OUR PURPOSE
is to inspire our students and community to flourish and make a positive difference through our unique and transformational education adventures.

WE BELIEVE
- our rigorous academic programmes create wonder, curiosity and a desire to learn
- boarding and co-education provide valuable life skills
- partnerships between our parents, staff and students provide the best learning outcomes
- Positive Education enhances wellbeing and enables individuals to flourish
- our exceptional staff bring character and richness to the life of the School
- in the power of creative thinking and the courage to try new ideas
- in fostering spirituality and celebrating our Anglican tradition
- in serving others and building social responsibility
- in nurturing strong relationships
- in growing our heritage through innovation
- in the protection of children and a zero tolerance of child abuse

OUR SPIRIT
is making a positive difference

OUR FOCUS
is learning to flourish

OUR CHARACTER
is to be authentic, courageous, dedicated, forgiving, inquiring, loving, optimistic, passionate, resilient and trusting

OUR CHALLENGE
is to develop creative thinking and learning to engage with the complex opportunities of a changing world

THE PHILOSOPHY THAT UNDERPINNS THE SCHOOL’S UNDERSTANDING OF EXCEPTIONAL EDUCATION IS MANIFEST IN OUR PURPOSE, SPIRIT, FOCUS, CHARACTER AND BELIEFS.
Welcome to Geelong Grammar School. Our School consists of four campuses.

**Bostock House** and **Corio Campus** are situated on the traditional lands of the Wada Wurrung people. The name Wada Wurrung is a recognised tribe (community) consisting of some 25 clans (family groups) that formed part of the Kulin nation of Aboriginal people.

The traditional boundaries of the Wada Wurrung people span the coastline from the Werrite River towards Lorne, traversing inland in a north westerly direction towards Ballarat. The Wada Wurrung people have lived within these regions for more than 25,000 years. The Wadda Wurrung were sometimes referred to by Europeans as the Barrabool people.

**Toorak Campus** is situated on the traditional lands of the Wurundjeri people. Wurundjeri people spoke the Woiwurrung language. The term Wurundjeri is paired with the term Woiwurrung; both refer to the same region. Wurundjeri refers to the people who occupy the territory, while Woiwurrung refers to the language group shared by the clans within the territory.

The Wurundjeri people’s territory extended from north of the Great Dividing Range, east to Mount Baw Baw, south to Mordialloc Creek and west to Werrite River. Prior to European settlement, they lived as all people of the Kulin nation lived, on the land, predominantly as hunters and gatherers, for tens of thousands of years.

**Timbertop** is situated on the traditional lands of the Taungurong people, also known as the Daung Wurrung. The Taungurong people spoke the Daungwurrung language and were part of the Kulin alliance. They lived to the north of, and were closely associated with, the Woiwurrung speaking Wurundjeri people. The Taungurong people’s territory was to the north of the Great Dividing Range in the watersheds of the Broken, Delatite, Coliban, Goulburn and Campaspe Rivers.

The Taungurong were also known by white settlers as the Devil’s River Tribe or Goulburn River Tribe.

It is a privilege to be standing on the lands of Wada Wurrung, Wurundjeri and Taungurong of the Kulin nation. It is upon their ancestral lands that Geelong Grammar School is built. We respectfully acknowledge the past and present traditional owners and custodians of the land on which we are educating students. This land has held a deep spiritual significance for Aboriginal and Torres Strait Islander people for over 40,000 years. We acknowledge the deep feelings of attachment and spiritual connection the Aboriginal and Torres Strait Islander people have with this country.

We also extend our acknowledgement to all other cultural groups that have contributed to the country we live in today.
Vision

Geelong Grammar School’s vision for reconciliation is to create a learning environment that recognises and values Aboriginal and Torres Strait Islander people and their rich cultures. We work to inspire our School community. We hope to take positive action in a society that embraces diversity, equality and the contributions of all.

The School is proud of the strong partnerships it has established over time with the traditional custodians of the land. It recognises the social, political, economic and educational disadvantages suffered by Aboriginal and Torres Strait Islander people as a result of European settlement. Now we need a shared vision for the future: to foster a strong sense of connection, respect and understanding.

