In 2025, Shykeya was a Year 12 student and Cultural Captain at Heatley Secondary College.

#### ARTIST STATEMENT

This artwork is a visual representation of this year's theme for NAIDOC: The Next Generation: Strength, Vision & Legacy and each circle represents one of the themes for NAIDOC. For Strength, the image is a picture of a graduation hat which represents the strength and courage I take from my elders who have left behind a lasting and powerful legacy. For Vision, the image is of an eye which represents a vision where our voices as the next generation are not only heard but lead the way. For Legacy, the image is of a seedling growing which represents us as the next generation who will carry the torch, shaping the future with courage, insight, and deep respect for our elders who have paved the way for us. I included all these representations to show that I value the traditions my elders have left behind. I hold strength to be a strong role model for my community and I envision my future to be bright and prosperous, as I am the next generation.

Phone: (07) 4726 8333 | Email: [admin@heatleysc.eq.edu.au](mailto:admin@heatleysc.eq.edu.au)  
PO Box 64, Aitkenvale Qld 4814 | Cnr Fulham Rd & Hanlon St, Heatley Qld 4814  
[www.heatleysc.eq.edu.au](http://www.heatleysc.eq.edu.au)



## HEATLEY SECONDARY COLLEGE

# Reconciliation Action Plan 2026

### ACKNOWLEDGEMENT OF COUNTRY

Heatley Secondary College acknowledges the Traditional Owners of the land on which our College was built in 1968, the Wulgurukaba People.

The Wulgurukaba people call their country "Gurrumbilbarra" Wulgurukaba meaning "canoe people". An important symbol of the Wulgurukaba people is the Carpet Snake. Wulgurukaba's creation story tells the story of the creation snake that came down from the Herbert River, went out to sea creating the Hinchinbrook Channel, and continued down to Palm and Magnetic Islands.

The snake's body broke up leaving parts along the coast: the tail of the snake is at Halifax Bay; the body is at Palm Island; and the head rests at Arcadia on Magnetic Island.

We also acknowledge the Bindal People as the traditional owners of the neighbouring land on the southern banks of the Ross River. The Bindal people call the country "Thul Garrie Waja". An important symbol for the Bindal people is the shooting star. They believe that wherever the star fell, or the direction the star fell in, meant there was either danger coming or that someone from that direction was in need of help or was in danger.

We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

### OUR VISION

We are committed to delivering aspirational, educational, economic and social outcomes for Aboriginal and Torres Strait Islander peoples.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

We all have a role in creating workplaces, schools and communities that value, support, and uphold the rights of Aboriginal and Torres Strait Islander peoples.



	RELATIONSHIPS	RESPECT	OPPORTUNITIES
IN THE CLASSROOM	<ul style="list-style-type: none"><li>Personalise Acknowledgement of Country by sharing individual's place of birth</li><li>Create a Stakeholder List including businesses with their availability to be guests in the College</li><li>Rename student notices to a traditional name</li><li>Make family connections, asking "where is your mob from?"</li></ul>	<ul style="list-style-type: none"><li>Acknowledgement of Country performed by students in Den class once a week</li><li>Teach the significance of Reconciliation</li><li>Teachers to utilise the '8 Ways of Aboriginal Learning' to engage our Aboriginal and Torres Strait Islander students in their learning</li><li>Cultural responsiveness for students and staff</li></ul>	<ul style="list-style-type: none"><li>Promote RAP during Stars/Clontarf contact times</li><li>Mentor junior students by our senior students eg: Year 10 Peer leaders – Year 7 students</li><li>Visual representation of RAP in home rooms</li><li>Display language maps in home rooms to acknowledge family connections</li><li>Continue to embed Indigenous Perspectives in Version 9 of Australian Curriculum</li></ul>
AROUND THE SCHOOL	<ul style="list-style-type: none"><li>Recognise ALL cultures on Harmony Day showcasing the diversity of our College</li><li>Engage new staff in Cultural Awareness training</li><li>Familiarise new staff in '8 Ways of Aboriginal Learning'</li></ul>	<ul style="list-style-type: none"><li>Student leaders being responsible for putting up and taking down all four flags at the front of our College</li><li>Establish and share protocols when using our Yarning Circle</li><li>Design a visual representation of Acknowledgement of Country plaque in Courtyard</li><li>All members of our College to understand the meaning behind our Aboriginal and Torres Strait Islander flags</li></ul>	<ul style="list-style-type: none"><li>Share actions and progress with RAP by members of the working group<ul style="list-style-type: none"><li>with students during Year level assemblies</li><li>with staff at Staff Meetings</li></ul></li><li>Promote RAP by making video snippets of our progress to educate and inform our College of our priorities</li><li>Create a language wall in the administration office with greetings from different cultures eg: wordle</li><li>Create a RAP budget for 2026</li><li>Deliver the current RAP with the induction of new staff members</li><li>Include RAP documentation in new student enrolment packages</li></ul>
WITH THE COMMUNITY	<ul style="list-style-type: none"><li>Consult our Elders with concerns in our community</li><li>Involve our community members in our celebrations through artwork, dance and games</li><li>Create student dance groups</li><li>Share the history of significant events with staff and students</li><li>Identify the most appropriate person in the community and follow cultural protocol for all school cultural activities</li><li>Include RAP progress in our newsletters</li></ul>	<ul style="list-style-type: none"><li>Launch our RAP 2026 with the community</li><li>Take action against racism (for all races) and play a part in educating our community</li><li>Invite Elders to share knowledge about bush foods &amp; bush medicine</li><li>Complete a co-design project that is culturally appropriate and an inviting space – Yarning Circle</li><li>Launch the Yarning Circle once completed</li><li>Aboriginal and Torres Strait Islanders are represented on various committees</li></ul>	<ul style="list-style-type: none"><li>Promote RAP progress more in the community eg: newsletter, Facebook</li><li>Support Aboriginal and Torres Strait Islander businesses and promote in newsletter</li><li>Employ more Aboriginal and Torres Strait Islander staff in the College</li><li>Give First Nations parents the opportunity to volunteer or be guests in the College</li><li>Investigate the opportunity to be involved in another co-design project</li></ul>