

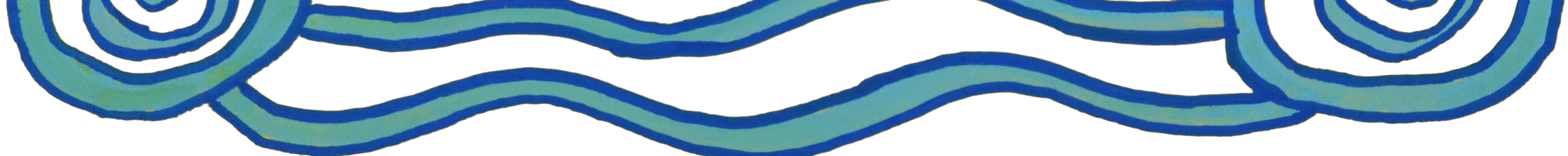


RECONCILIATION ACTION PLAN

2024-2027



BALLARAT
GRAMMAR



VISION FOR RECONCILIATION

Ballarat Grammar will act to ensure that the rich and diverse Aboriginal and Torres Strait Islander cultures and histories are embraced and celebrated. We will foster an enriched relationship between our whole school community and the Aboriginal and Torres Strait Islander community. We will undertake the necessary actions to create a culturally safe environment for all members of the School.

(Year 11 & 12 Student Leaders 2024)

ABOUT THE ARTIST

The artwork is called Ampiji (Rainbow Serpent). I painted the rainbow serpent because it is my totem on my dad's side which is Tiwi, and I feel a strong connection to it. The water below represents two billabongs and a stream connecting them, showing my connection that I have with water since my people are saltwater people and because in Tiwi culture the rainbow serpent created the land and waterways. The sun and the moon in the top corners represent that my connection to my culture lasts forever, in the same way that the sun and moon will (rise) always rise. The boomerangs represent the way I will always come back to my culture and connections. My Country on my Dad's side is Rocky Point on the Tiwi Islands, and on my Mum's side it is Point Pearce on the Yorke Peninsula (South Australia) which is Narungga People's Country.



Georgia Lynch
(Year 11, 2024)

WORDS FROM THE HEADMASTER

Recognition that First Nations Australians are the Custodians of one of the world's richest living cultures has long been at the heart of Ballarat Grammar. Seeking the wisdom of Elders, past and present, and many diverse contributors, perhaps most importantly the thoughts and words of our young people, has allowed us to develop this, our second Reconciliation Action Plan.

More than just serving to highlight our commitment to reconciliation, which is an important journey, we aspire to model a celebration of Australian Cultural diversity and inclusion. It begins with the need for every student to walk into our community feeling safe in the knowledge that they belong and that they have 'their people'; people who acknowledge and celebrate them for who they are. Australia's faltering progress towards reconciliation makes the example that our community provides ever more important in providing hope and heart to Indigenous Australians and an example to all young people. Through this Reconciliation Action Plan, and the gentle yet significant and meaningful steps that we commit to take towards reconciliation, our School strives to provide a beacon of what can be, a light of hope for the future for all Australians.

ADAM HEATH



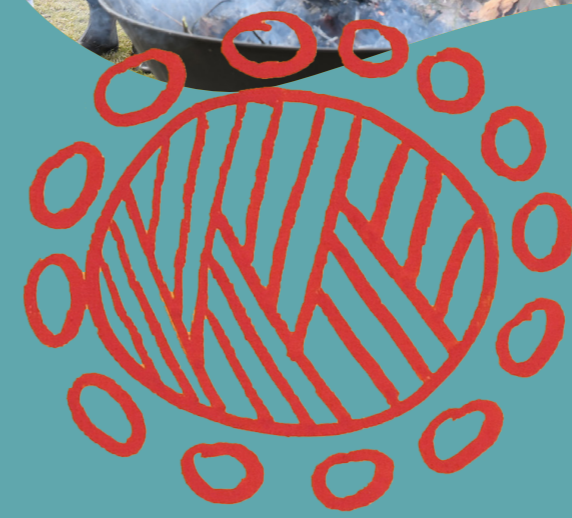


ACKNOWLEDGEMENT OF COUNTRY

Ballarat Grammar acknowledges the Traditional Owners of the land on which we learn, work and live - the Wadawurrung People. We pay our respects to their Elders past and present, and extend that respect to all Aboriginal and Torres Strait Islander Peoples.

We recognise and value the enduring connection that Wadawurrung People have with this land, its waterways and sky, as we honour their Culture, heritage, and ongoing contributions to our community.