Our first challenge as a School lies within. We must develop staff, student and community understanding of Aboriginal and Torres Strait Islander histories, cultures and languages, while establishing culturally appropriate practices throughout the School. Through learning and teaching experiences and open and rigorous conversations, we seek to develop a collective responsibility to make a positive difference.

Geelong Grammar School is committed to providing an environment that is free from discrimination and which offers opportunities for Aboriginal and Torres Strait Islander people to access, and succeed in, an exceptional education.

We will work to strengthen authentic partnerships with our Aboriginal and Torres Strait Islander people, supporting Aboriginal and Torres Strait Islander students as they flourish in a community that deeply respects our Indigenous cultures, languages and histories.

Opening our hearts and minds to the original custodians of this magnificent Ancient Land.

This Reconciliation Action Plan is a powerful document supporting Geelong Grammar School’s commitment to Aboriginal and Torres Strait Islander students and their families who share in the wonderful educational opportunities this School offers all who are fortunate to be part of its diverse and accepting community.

In one sense, this Reconciliation Action Plan is the culmination of a decade long journey for us at Geelong Grammar School. The education of all Australia’s youth is one sure way of providing the hope that positive generational change is possible. We believe our Aboriginal and Torres Strait Islander Programme provides a caring, challenging and exciting educational experience for our local and interstate Aboriginal and Torres Strait Islander students. Our School community has been enriched by our interactions with our Aboriginal and Torres Strait Islander students and their families. Our Indigenous Programme sustains the growth of every member of this community, not just those with an Aboriginal or Torres Strait Islander heritage.

Since beginning our Indigenous Programme, Aboriginal and Torres Strait Islander flags have been flown on our campuses, Welcome to Country, Acknowledgement of Country and Smoking Ceremonies have been accepted and better understood by our School community.
We celebrate NAIDOC and staged an inspiring three-day Indigenous Cultural Festival that saw iconic musicians and artists share their creativity and stories with young and old. We have invited Aboriginal and Torres Strait Islander people, as well as elders, to the School as Visiting Fellows. A beautiful possum skin coat was created in a project supported by our Year 7 and 8 Yalari students who mentored our junior non-Indigenous students. We have strengthened our links with the communities our students come from. This is especially true of the people of the Geelong region.

We celebrate the growth in numbers of Aboriginal and Torres Strait Islander students attending Geelong Grammar School, evidence of a greater understanding, an acceptance and a willingness to embrace and respect our differences - while celebrating our similarities. Surely, we are nourished as a community by our diversity. Surely, this nourishment is critical if we are hoping to bring to a close our country’s enormous socio-economic emotional disparities and inequalities.

Our Aboriginal and Torres Strait Islander students contribute to this community in so many arenas: in the classroom; in sport; in the Co-curricular programme and in leadership roles. A number of our Aboriginal and Torres Strait Islander students have completed Year 12 and pursued their post-school goals and aspirations. Many of our past Aboriginal and Torres Strait Islander students have attended university. In the not so distant past this would have been considered an ‘outstanding achievement’. Today this is an expectation we believe must become the norm for our Indigenous youth - to achieve all that they are capable of and wish for.

This Reconciliation Action Plan provides a template that will shape Geelong Grammar School’s future Aboriginal and Torres Strait Islander Programme. The support from our Aboriginal and Torres Strait Islander students, families, staff members and friends of the School has been greatly appreciated. We value our partnership with Yalari, a not-for-profit organisation that places Aboriginal and Torres Strait Islander students from rural and remote locations in boarding schools throughout Australia. Our relationship with Yalari has been deeply respectful and life-changing for many. We also thank individuals and organisations who have provided Scholarships for many of our local Aboriginal and Torres Strait Islander students. Our Indigenous Programme has made a positive difference in our students’ lives, as can be heard in the voices of our students.

Geelong Grammar School continues to be a wonderful experience. I feel privileged and grateful to be here. Coming here as one of the few Indigenous students, I was both nervous and excited. I soon made friends and began to really enjoy school. The staff and students have welcomed me with open arms, my peers are kind and fun, and the staff make our lessons very enjoyable. I love learning and I love school. I want to go to university. Even though I don’t have many plans for the future yet, I have this school to help me learn everything I possibly can for the next six years!

