



BALLARAT
GRAMMAR



RECONCILIATION
ACTION
PLAN **RAP**

ACKNOWLEDGEMENT
OF COUNTRY



This is Wadawurrung Land. This will always be Wadawurrung. Wadawurrung people have cared for this country for thousands of years. Today we walk beside Wadawurrung people and care for this country for all the future generations to come. We pay our respects their Elders past, present and emerging, and extend this to all Aboriginal and Torres Strait Islander People.

These words are a gift to Ballarat Grammar from Nickesha Jones (OG 2016) and Uncle Bryan Powell



This document has been adapted from Ballarat Grammars Reconciliation Action Plan, developed through Reconciliation Australia's Narragunnawali: Reconciliation in Education program". Where personalised design work is incorporated in this way, all uses of the Narragunnawali or Reconciliation Australia logo, and references to the words 'Reconciliation Action Plan' or 'RAP' must be approved by Reconciliation Australia.

THE HEADMASTER



During a trip to Canada a presentation from anthropologist, Professor Wade Davis, indicated that Aboriginal and Torres Strait Islander Australians are recognised for having some of the most expansive memorisation techniques of any group in humanity. Of course, I had previously heard of and thought that I understood Songlines. But such was my limited knowledge of this rich culture that I did not appreciate the capacity for this expansive version of legend and storytelling to convey so much precious information from one generation to the next. The Ballarat Grammar Reconciliation Action Plan is an effort by our School community to build just this type of understanding and appreciation of Australia's rich Aboriginal and Torres Strait Islander culture and history. It is our School's effort to acknowledge the invaluable contribution of our Aboriginal and Torres Strait Islander students and their families to our community. It is symbolic of our ongoing recognition of the traditional owners of the land on which we stand and the wisdom of Aboriginal and Torres Strait Islander elders; past, present and emerging.



OUR VISION



Ballarat Grammar School strives to ensure that our rich and diverse Aboriginal and Torres Strait Islander culture and history is embraced and celebrated. We aim to foster and enrich relationships between our whole school community and the Aboriginal and Torres Strait Islander peoples. We acknowledge the mutual responsibility shared between First Nation Australians and our community and aspire to create a culturally safe environment.



OUR HISTORY

Ballarat Grammar has been committed to the enhancement of retention and attainment of Indigenous students in secondary schooling for some time and to this end has offered tuition and boarding scholarships to many local and non-local Indigenous students. At the beginning of 2020 we had 23 Aboriginal and Torres Strait Islander students enrolled across the School. In 2010 The Board of Directors committed Ballarat Grammar to the development of a long-term relationship with the Kalumburu Indigenous Community, in the north of Western Australia, with the encouragement of key figures in the Community. This was followed by an approach from community members from Timber Creek NT seeking boarding opportunities for their young high school aged students.

Compassion, Respect, Justice and Aspiration are just some of the values at Ballarat Grammar. These values are essential to bridging gaps between Aboriginal and Torres Strait Islanders and the remainder of the Australian community. Through the schools Reconciliation Action Plan (RAP), our community will be accountable in their efforts of reconciliation. To achieve this, the school has outlined several required steps and set clear goals.

Moving forward, we are eager to continue to build a holistic program that supports local and non-local Indigenous students. That strives to enrich the lives of all students and families with greater knowledge, respect, and understanding of Aboriginal and Torres Strait Islander histories, cultures and languages, whilst establishing culturally safe practices throughout our community. Our program will be focusing on Indigenous Excellence, and a diverse range of in-school and extracurricular activities that focus on education, leadership, employment, pastoral care and community.

To continue to provide two-way learning, growth and respect we will investigate strategies to engage with Local, State and Federal level initiatives, including funding and training opportunities which will provide a sustained approach to our Program.

Always was, always will be.

OUR TEAM

RAP WORKING GROUP

STUDENTS

Jaya Foy, Elias Jarvis, Lilla McIntyre

Special mentions to our 2020 OG


Aeron Johns
Annie Trotter
Adam Van Donk
Rory Barnett

PARENTS

Lenka Vanderboom
Rain Wenitong
Sheree Lowe
Nicole Foy
Sean Geas

SCHOOL

Shane Woodrow
Monique Forrest
Rob Grant
James Castles



Going forward, I hope that Grammar can create a RAP in which truly enriches the vast and diverse Aboriginal & Torres Strait Islander culture in way in which is lead by students and the Aboriginal and Torres Strait Islander community.

