



MELBOURNE
GRAMMAR SCHOOL
AN ANGLICAN SCHOOL

INDIGENOUS STRATEGY

The following Strategy seeks to provide a clear vision of Melbourne Grammar School's Indigenous programme, the principles under which it operates and the key actions it will undertake to achieve its goals.

For the purpose of this paper, the term 'Indigenous' is used to refer to both Australian Aboriginal and Torres Strait Islander people. Melbourne Grammar School acknowledges and respects the rights of Aboriginal and Torres Strait Islander people to define themselves according to their own belief systems, nation, clans or languages.

This Strategy will act as a reference point for the School's [Indigenous Steering Committee](#) and its relevant stakeholders to help define, articulate, negotiate and reinforce their actions with a united, collaborative, and powerful voice on behalf of the School and of the broader community.

The Indigenous Programme

The Melbourne Grammar School Indigenous Programme aims to benefit all Melbourne Grammar students and the whole School community. Supported by generous community donors, our graduates and their families will carry these experiences, relationships and knowledge into their lives and their chosen fields of study and work.

As the Indigenous Programme grows and develops, so too will the School's influence in fostering greater recognition and meaningful reconciliation across Australia.

Our Commitment (the why)

- We acknowledge the power of knowledge and education in building our nation into one in which full reconciliation is embraced.
- We also acknowledge that reconciliation cannot be achieved without a mutual and absolute commitment to truth and justice.
- We will work to build our community's capacity for intercultural understanding, empathy, reciprocity and mutual respect by integrating Indigenous knowledge, history and culture into the School's history and cultural heritage.
- We will proudly support the development and nurturing of young people who are free – and safe – to orbit between many cultures.

This is our commitment, our driver, our story.

Strategic Pillars and Key Activities (the what and how)

1. Be a leader in Indigenous education

- Build the School's capacity to become a leading school in terms of Indigenous education and engagement.
- Identify and adopt international best practice on Indigenous education.
- Work to safeguard, protect and integrate the sacred and spiritual nature of Indigenous customs, traditions and languages throughout the School community by sharing the stories and contributions of an ancient and living culture.
- Maintain and enhance ways to prioritise the integration of Indigenous cultural immersion across the School and its communities.

2. Leadership, innovation and influence

- Participate in and help inform debate on national issues related to Indigenous affairs.
- Leverage School networks to build a best practice approach to Indigenous knowledge and education.
- Develop Indigenous employment and procurement strategies.
- Develop mentoring programs throughout the School community.
- Support Indigenous people in achieving leadership positions, both within the School and the broader community.

3. Strengthen our recruitment and retention of Indigenous students

- Improve and enhance the School's talent-identification processes.
- Build and consolidate the Indigenous Programme's community networks.
- Review and strengthen our intake assessment and induction processes.
- Develop strategies to increase our fundraising initiatives.

Our Core Principles (the how)

- We commit, as individuals and as a committee, to work cooperatively and collaboratively, based on mutual respect for and the recognition of the inherent rights of all those with whom we work.
- We will approach all objectives, discussions and key decisions through the prism of cultural integrity and be fully committed to the right of all people, including Indigenous people, to self-determination and a shared vision for meaningful reconciliation.
- We will proudly work in partnership with Indigenous communities to construct and implement principled, pragmatic and organised approaches to all that we do.
- We commit to the cultivation of cultural intelligence and improved community outcomes.

First Nations Learning Principles

© First Nations Education Steering Committee

At all times, our work and our actions will support the First Nation Learning Principles:

- Learning ultimately supports the well-being of the self, the family, the community, the land, spirituality, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognising the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognises the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognising that some knowledge is sacred and only shared with permission and/or in certain situation.