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.
First Nations Learning Principles

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.