Elias 2020

THE PATH FORWARD

RELATIONSHIPS
RESPECT
OPPORTUNITIES
2020 - 2023

RECONCILIATION
ACTION
PLAN **RAP**



RELATIONSHIPS

ACTION	DELIVERABLES	TIMELINE	RESPONSIBILITY
<p>Action 1: Build relationships with community</p> <p>We commit to building relationships with our local Aboriginal and Torres Strait Islander community that are built on mutual respect, trust and inclusiveness. We value these relationships and their role in helping to create opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children and community members.</p>	<p>1a: BGS will seek Traditional Owners' advice on all matters relating to cultural heritage, language, place-naming and protocols. This includes seeking advice on how to support Wadawurrung language projects within the School, such as re-naming some buildings and spaces.</p> <p>1b: BGS will seek advice from Aboriginal and Torres Strait Islander community members and education networks about resources and studies that could help inform our own programs. These will be collated and made accessible online (Nexus) to staff, students and families.</p> <p>1c: BGS will raise awareness of RAP Vision & Actions (among families/parents, as well as students and staff) through internal communications and publications. The School will ensure RAP information is provided to all new families and staff.</p> <p>1d: BGS will develop an interview and orientation program for new students and their families and ensure that our enrolment information is suitable and accessible for all students and families.</p> <p>1e: BGS will survey (annually, as part of RAP renewal) its staff, student and family community to track our efforts to build relationships and work towards reconciliation. One aim of initial surveys should be to learn about how students and staff at BGS may be impacted by cultural burden and racism. We will also use the data to include a review of cultural awareness training needs within our organisation.</p> <p>1f: BGS will support our Aboriginal and Torres Strait Islander families to continue to build a strong connection with the school and each other. This will include creating opportunities at least once every term for its RAP Working Group to meet and annual opportunities for its RAP Support Network, and for BGS Aboriginal and Torres Strait Islander students and families to come together.</p> <p>1g: Indigenous Student Coordinator will work towards developing an excellence program that will contribute to improving outcomes of Aboriginal and Torres Strait Islander peoples and enrich the school community. This will include developing a strategic plan for our Aboriginal and Torres Strait Islander Program, working with community and external agencies to support the ongoing progress of the program.</p> <p>1h: In all collaboration with Aboriginal and Torres Strait Islander community members and Traditional Owners as described above, BGS will prioritise the development of relationships built on mutual trust.</p>		

ACTION	DELIVERABLES	TIMELINE	RESPONSIBILITY
<p>Action 2: Cultural competence for staff</p> <p>We will reflect on our current level of cultural competence and provide staff with a range of opportunities to build and extend their knowledge and understanding of Aboriginal and Torres Strait Islander cultures. We also commit to supporting staff to independently seek out and participate in a variety of cultural awareness experiences that assist them on their own journey of understanding.</p>	<p>2a: BGS will invite Wadawurrung representatives to be involved in annual Cultural Competency professional development opportunities for all staff (including teaching, administration, maintenance, etc).</p> <p>2b: BGS will provide its staff with a range of learning opportunities, designed to meet staff at their point of need (considering different knowledge bases, and requirements; for example, for staff helping to transition boarders). The School will advise staff of Professional Development opportunities being offered in wider community in relation to reconciliation, cultural understanding and education.</p>		
<p>Action 3: Aboriginal and Torres Strait Islander people in the classroom</p> <p>We are committed to welcoming Aboriginal and Torres Strait Islander people into our classrooms as guests to work alongside our students and children in learning activities. Having an Aboriginal and Torres Strait Islander presence in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.</p>	<p>3a: RAP Working Group will support teachers to invite Aboriginal and Torres Strait Islander people in classrooms to share their knowledge with students. The CEEd Bush Kinder program and Year 9 Garden will also be used as spaces where the knowledge and experience of Aboriginal and Torres Strait Islander people can be shared.</p> <p>3b: The RAP Working Group will conduct a School-wide review or audit into Aboriginal and Torres Strait Islander guests that have been invited, at which year-levels, and how often. (This can build on data collected in our initial survey.)</p>		
<p>Action 4: Welcome to Country</p> <p>Where appropriate, significant events at our school commence with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating these protocols into formal events and important occasions, we recognise Aboriginal and Torres Strait Islander peoples as the First Australians and Custodians of their Land.</p>	<p>4a: BGS will commit to an annual budget allowance to engage Wadawurrung representatives to give a Welcome to Country at significant School events, including during National Reconciliation Week and for boarding students arriving at the start of each school year.</p>		
<p>Action 5: Celebrate National Reconciliation Week</p> <p>Our school community celebrates National Reconciliation Week (NRW) which is held from 27 May to 3 June each year by talking about reconciliation in the classroom and around the school, and celebrating with the community. NRW is a time for all Australians to learn about our shared histories, cultures and achievements and to explore how each of us can join the national reconciliation effort.</p>	<p>5a: Student leadership group will assist in planning and coordinating NRW celebrations in Senior School and Junior School.</p> <p>5b: NRW will be celebrated in CEEd, including using art projects, media and stories.</p>		