Zoe Walters Yr7 Ot

I arrived at Geelong Grammar School when I was in Year 7. Not only did I have to adjust to the environment, and the great distance between me and my family in the North East Kimberly, but to the teachers and students. Since my arrival I have seen for myself the growth in acceptance that was extended to me during my first days here. Over time my teachers and friends have recognised my culture but have never judged me or marginalised me for it. Being here for now my sixth year, thanks to the School I have been given a place where I feel most comfortable and accepted.

Jodene Garstone Yr12 EM
Since my arrival at Geelong Grammar School, my life has completely changed in so many ways. Being given the opportunity to attend boarding school opened my eyes to new experiences. Before arriving at the School, I had never been given the chance to live beyond the border of Western Australia. Every time I flew back, either to school or home for the holidays, I was constantly reminded how lucky I am. Boarding school was a big change to my life; never did I think I would be staying in a house filled with unfamiliar faces. Although it was different and at times difficult, I really enjoyed it. It taught me to be compassionate and resilient, and gave me the chance to develop leadership skills that I know will help me in the world beyond the School. I would like to thank Yalari for sponsoring me and Geelong Grammar School for assisting with some of the funds as well. If it wasn’t for them I wouldn’t be here, and for that I am so grateful.

Tarena Buckle  EM’15

I have thoroughly enjoyed my time at GGS and I most certainly feel extremely grateful for getting such an extraordinary opportunity. Without the caring and supportive community at GGS, I would have found it very difficult to get through my years at school. I have formed many fantastic relationships with staff and students in my three and a half years. I have enjoyed the competitiveness and the passion of many of my sport coaches. I haven’t had too many difficulties but I cannot say that homesickness hasn’t affected me or my family. The endless activities that this School has to offer keep me occupied and prepared to learn new and exciting things. I understand how important education is for young indigenous Australians like myself who come from areas that do not offer as many opportunities as here. My future goals are to finish Year 12 and to find an occupation that I am comfortable with and passionate about.

John Baxter  Yr11 P
We currently have 28 Aboriginal and Torres Strait Islander students enrolled across the School. The School works in partnership with the Yalari program to provide scholarships for our students from communities across Australia. The School also provides a number of scholarships for local Aboriginal and Torres Strait Islander students.

Geelong Grammar School is committed to working with Aboriginal and Torres Strait Islander students and their families to develop and nurture strong partnerships.

We want to learn about and understand the culture and lifestyles of our students, while acknowledging, respecting and accepting that we live in a country of cultural diversity.

We have high expectations of all our students. It is our vision to provide a supportive environment that empowers them to be successful, while acknowledging their diverse culture and heritage. We recognise the importance of building an environment where our students feel included and have a strong sense of belonging.

We will achieve this vision by:
- building relationships with our Aboriginal and Torres Strait Islander students and their families;
- recognising the diversity in our students, their backgrounds and cultures whilst being supportive of this diversity;
- developing a whole School understanding of the social and cultural issues from the past which have an impact on the present;
- ensuring that Aboriginal and Torres Strait Islander perspectives are included across all year levels in all curriculum areas;
- working in partnership to ensure we support all of our Aboriginal and Torres Strait Islander students to achieve Year 12 graduation;
- supporting Aboriginal and Torres Strait Islander students to confidently embrace their identity.