(EVA PHILIPPIADIS – YEAR 12, 2024)



RELATIONSHIPS IN THE CLASSROOM

RELATIONSHIPS AROUND THE SCHOOL

ACTION 1: ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE IN THE CLASSROOM	
COMMITMENT:	We are committed to engaging Aboriginal and Torres Strait Islander people in our learning activities. Having Aboriginal and Torres Strait Islander voices in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and Cultures.
GOALS:	Ballarat Grammar will invite Aboriginal and Torres Strait Islander Peoples into its learning environments. Reconciliation Action Plan (RAP) Coordinators and Curriculum Leaders will support teachers to ensure Aboriginal and Torres Strait Islander voices are included when teaching about First Nations histories and cultures.
DELIVERABLES:	RAP Coordinators will maintain and develop relationships with Traditional Owners, Elders and local First Nations educators, including from Ballarat and District Aboriginal Cooperative (BADAC), to connect teachers with Aboriginal and Torres Strait Islander voices. Ballarat Grammar will provide an annual budget to secure the services of those with relevant Cultural expertise. RAP Coordinators will share planned curriculum opportunities with Aboriginal and Torres Strait Islander families and local First Nations educators, to engage appropriate speakers for different occasions. RAP Coordinators and library and Inquiry Centre staff will continue to provide access to a range of online and hardcopy culturally appropriate resources.

ACTION 2: OPPORTUNITIES FOR ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS AND CHILDREN	
COMMITMENT:	We commit to providing opportunities for our Aboriginal and Torres Strait Islander students to celebrate their Cultural identities. These opportunities positively impact the wellbeing of Aboriginal and Torres Strait Islander students and children, and create shared pride for Aboriginal and Torres Strait Islander Cultures, contributions, identities and histories in the wider School community.
GOAL:	Ballarat Grammar will provide rich and meaningful opportunities for students to celebrate their diverse Cultural identities by maintaining an Indigenous Student Program (ISP) that is built around the pillars of Community, Culture and Connection.
DELIVERABLES:	The ISP Coordinator will work with community and external agencies to maintain and grow the program. These programs will include, but not be limited to, the Schools Empowerment Alliance, the Smith Family Indigenous Youth Leadership Program, the Western Bulldogs Nallei Jerring Leadership Project, Buldau Yioohgen Anglicare Program, Murrup Barak Melbourne University, BADAC and the Clontarf Foundation. The ISP Coordinator will seek funding opportunities to increase access for Aboriginal and Torres Strait Islander applicants through a range of scholarships. The RAP Working Group will initiate opportunities for students and families to celebrate their Cultures including, but not limited to, NAIDOC Week celebrations, ISP dinners and functions and participation in community events such as the VACSAL Basketball Carnival. The ISP will be showcased and celebrated through the publication of an information booklet.

ACTION 3: ELDERS AND TRADITIONAL OWNERS SHARE HISTORIES AND CULTURES	
COMMITMENT:	We are committed to forging a meaningful and ongoing relationship with local Aboriginal and Torres Strait Islander Elders, and people recognised in their community as Traditional Owners. We hope this relationship can be of mutual benefit, and that our local Elders and Traditional Owners will feel safe, and confident, to share their historical and Cultural knowledge with our staff, students and children.
GOAL:	Ballarat Grammar will continue to build relationships with Elders and Traditional Owners that are based on mutual respect, trust and inclusiveness.
DELIVERABLES:	ISP and RAP Coordinators will explore opportunities to invite Elders and Traditional Owners into classrooms, boarding houses, staff meetings and other community gatherings and events. Elders and Traditional Owners will be invited to the School's annual NAIDOC Week Dinner. Ballarat Grammar will engage Traditional Owners to provide Cultural Education to staff and students; for example, visiting Year 4 and Year 9 students to provide Welcome to Country and education about ways to care for their surrounding environments. ISP and RAP Coordinators will seek Elders' advice and input into how meaningful, enduring and mutually beneficial relationships can be developed between the School and those in our community recognised as Elders and Traditional Owners.

