



Our vision for reconciliation:

Our vision for Reconciliation is based on our belief in a responsibility based culture of respect, generosity and humility. Melbourne Girls Grammar aims to achieve this by encouraging students and staff to be active citizens who are willing to embrace diversity as a source of national opportunity.

We recognise the special place and culture of Aboriginal and Torres Strait Islander peoples within Australia. We understand that practical measures to address the disadvantage experienced by Indigenous people in health, employment, education and general opportunity require national and local solutions achieved through positive and purposeful partnerships.

We come to the Reconciliation initiative with many voices and our first challenge as a School lies within. Through open and rigorous dialogues we seek to support a conversation between our community members. From these dialogues our collective responsibility emerges. This will underpin our committed and sustained contribution to generating better outcomes for Indigenous Australians.

Our School:

Melbourne Girls Grammar has specialised in providing a quality education for girls since 1893. Set beside the Botanical Gardens in historic South Yarra, we are an urban School with a diverse population of students, including a boarding community of predominantly rural girls. We are a Christian school within the Anglican tradition.

As a forward looking community we understand that our students must be prepared for life in an increasingly complex and globally connected world. Our focus is the development of young women with the confidence, skills and experience to excel in life beyond school. Leadership, team building, social and cultural awareness, and a strong sense of personal self worth are crucial components of an education at Melbourne Girls Grammar.

We believe that students thrive when they are engaged in a challenging academic program within a nurturing environment. Our approach is aimed at ensuring girls are keen to learn and to extend themselves, that they seek out opportunities and are solution focused in their thinking. A key message at MGGS is that every girl is valued and each can contribute to the life of our community.

Our RAP:

Melbourne Girls Grammar began working on an audit document from Dare to Lead in November 2007. This was circulated to Heads of Department and thus began our internal process of review and in February 2008 our School became a member of Dare to Lead. Concurrently, we met with Reconciliation Australia to commit to the Reconciliation Action Plan, and subsequently joined as one of eight 'trailblazer' schools across Australia.

Between February and May 2008 the Reconciliation Committee at MGGG tailored the document for the Senior School Merton Hall, and in June they further developed this document.

In May 2008, the Principal organised a Reconciliation Forum for July 2008 to facilitate staff and students from all three campuses of the School community to contribute to the MGGG Reconciliation Action Plan.

Relationships:

Relationships with Indigenous people and communities are the authentic underpinning of our vision for reconciliation. Such relationships improve understanding, enable us to embrace diversity and are integral to the success of our School community.

Action	Responsibility	Timeline	Measurable Target
<p>Establish a RAP Committee in Term 1 2009 to develop, monitor, review and refresh the RAP. This committee will include:</p> <ul style="list-style-type: none"> ▪ The School Principal (or delegate) ▪ Teachers/staff from all areas of the School (Merton Hall, Morris Hall, Barbara Tolson Centre and Boarding House) ▪ A representative from the School Council ▪ Indigenous community members as guest speakers/advisors 	RAP Committee Chair	<i>Term 1-4 ongoing</i>	<p>RAP Committee:</p> <ul style="list-style-type: none"> • Four RAP Committee meetings held each year • Minutes and 'action items' recorded for all meetings • Report back to the School community through the <i>Messenger</i> • Invite an Indigenous representative of the local community to become a permanent member of this committee
<p>Reconciliation Week 2008 included a forum of Indigenous women from across the community. In response to the success of the Forum, establish an Indigenous Women's Advisory group made up of Indigenous women from the local and wider community. The advisory</p>	<p>Indigenous Student Scholarship Co-ordinator</p> <p>Reconciliation Chair</p>		<ul style="list-style-type: none"> • Send out expressions of interest to join the Indigenous Women's Advisory Group in Term 1 2009 • Develop the aims and objectives of the Indigenous Women's Advisory Group • Meet 4 times per year in 2009 • Provide opportunities for the students to interact with members of the Indigenous Women's Advisory Group throughout the year