Geelong Grammar School seeks to inspire its students and community to thrive and make a positive difference.
What we already do

Support Aboriginal and Torres Strait Islander students and their families by:
- Interviews and orientation program for new student and their families
- Family meeting/parent meetings
- Assist with encouraging families to open days/events
- Ensure that information is adequate and all students feel included
- Indigenous Student Meetings
- Making connections with School leadership
- Targeted academic support for students in Year 12
- Tutoring available to all students in boarding houses
- Organisational support for students in Year 12, specifically with study skills, time management
- Careers teachers working with students to discuss career pathways
- Subject selection – targeting where students are suited

Support Aboriginal and Torres Strait Islander cultures within the school by:
- Cultural activities - Cultural ceremonies
- Indigenous Festival – bi-yearly
- Welcome to Country
- Flying Aboriginal and Torres Strait Islander flags
- Smoking ceremonies
- Staff education
- Employment of Indigenous Education Consultant

- At Toorak we draw on the expertise of a Wurundjeri Elder to help us plan and devise curriculum to ensure we are consistently providing an appropriate Indigenous perspective
- Murrundindi visits Toorak regularly and supports teachers with their planning
- At Toorak and Bostock House, be mindful of protocols and teach local culture as a priority
- NAIDOC week
- Arnhem Land Trip
- Regular stories in School newsletters. Advertising of events at GGS in relation to the Indigenous Education Programme
- Cross campus opportunities – providing opportunity for our senior Aboriginal and Torres Strait Islander students to take on leadership, share stories, histories and cultures and/or mentor roles with our Junior School students at Toorak and Bostock
- Developing a school RAP
- Advertising of events and happenings at GGS in relation to the Indigenous Education Programme