ACTION 4: CULTURAL RESPONSIVENESS FOR STAFF	
COMMITMENT:	Staff are supported to reflect on and build their Cultural responsiveness to improve their practice and best support the needs of Aboriginal and Torres Strait Islander students. Staff are provided with a range of opportunities to build their knowledge and understanding of their own positionality and Aboriginal and Torres Strait Islander perspectives, contributions and Cultures.
GOAL:	Ballarat Grammar will provide annual opportunities for staff to reflect on and build their Cultural awareness and responsiveness.
DELIVERABLES:	Heads of Teaching, Learning and Innovation and Professional Learning Coordinators will work with RAP Coordinators to plan and deliver Cultural Awareness training for all staff, at least once every year. RAP Coordinators will advise staff of Professional Development opportunities in the wider community in relation to reconciliation, Cultural understanding and Aboriginal and Torres Strait Islander education. RAP Coordinators will seek advice from Aboriginal and Torres Strait Islander community members and education networks about resources and studies that could help inform the School's programs.

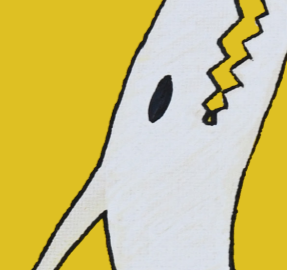
RELATIONSHIPS WITH THE COMMUNITY

ACTION 5: WELCOME TO COUNTRY	
COMMITMENT:	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 the Land.
GOAL:	Ballarat Grammar will include a Welcome to Country at significant and relevant school occasions.
DELIVERABLES:	<p>RAP and ISP Coordinators will liaise with Wadawurrung Traditional Owners to arrange a Welcome to Country for staff and students at the commencement of the School year, and at the 'Little Long Walk' event during Reconciliation Week.</p> <p>RAP and ISP Coordinators will investigate further opportunities to include a Welcome to Country and/or smoking ceremonies at other major events; for example the opening of new school buildings or gardens.</p> <p>When a Welcome to Country is not possible, an Acknowledgement of Country will be offered instead.</p> <p>The RAP Working Group will support the training of senior First Nations students to facilitate Smoking Ceremonies, where this is Culturally appropriate.</p>

ACTION 6: CELEBRATE NATIONAL RECONCILIATION WEEK	
COMMITMENT:	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.
GOAL:	Ballarat Grammar will celebrate National Reconciliation Week (NRW) in the CEEd, Junior, Middle and Senior Schools, in our Boarding community and among staff.
DELIVERABLES:	<p>Student leaders will assist in planning and coordinating NRW celebrations in the Senior School, Middle School and Junior School. This will include acknowledging and explaining the significance of Sorry Day, the 1967 Referendum and Mabo Day in communications to students, staff and the wider community.</p> <p>Non-Indigenous staff and student leaders will plan and deliver NRW and Sorry Day events, supported by advice from the School's Indigenous leadership group and RAP Working Group.</p> <p>NRW will be appropriately celebrated in the CEEd, including through the use of art projects, media and stories.</p> <p>Representatives of our School's Aboriginal and Torres Strait Islander community will be invited into staff meetings during NRW.</p>

ACTION 7: BUILD RELATIONSHIPS WITH COMMUNITY	
COMMITMENT:	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.
GOAL:	In all collaborations with Aboriginal and Torres Strait Islander community members, Ballarat Grammar will prioritise the development of relationships built on mutual respect, trust and inclusiveness.
DELIVERABLES:	<p>The RAP Working Group and ISP Coordinator will collaborate with and build relationships with a range of Traditional Owners to educate staff and students, and to seek advice on matters relating to cultural heritage, language, place-naming and protocols.</p> <p>Admissions staff will review the School's enrolment and orientation process to ensure information is suitable and accessible for all students and families, including Aboriginal and Torres Strait Islander students and families. This will include ensuring Expressions of Interest are directed to Admissions staff first, before families are connected with the Indigenous Student Coordinator.</p> <p>Ballarat Grammar will support its Aboriginal and Torres Strait Islander families to continue to build a strong connection with the school and each other. This will include creating regular opportunities for its RAP Working Group to meet and opportunities at least once every semester for all Aboriginal and Torres Strait Islander students and families to come together.</p> <p>Ballarat Grammar staff will make annual trips to communities of boarding Aboriginal and Torres Strait Islander students and families to maintain and strengthen existing relationships, and to promote its Indigenous Student Program. This will include a member of the School Leadership team visiting a remote community each year, where possible.</p>

ACTION 8: RECONCILIATION NETWORK	
COMMITMENT:	We commit to establishing or joining formal external reconciliation networks to mutually support and collaboratively progress reconciliation initiatives.
GOAL:	Ballarat Grammar staff will engage with and participate in Reconciliation networking opportunities to share insights and learn from other schools.
DELIVERABLES:	<p>RAP and ISP Coordinators will aim to ensure Ballarat Grammar is represented at regular meetings of the Schools Empowerment Alliance (SEA) and works in collaboration with schools across the Central Highlands region.</p> <p>RAP Coordinators will explore new relationships and learning opportunities offered through the Narragunnawali RAP platform, the Ballarat Reconciliation Action Network (BRAN) and by attending the National Reconciliation Australia Conference.</p>