group will assist with mentoring Indigenous students and providing advice and support to key members of staff			
Complete a student survey to ascertain existing knowledge and awareness of Indigenous culture.	Principal	Term 1 2009	<ul style="list-style-type: none"> • Provide opportunities for the student voice to be articulated and heard throughout the school. • Provide an opportunity for students at MGGS to increase knowledge and awareness about Indigenous culture.
Develop a mutually beneficial relationship with Yirrkala CEC, a bi-lingual Indigenous P-12 school	Reconciliation Chair	April 2008 ongoing	<ul style="list-style-type: none"> • Two MGGS staff members and 8 students attended Yirrkala School and participated in school activities and a collaborative art project (August 2008) • Return to Yirrkala CEC in August 2009 with Year 9 students. In addition, provide an opportunity for two Year 10/11 students to attend the Garma Festival in 2009 and convene a Youth Leadership Forum with students from Yirrkala CEC. • Offer the opportunity for Yirrkala students to visit MGGS, attend school and home-stay with MGGS families
As part of the School RAP Engagement Project with Reconciliation Australia, Indigenous Cultural Exchange students participate in an electronic and physical communication exchange with Indigenous students at Yirrkala School	Reconciliation Chair	ongoing	<ul style="list-style-type: none"> • Indigenous Cultural Exchange students created photo-stories, reflections and personal profiles. Yirrkala CEC students replied in their communication with personal profiles • Excerpts of the students' Indigenous Cultural Exchange diaries and personal responses to the Yirrkala experience will be published on the Reconciliation Australia website
Investigate the possibility of a Teacher Exchange Project between the MGGS and Yirrkala School	Principal	Term 1 2009	<ul style="list-style-type: none"> • Send to Principal of Yirrkala CEC, Haidee Dentith, an invitation to visit (with interested staff members) MGGS in 2009
Investigate the possibility of a communication exchange between Year 9 and 10 students at Elliot Community Education Centre and the Year 9/10 MGGS English Language Enhancement class	Indigenous Student Scholarship Co-ordinator	Term 1 2009	<ul style="list-style-type: none"> • Send to the Principal of Elliott CEC, an invitation to participate in a communication exchange

Student and Parent Visit Scheme	Principal, Indigenous Student Scholarship Co- ordinator, Trust for Young Australians		<ul style="list-style-type: none"> • Invite the parents/care-givers of our Indigenous students to visit Melbourne and participate in our Reconciliation Week activities • Optional target: To consider the possibility of developing a formal Student and Parent Visit Scheme.
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Respect:

Respect is at the heart of all our intentions at Melbourne Girls Grammar School. When challenged by difference, respect enables us to look, listen and learn about other cultures and to explore similarities and differences. True understanding will emerge from a culture of respect, generosity and humility.

Action	Responsibility	Timeline	Measurable Target
Publicly display our School's respect for and knowledge of Indigenous peoples, cultures and histories	Principal, Marketing staff, Head of Art, Reconciliation Chair, Indigenous Student Scholarship Co- ordinator	ongoing	<ul style="list-style-type: none"> • Display Indigenous art in School foyers all year round • NAIDOC week acknowledged through assembly (and if it falls in the term break, to acknowledge it in term time) • Indigenous artist in residence in 2009
Local Indigenous Traditional Owners or Elders speak about local history and culture for the area where the School is located at School assemblies or other functions. In addition, students and staff will be offered the opportunity to visit local Indigenous sites of cultural importance	Deputy Principal, Reconciliation Chair, Indigenous Student Scholarship Co- ordinator	ongoing	<ul style="list-style-type: none"> • Yarnup Project Term 2 2009 • Investigate history of School site and provide signage to recognize the traditional owners.
Following the completion of the Indigenous Perspectives Survey	Deputy Principal	Term 4 2008	<ul style="list-style-type: none"> • Investigate relevant software and curriculum support material for future purchase