Support Yalari program by:
- Support and invite the GGS community to attend the Yalari Dinner
- Yalari Camps
- Yalari Support Officer visits
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| Building relationships with our Aboriginal and Torres Strait Islander students and their families | School staff to visit student families and their community –  
- Schedule visits within the school year  
- Contact families to organise invitation  
GGS staff to be a visible presence at Aboriginal and Torres Strait Islander events and organisations  
- Organise initial contact to make stronger links with community leaders  
Indigenous Festival - Invite families to come and stay - advertise to the wider community - Artist in residence  
- Develop list of parent skills, where and how they can support programmes  
- Develop Group/ Peer Mentoring support  
Share learning experiences with families  
Promote opportunities for students to celebrate their culture whenever possible  
- Organise student-led activities in boarding houses  
Create a student-run newsletter for transfer of information  
- Schedule time for distribution  
- Check medium as not all families have IT access  | Vice Principal  
Director of Student Wellbeing  
Aboriginal and Torres Strait Islander Coordinators  
Vice Principal  
Vice Principal  
Aboriginal and Torres Strait Islander Coordinators  
Vice Principal  
Aboriginal and Torres Strait Islander Coordinators  
Vice Principal  
Aboriginal and Torres Strait Islander students  
Aboriginal and Torres Strait Islander Coordinators  
Vice Principal  
Aboriginal and Torres Strait Islander Coordinators  
Vice Principal  
Aboriginal and Torres Strait Islander Coordinators  |
| Recognising the diversity in our students, their backgrounds and cultures whilst being supportive of this diversity | Display the ABC language map and identify where Aboriginal and Torres Strait Islander students come from – could be done in Houses or at each of the School campuses  
- Order Maps for distribution around GGS  
Students sharing stories  
Family stories on School Portal  
Provide opportunities for students to share and promote their culture in a subtle way to create an understanding and change the perception of other students; helping, informing, growing  
- Ensure students are supported by having prior conversations when certain topics are being covered  
- Provide opportunities for Corio students to share their stories, histories and culture with Toorak and Bostock Junior students  
- Formalise activities to improve relationship building with Heads of house and Aboriginal and Torres Strait Islander students  | Vice Principal to order  
Heads of House  
Aboriginal and Torres Strait Islander Consultant  
Vice Principal  
Heads of Campus  
Heads of House  |
| Developing a whole School understanding of the social and cultural issues from the past which have an impact on our present | Cross cultural awareness for all staff  
- Conversations rather than lecture style. More pastoral-based  
Ensure cultural awareness amongst staff is ongoing – so that they can learn it, live it, teach it.  
- Staff PD/ induction for new staff to the School  
- Incorporate significant cultural awareness in Staff Induction Programme  
- Allocate 1 day per campus for local Aboriginal and Torres Strait Islander history and culture day  
Aboriginal and Torres Strait Islander history – understanding issues and stories  
- Conversations with staff, group planning – Aboriginal and Torres Strait Islander Studies at Year 10 level  
- Embedding of an Indigenous perspective / lens in curriculum development  
- Understanding why students see the world the way they do  | Aboriginal and Torres Strait Islander Consultant  
Heads of Campus  
Vice Principal  
Aboriginal and Torres Strait Islander Coordinators  
Aboriginal and Torres Strait Islander Consultant  
Vice Principal  
Director of Learning  
Heads of Faculty  |
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| Ensuring that Aboriginal and Torres Strait Islander perspectives are included across all Year levels in all curriculum areas | Revisit Audit of Curriculum  
- Update scope and sequence for all campuses  
- Nominate Aboriginal and Torres Strait Islander coordinators for each campus and allocate time for Coordinators to meet each term | Vice Principal  
Director of Learning  
Head of Teaching and Learning – all campuses |
| Embedding Aboriginal and Torres Strait Islander perspectives in curriculum, where they fit | At Toorak and Bostock campuses, be mindful of protocols and teach local culture as a priority | |
| Working in partnership to ensure we support all our Aboriginal and Torres Strait Islander students to achieve Year 12 graduation | - Career support and awareness – scholarship awareness  
- Targeted academic support  
- Look at other pathways  
- Subject selection and advice throughout their journey – not always from Head of House  
- House allocation – particularly in Senior School  
- Work with Yalari to access Open Days  
- GGS Alumni to assist with this process | Vice Principal  
Aboriginal and Torres Strait Islander Coordinator  
Heads of House  
Careers  
Director of Learning |
| Support Aboriginal and Torres Strait Islander students to embrace their identity | Have regular meetings for Aboriginal and Torres Strait Islander students – combine some Middle and Senior School meetings  
Dinner catch-ups for students  
Organise a camp weekend for a long weekend. Possible venue Torquay or Castlemaine | Aboriginal and Torres Strait Islander Consultant  
Vice Principal |
|                                                                             | Include a Welcome to Country at the whole school sport carnival | |
|                                                                             | Local / boarding family relationship development  
Senior Students (fire carriers) to promote reconciliation | Vice Principal  
Aboriginal and Torres Strait Islander Consultant  
Aboriginal and Torres Strait Islander Coordinator |
|                                                                             | Visiting Fellow – one per year | Vice Principal |
|                                                                             | Build opportunities into Year 10 Camp Programme | Head of Campus – Corio  
Activities Coordinator |
|                                                                             | Integration/ introduction to other campuses (Bostock and Toorak) to Aboriginal and Torres Strait Islander students (possum skin cloak) | Vice Principal  
Heads of Campus  
Aboriginal and Torres Strait Islander Consultant |
|                                                                             | Share newsletter articles about Aboriginal and Torres Strait Islander education across campuses | |
|                                                                             | Establish a leadership programme that encourages cross campus/ cross age teaching and mentoring | Director of Student Wellbeing |
|                                                                             | Establish a Student Reconciliation Committee involving Indigenous and non-Indigenous students across campuses to examine ways the School can address the issues above and organise:  
- films  
- Q & A sessions  
- displays on each campus  
- guest speakers, performers | Vice Principal  
Aboriginal and Torres Strait Islander Coordinators  
Aboriginal and Torres Strait Islander Consultant  
Student Reconciliation Committee - CARE |
**My country**

*Gunditjmara*
Ink on watercolour paper

My artwork is a symbolic map of my country. I come from Gunditjmara Keeray Woorrong, which is Western Victoria around the Warrnambool area. The outline shape indicates the area that Gunditjmara covers and the boundaries to which the land extends. The four irregular oval shapes symbolise places in my country that have significant spiritual meaning; one in particular is the Framlingham Bush. The centre of my map I have illustrated the Hopkins River, as it has significant connection to my ancestors and deep meaning to my family today; it is an important feature in my country. The designs that fill in-between symbolise further features of the land such as the rocky terrain and vast grassy plains, while also demonstrating practices specific to my people such as weaving and eel catching. This map not only displays the country that I come from and the culture of my people, it is also a demonstration of my identity.

*Tarryn Love (Yr11 Fr)*