ACTION 9: TEACH ABOUT RECONCILIATION	
COMMITMENT:	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.
GOAL:	Ballarat Grammar will prioritise the learning of teachers and education support staff, to increase confidence and capacity to teach about Reconciliation in the classroom.
DELIVERABLES:	<p>RAP Coordinators will liaise with Heads of Teaching, Learning and Innovation and Professional Learning Coordinators to plan and deliver annual Cultural Awareness training for all staff. This training will convey the notion of a shared teaching responsibility when it comes to reconciliation.</p> <p>Heads of Schools will ensure new staff are provided with access to Ballarat Grammar's RAP and initiate Cultural Induction training opportunities for new staff.</p> <p>RAP Coordinators will ensure all staff, students and families wanting to learn more about the concept, history and progress of reconciliation in our country have access to relevant and helpful online educational resources via Nexus.</p> <p>Ballarat Grammar library and Inquiry Centre will continue to increase access to resources from Aboriginal and Torres Strait Islander publishers, authors and illustrators. These resources should be easily identifiable and accessible, both in physical and online library spaces. Books should be accessible in Junior School and CEEd classrooms.</p> <p>RAP Coordinators will liaise with Heads of Teaching, Learning and Innovation and relevant Faculty or Curriculum leaders to audit current teaching of Aboriginal and Torres Strait Islander histories and perspectives, and provide teachers with a Scope and Sequence document that maps learning opportunities across the School.</p>

ACTION 10: EXPLORE CURRENT AFFAIRS AND ISSUES	
COMMITMENT:	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.
GOAL:	Ballarat Grammar will support staff and students to raise awareness of current issues impacting Aboriginal and Torres Strait Islander people and the process of reconciliation.
DELIVERABLES:	<p>A committee, made up of Aboriginal and Torres Strait Islander students, families and staff on the RAP Working Group, will advise RAP Coordinators of current affairs and issues that it believes should be explored and addressed within the School.</p> <p>Professional Development opportunities for teachers should include a focus on teaching about recent history and current issues with cultural respect and sensitivity, recognising the impact this content may have on students (both Indigenous and non-Indigenous).</p>



RESPECT AROUND THE SCHOOL

ACTION 11: ACKNOWLEDGEMENT OF COUNTRY

COMMITMENT:	Our School recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow. 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.
GOAL:	Ballarat Grammar will continue to educate its community about the significance of Acknowledging Country, and provide staff and students with regular opportunities to conduct an Acknowledgement of Country at school meetings and events.
DELIVERABLES:	<p>Heads of Schools, Houses and Faculties will continue to demonstrate leadership through consistent verbal Acknowledgement of Country at meetings and events.</p> <p>Annual Cultural training opportunities for all staff will include information about what it means to Acknowledge Country, why we do it, and how to make an Acknowledgement personal and meaningful, rather than reading from a script.</p> <p>RAP Coordinators will investigate the drafting of a new School Acknowledgement Statement to be included on visual Acknowledgements, eg: plaques at entrances, on email signatures, and in all online and printed publications including School planners.</p> <p>RAP Working Group members will explore opportunities to create a School policy that outlines when an Acknowledgement of Country should be conducted.</p>

ACTION 12: VISIBLY DEMONSTRATE RESPECT FOR ABORIGINAL AND TORRES STRAIT ISLANDER CULTURES

COMMITMENT:	We commit to demonstrating our respect for Aboriginal and Torres Strait Islander 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 reinforces our work toward reconciliation. It also makes our intentions and actions clear to our students, parents and the broader community.
GOAL:	Ballarat Grammar will support staff and students to raise awareness of current issues impacting Ballarat Grammar will visibly demonstrate respect for Aboriginal and Torres Strait Islander Culture within our School through artwork, signage and gardens.
DELIVERABLES:	<p>RAP Coordinators will collaborate with Traditional Owners to include Wadawurrung language, art and history into new School signage, visual Acknowledgements, the design of the School's Reconciliation Action Plan and the Mount Rowan Indigenous Garden project.</p> <p>Ballarat Grammar will purchase an Aboriginal or Torres Strait Islander artwork each year to increase the presence of living Culture in our School.</p>