(July 2008) evaluate the feasibility of including Reconciliation activities (that are embedded in the curriculum) in the Middle School		ongoing	<ul style="list-style-type: none"> Optional Target: Years 7, 8 and 9 take part in an inter-disciplinary unit which includes Indigenous Perspectives in the curriculum
In Year 9 BMS, students take part in an event of cultural significance with a Wurrundjeri Elder	Head of Body, Mind and Spirit	ongoing	<ul style="list-style-type: none"> Annually
Aboriginal and Torres Strait Islander flags flown or hung at times throughout the year	Principal and Student Executive Council Captain and Vice Captain	ongoing	<ul style="list-style-type: none"> Times. eg. occasions such as Sorry Day, during Reconciliation and NAIDOC Week and at other times as required
Acknowledgement of Country (using the <i>Dare to Lead</i> pro-forma) takes place at the Term Commencement Assembly and any assemblies which have an Indigenous component	Principal Management Team	ongoing	<ul style="list-style-type: none"> Provide Management Team members with a copy of the <i>Dare to Lead</i> Acknowledgement of Country pro-forma
Traditional Owners/ Elders perform Welcome to Country at significant School events which will involve members of the wider MGGS community	Deputy Principal Campus Co-ordinator	Term 1 2009	<ul style="list-style-type: none"> Invite a Traditional Owner from the Wurundjeri Land Council to perform a Welcome to Country at the opening of the Merton Hall Wing
National Reconciliation Week celebrations	Reconciliation Committee	Term 2 2009	<ul style="list-style-type: none"> Annual Poster competition for Reconciliation Week SEC led Reconciliation Forum to be held during an assembly in Reconciliation Week Indigenous artist in residence
Logo design for School RAP identity	Reconciliation Committee Website Co-ordinator	Term 1 2009 ongoing	<ul style="list-style-type: none"> Include this logo on School documents (including website) which relate to Reconciliation Include this logo in the Reconciliation 2009 promotional poster
Ensure all staff at MGGS are culturally educated, aware and respectful	Deputy Principal, Reconciliation Chair,	February 2008 July 2008	<ul style="list-style-type: none"> Dare to Lead presentation: Stephanie Armstrong 100% of staff undertake cultural awareness training. Dr Barry Judd, Director, The Centre for Indigenous Education, University of Melbourne

	Indigenous Student Scholarship Co-ordinator	ongoing	<ul style="list-style-type: none"> Professional Development activities for staff who work with the Indigenous scholars: Understanding Indigenous learning approaches and best practice for teaching Indigenous students (Invergowrie Foundation funding)
Audit Library resources which have Indigenous content and/or are written created by Indigenous authors	Head of Library and Information Services	ongoing	<ul style="list-style-type: none"> Make the list of Indigenous resources available on the Library website Alert all staff to the list and its location
All students taught by/addressed by/work with an Indigenous professional or role model at least once annually	Reconciliation Committee, Indigenous Student Scholarship Co-ordinator, Head of English	ongoing	<ul style="list-style-type: none"> Reconciliation Forum at assembly Year 9 BMS activity (annual) Year 10 <i>Identity</i> workshop (annual)

Opportunities: Opportunities for Indigenous students at Melbourne Girls Grammar School will provide practical measures to address the disadvantage experienced by Indigenous people. We hope our experiences will light the way for others and help contribute for a positive future for Indigenous Australians.

Action	Responsibility	Timeline	Measurable Target
Support Indigenous students to reach their full potential	Whole School community led by Principal, Deputy Principal, Heads of School, Indigenous Scholarship Co-ordinator and Academic Support Staff	Ongoing	<ul style="list-style-type: none"> <i>Student Code of Conduct</i> document makes implicit the need to be respectful of all people within the School and wider community The needs of Indigenous students are considered in our School's Strategic Plan and budget Our School supports Indigenous students to access scholarships, financial support, career advice and mentoring. This support will be provided by the Indigenous Scholarship Co-ordinator and other key members of staff and will be promoted in one on one and group sessions with Indigenous Scholars All our teachers have support offered to them by the Indigenous Scholarship Co-ordinator and the Head of Individual Needs. All teachers of Indigenous students have access to Professional Development programs which focus on

			<p>Indigenous students' learning needs</p> <ul style="list-style-type: none"> • Purchase of resources to teach Indigenous and non-Indigenous students, such as <i>What Works</i> and <i>Moorditj</i> • The needs of our Indigenous students are reflected in our School's co-curricula, personal development and leadership opportunities (ie Indigenous Cultural Exchange, Yarnup, Hip-Hop Project)
Employ or consult Indigenous people at our school	Principal		<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander people are encouraged to apply in our advertisements for School positions • Optimal target: Indigenous individuals are employed as contractors, consultants, advisers and teachers • Indigenous staff numbers are monitored • Indigenous staff members are provided with training and support • Indigenous staff are offered the opportunity to complete an Exit interview
Tracking progress and reporting			
Action	Responsibility	Timeline	Measurable Target
Monitor and refresh our Reconciliation Action Plan	MGGS RAP Committee	ongoing	<ul style="list-style-type: none"> • Our Reconciliation Action Plan is monitored by our RAP Committee • Our Reconciliation Action Plan is reviewed and refreshed annually using Reconciliation Australia's Tracking and Reporting tool