RESPECT

ACTION	DELIVERABLES	TIMELINE	RESPONSIBILITY
<p>Action 6: Teach about Reconciliation</p> <p>Our school community is committed to learning about reconciliation in Australia. Having an understanding of the concept, history and progress of reconciliation is an important part of continuing the reconciliation journey. This understanding also helps to strengthen engagement with our school's RAP by positioning it within the broader story of reconciliation in Australia.</p>	<p>6a: BGS professional development for staff will include annual provision of Cultural Competency training for all staff (as above), as well as direction to online resources provided to all staff, students and families. Professional development for teaching staff will convey the notion of a shared teaching responsibility when it comes to reconciliation.</p> <p>6b: BGS Libraries will continue to include resources from Aboriginal and Torres Strait Islander publishers, authors & illustrators across Junior & Senior Schools, and CEEd. These resources should be easily identifiable and given prominence during significant weeks (NRW and NAIDOC Week) to assist teaching staff and students.</p>		
<p>Action 7: Explore current affairs and issues</p> <p>We are committed to raising awareness of current affairs and issues in the public domain that are of particular significance to Aboriginal and Torres Strait Islander 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>	<p>7a: BGS teaching staff will be supported to address a curriculum 'gap' in teaching about recent history and current issues, through a Curriculum Audit and the development of a Scope & Sequence document by the RAP Working Group. Examples should include how 'Closing the Gap' and 'Uluru Statement' can be shared in teaching and learning.</p> <p>7b: RAP Coordinators will create and communicate a calendar of Aboriginal and Torres Strait Islander dates and events of significance to all staff.</p>		
<p>Action 8: Acknowledgement of Country</p> <p>All staff and students have the opportunity to show respect to Traditional Owners and Custodians by regularly conducting an Acknowledgement of Country at meetings and events throughout the year.</p>	<p>8a: Heads of Schools and Faculties will continue to demonstrate leadership through consistent verbal Acknowledgement of Country at meetings and events throughout the year.</p> <p>8b: Annual professional development for all staff will include information about what it means to acknowledge Country and why we do it and provide opportunities for a range of staff and students to acknowledge Country at different meetings and events.</p> <p>8c: BGS will identify and commit to new opportunities for visual Acknowledgements, eg: plaques at entrances (including range of locations- Mt Rowan, boatshed, etc), on email signatures, and in all online and printed publications including School planners.</p> <p>8d: CEEd staff will develop a consistent Acknowledgement of Country for Kindergarten and Reception children to say each day, as well as when they arrive at Bush Kinder. This Acknowledgement will also be on visual display around the CEEd building.</p>		

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<p>Action 9: Aboriginal and Torres Strait Islander flags</p> <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>	<p>9a: BGS will fly the Aboriginal and Torres Strait Islander flags at Forrest St and Dare St entrances. Aboriginal and Torres Strait Islander flags will be on display throughout CEEEd building, including laminated flags in each room.</p>		
<p>Action 10: Take Action against Racism</p> <p>Racism can have serious negative consequences for the people who experience it, for those who witness it, and for wider society. When racism is properly understood it is easier to overcome. We commit to building awareness of what racism is, the impacts of racism and how to respond effectively when it occurs through an anti-racism strategy tailored to the needs of our school.</p>	<p>10a: BGS will develop a School Anti-Racism strategy. This strategy will include a plan to educate all staff and students to identify and understand the impact of casual racism and xenophobia at school.</p>		