ACTION 13: CELEBRATE DAYS OF NATIONAL SIGNIFICANCE	
COMMITMENT:	We commit to organising and participating in events to celebrate or commemorate days/weeks of national significance for Aboriginal and Torres Strait Islander peoples and the reconciliation movement to show our pride in, and respect for, Aboriginal and Torres Strait Islander histories, Cultures and contributions. We also commit to including Aboriginal and Torres Strait Islander perspectives when we commemorate other national days, such as January 26 (Australia Day) and ANZAC Day.
GOAL:	Ballarat Grammar will create authentic and meaningful opportunities for reflection and celebration during days and weeks of national significance for Aboriginal and Torres Strait Islander Peoples.
DELIVERABLES:	<p>Student leaders, with the support of the RAP Working Group and RAP Coordinators, will plan and coordinate events during National Reconciliation Week, Sorry Day and for NAIDOC Week.</p> <p>RAP Coordinators, curriculum leaders and library staff will support teaching staff to embed the inclusion of Aboriginal and Torres Strait Islander perspectives in teaching about and commemorating other national days, such as January 26 and ANZAC Day.</p> <p>Aboriginal and Torres Strait Islander dates and events of significance will be made available to all staff each year via the School's online calendar and in the School Planner.</p>

ACTION 14: ABORIGINAL AND TORRES STRAIT ISLANDER FLAGS	
COMMITMENT:	Our School flies or displays the Aboriginal and Torres Strait Islander flags as a demonstration of our pride and respect for the histories, Cultures and contributions of Australia's First Peoples. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation.
GOAL:	Ballarat Grammar will fly the Aboriginal and Torres Strait Islander flags as a demonstration of respect, pride and commitment to reconciliation.
DELIVERABLES:	<p>The flags will be flown consistently at each of the School's Forest Street, Norman Street and Dare Street entrances.</p> <p>Flags will be replaced as required to ensure they are always flown in good condition.</p> <p>RAP Coordinators will work with School leadership to develop a policy with protocols around the flying and lowering of flags to show appropriate Cultural respect and understanding.</p> <p>The three flags should be visible at all significant School events and assemblies.</p> <p>RAP Coordinators will explore opportunities to ensure the three flags are visible at all Ballarat Grammar sites, including City Cite and the Mount Rowan campus.</p>

ACTION 15: TAKE ACTION AGAINST RACISM	
COMMITMENT:	We will raise awareness of racism, its impacts and how to respond effectively when it happens. We will do this through an anti-racism strategy tailored to the needs of our School.
GOAL:	Ballarat Grammar will implement a whole school anti-racism strategy, aimed at creating a culture that accepts and celebrates diversity.
DELIVERABLES:	<p>BGS People and Culture staff will explore and begin to implement a racism education program that supports all staff and students to identify and understand the impacts of different forms of racism.</p> <p>A policy outlining a consistent approach to investigating and dealing with all instances of racism within our School will be developed and communicated to staff, students and the wider School community.</p>

ACTION 16: CURRICULUM PLANNING	
COMMITMENT:	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.
GOAL:	Ballarat Grammar will work to increase the confidence and capacity of its teaching staff to embed the inclusion of Aboriginal and Torres Strait Islander histories, Cultures and perspectives into curriculum across the School.
DELIVERABLES:	<p>RAP Coordinators will work with curriculum leaders to audit current teaching of Aboriginal and Torres Strait Islander content in the Junior, Middle and Senior Schools and use the Australian Curriculum to highlight further opportunities to include this content across different subjects and throughout the School year.</p> <p>CEEd educators will reflect on current practices using the Cultural Audit tool developed by ECKA, in partnership the Better Outcomes for Koorie Children Network. This audit will support CEEd educators to identify opportunities to enhance connections with Aboriginal and Torres Strait Islander families and community, and further celebrate and embed Aboriginal and Torres Strait Islander Culture into learning programs.</p> <p>Middle/Senior School RAP Coordinator will work with Curriculum leaders to explore opportunities for Senior School electives that include Aboriginal and Torres Strait Islander histories, Cultures and perspectives.</p> <p>Teaching staff will have access to online resources including, but not limited to, 'Australians Together', 'Deadly Story' and 'Narragunnawali' to support the inclusion of Aboriginal and Torres Strait Islander perspectives across the curriculum, and throughout the School year.</p> <p>Ballarat Grammar will continue to provide opportunities for students to participate in Cultural immersion activities, on Wadawurrung Land and on other Countries. This includes continuing existing programs at Timber Creek and the Year 9 camp on Gunditjmarra Country, and exploring new opportunities in the Kimberley and at Gariwerd.</p>