OPPORTUNITIES

ACTION	DELIVERABLES	TIMELINE	RESPONSIBILITY
<p>Action 11: Curriculum planning</p> <p>Embedding Aboriginal and Torres Strait Islander histories and cultures in curriculum planning, development and evaluation processes is a key and ongoing consideration across all year levels and learning areas. Curriculum documents have or will be audited to identify the extent to which Aboriginal and Torres Strait Islander histories, cultures and contributions are already embedded, and to identify opportunities for strengthening the representation of this content in the curriculum.</p>	<p>11a: RAP Working Group will commence audit of curriculum currently being delivered CEEed-12 and commence project to map and develop a Teaching & Learning Scope & Sequence document for BGS (For example: Aboriginal and Torres Strait Islander History, Culture and Connections).</p> <p>11b: RAP Working Group will support teaching staff to create opportunities for students to research Aboriginal and Torres Strait Islander artists, films, literature, and significant contributions. These opportunities will be documented in Curriculum audit/ Scope & Sequence and shared with all staff and students online.</p> <p>11c: BGS will continue to provide opportunities for students to participate in cultural immersion activities, where it is appropriate.</p> <p>11d: CEEed will continue existing programs, that include Aboriginal and Torres Strait Islander education in its curriculum planning. CEEed will also explore new programs and opportunities.</p>		
<p>Action 12: Inclusive policies</p> <p>All staff in our school are aware of policies that refer specifically to improving educational outcomes for Aboriginal and Torres Strait Islander people and increasing knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. We have a plan in place to ensure all staff comply with these policies in their daily practice. 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.</p>	<p>12a: Current BGS policies and procedures will be reviewed to ensure language is inclusive of all people. Aboriginal and Torres Strait Islander representatives will be engaged to provide advice on appropriate inclusive language, and how to use these policies to increase knowledge of Aboriginal and Torres Strait Islander history and culture</p>		

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<p>Action 13: RAP Budget Allocation</p> <p>We have set aside dedicated funds from within our budget to procure relevant goods and services that strengthen the sustainability of our RAP Actions. Staff are aware that it is important to consider remuneration for people who have been involved in RAP initiatives out of respect for the time and resources that they have contributed.</p>	<p>13a: RAP Coordinators will investigate strategies to engage with Local, State and Federal level initiatives, including funding and training opportunities, Reconciliation Awards and grants opportunities. The Indigenous Student Coordinator will seek funding opportunities to increase access for Aboriginal and Torres Strait Islander applicants and support the implementation of a scholarships program.</p> <p>13b: BGS will allocate an annual budget for RAP Coordinators. This allocation will recognise the RAP Actions that require funding to be implemented and sustained, including Professional Development opportunities, guest speakers, coordinating Welcome to Country and smoking ceremonies, purchasing curriculum resources, artworks and flags.</p>		
<p>Action 14: Staff engagement with RAP</p> <p>Commitment to the Reconciliation Action Plan (RAP) from all staff is essential for developing a RAP that is implemented in a meaningful and sustainable way. All staff will be involved in the ongoing development and implementation of our RAP through staff development opportunities facilitated by the RAP Working Group.</p>	<p>14a: BGS will ensure the ongoing nature of the RAP through its links to Whole School Strategic Directions and the development and maintenance of Positions of Responsibility (RAP Coordinators). BGS will implement a RAP leadership structure that includes Officers responsible at Senior, Junior and CEED teaching and learning spaces, as well as for all Non-teaching staff (grounds/libraries/administration)</p> <p>14b: RAP Working Group will maintain ongoing communication with all BGS staff through meetings and publication to provide information about RAP Vision and Actions. These communications will include making visible to staff details of each annual review of the RAP, annual survey inviting feedback and suggestions, and promoting upcoming training and events such as NRW and NAIDOC Week.</p>		
<p>Action 15: Celebrate RAP Progress</p> <p>We are committed to reflecting on the progress made in the growth of knowledge and pride in Aboriginal and Torres Strait Islander 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.</p>	<p>15a: RAP Working Group will fulfil the required annual review of the BGS RAP, which (as outlined above) will include an annual survey of the school community and the invitation for further feedback and suggestions. As part of its communications, the RAP Working Group will annually invite new community members to join its Support Network and contribute to the RAP development and implementation.</p> <p>15b: School publications, professional development sessions and significant events including NRW and NAIDOC Week will be used as opportunities to communicate and celebrate RAP progress in the School.</p>		

For Grammar to be a safe place for our community and educated about the importance of Aboriginal and Torres Strait Islander people.



I want to applaud students in establishing this Reconciliation Action plan and to come together in this important alliance. The Grammar community will become stronger and more successful with gaining a deeper understanding and establish the best approach in achieving this goal.

ARTIST



I am a custodian of my country and the country is my custodian too. I have a sense of belonging when I am out on country. Being a traditional owner means you take care of the land. You don't own the land, it owns you. Growing up on country has taught me that you do not need much, you only take what you need and never be too greedy. Whenever my family and I go out bush to hunt or fish, we always call out to our ancestors to let them know we are there. We never take more than we need, we never destroy the land and we look after country. These are important lessons in today's society, because the loud voices are always calling for more. Sometimes you have to listen and be close to your feelings inside, listening to the wise voices of ourselves, to make the right decisions.

Tarikka Campbell - Timber Creek OG 2019





BALLARAT AND QUEEN'S
ANGLICAN GRAMMAR SCHOOL