ACTION 17: INCLUSIVE POLICIES	
COMMITMENT:	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 peoples and increase knowledge of Aboriginal and Torres Strait Islander histories and cultures in Australia.
GOAL:	Ballarat Grammar policies and procedures will be developed and reviewed with a view to ensuring language is inclusive of all people, including Aboriginal and Torres Strait Islander Peoples.
DELIVERABLES:	<p>Ballarat Grammar People and Culture staff and Ballarat Grammar Risk and Compliance staff will review current policies and procedures to identify those which require updating to be more inclusive and culturally responsive.</p> <p>Aboriginal and Torres Strait Islander representatives will be engaged to provide advice on appropriate inclusive language, and how to use policies to increase knowledge of Aboriginal and Torres Strait Islander histories and Cultures.</p> <p>Where relevant and possible, Aboriginal and Torres Strait Islander representatives should provide a Cultural 'sign-off' to endorse new and updated policies.</p>

18: STAFF ENGAGEMENT WITH RAP	
COMMITMENT:	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.
GOAL:	Ballarat Grammar will provide regular and ongoing opportunities for all staff to engage with its Reconciliation Action Plan.
DELIVERABLES:	RAP Coordinators will update staff on RAP Actions, opportunities for feedback including an annual survey, and relevant staff professional learning opportunities via Nexus, Staff Briefings and during Professional Learning times.

ACTION 19: RAP BUDGET ALLOCATION	
COMMITMENT:	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.
GOALS:	Ballarat Grammar will dedicate appropriate and sufficient funds to support the sustainability of its RAP Actions.
DELIVERABLES:	<p>Ballarat Grammar will fund its RAP and ISP, including remuneration for RAP Coordinators at CEEEd, Junior School and Middle/Senior School, the ISP Coordinator and for new roles to be developed through its Employment Strategy.</p> <p>The RAP Working Group will investigate strategies to engage with Local, State and Federal level initiatives, including but not limited to funding and training opportunities, Reconciliation Awards and grant opportunities.</p> <p>RAP Coordinators will explore opportunities to partner with other agencies to create opportunities to access grants, guest speakers and professional learning opportunities.</p> <p>Ballarat Grammar will allocate an annual budget for RAP Coordinators. This budget will recognise the RAP Actions that require funding to be implemented and sustained, including whole-school Professional Development opportunities, guest speakers, coordinating Welcome to Country and smoking ceremonies, and purchasing artworks and flags.</p>



ACTION 20: EMPLOYMENT STRATEGY

COMMITMENT:	We commit to the development and implementation of an Aboriginal and Torres Strait Islander employment strategy. This will assist in attracting Aboriginal and Torres Strait Islander candidates to vacancies, as well as supporting current Aboriginal and Torres Strait Islander employees.
GOAL:	Ballarat Grammar will develop an Employment Strategy that actively encourages Aboriginal and Torres Strait Islander applications for opportunities within the School.
DELIVERABLES:	<p>School leaders will create ongoing employment opportunities for Aboriginal and Torres Strait Islander staff, including an Indigenous Liaison Officer, Indigenous GAP students and Indigenous Mentors.</p> <p>The School will investigate and source appropriate Cultural Support for its Aboriginal and Torres Strait Islander staff.</p> <p>Ballarat Grammar People and Culture staff will explore the use of culturally responsive and inclusive statements in advertisements for new staff.</p>



ACTION 21: CELEBRATE RAP PROGRESS

COMMITMENT:	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. .
GOAL:	Ballarat Grammar will review and celebrate the success of its RAP each year.
DELIVERABLES:	<p>RAP Working Group will fulfil the required annual review of the Ballarat Grammar RAP, which includes an annual survey of the school community and the invitation for further feedback and suggestions.</p> <p>Survey data will support an annual review of cultural awareness training needs within the School.</p> <p>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> <p>The RAP Working Group will annually invite new community members to join its Support Network and contribute to the RAP development and implementation.</p>





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.

BALLARAT AND QUEEN'S ANGLICAN GRAMMAR SCHOOL

201 Forest Street, Wendouree Victoria 3355 Australia
 P +61 (0)3 5338 0700 F +61 (0)3 5338 0991 E bgs@bgs.vic.edu.au
 WWW.BGS.VIC.EDU.AU



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 ANGLICAN GRAMMAR SCHOOL

