



Reconciliation Action Plan

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2016 – 2018



ORMOND COLLEGE
THE UNIVERSITY OF MELBOURNE



Reconciliation is an extraordinary human gesture of healing.

As recent arrivals from distant destinations, when we wonder at the majesty of the manna gums or are captivated by an evening chorus of birds, we sense the faintest echo of the extraordinary beauty of this most abundant of lands. We can't know the spiritual significance or the deepest meaning of this place. We can't know the aching pain of the soul when these lands were lost to those who cared for them and their creatures.

Therefore, that someone who belongs to this place could offer the leaf of a gum tree and welcome the descendants of those who so wronged the land and its people onto their country is a miracle of human kindness we can never deserve but only receive. That forgiveness is offered by those entitled to justice is the great human gift anyone can give another.

To accept this gift is to choose to walk on the path of reconciliation. It is a gift we can never repay because the past cannot be unmade. It is a gift we honour by working together to build a different future. It is work founded on a truthful acknowledgement of the past. It is nurtured by a care and respect for the culture and connections to the land and living past of Aboriginal and Torres Strait Islander people. It is sustained by our every effort to ensure we work with Aboriginal and Torres Strait Islander people to create the opportunities for them to build a future of their choosing.

Ormond College's second Reconciliation Action Plan describes the practical steps we are taking to work together to build that different future.

Rufus Black
Master



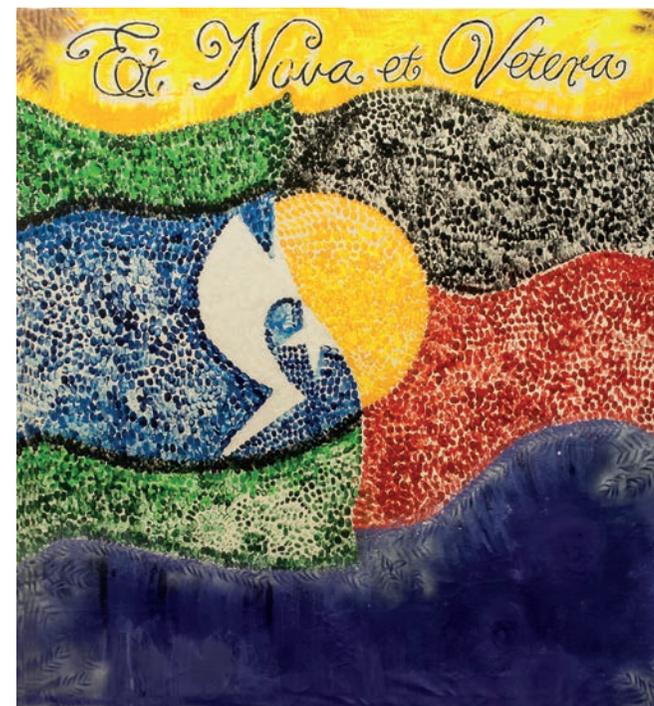
The Aboriginal flag flying at Ormond College

Reconciliation at Ormond

Ormond College seeks to address the disparities in the recruitment, retention and successful completion of tertiary studies among Aboriginal and Torres Strait Islander People. The Ormond College Indigenous Program (OCIP) does this by providing academic, pastoral and financial support to Indigenous students. Importantly, the OCIP also includes initiatives and activities aimed at all Ormond students and staff, in order to create understanding, respect, and a commitment to reconciliation. By giving Ormondians the experience and understanding to become advocates for reconciliation, we will build on the College's history of producing community leaders.



2016 Ormond students



This symbolic piece of artwork was created by a former resident member of Ormond College, Anzak Newman for the first Reconciliation Action Plan. Anzak sketched the outline on the canvas of the Aboriginal and the Torres Strait Islander flags. Members of the College community and external visitors to the annual art exhibition were asked to commit to reconciliation by adding their thumbprint dipped in the appropriate colour to the canvas. The completed canvas, prominently displayed within the College, represents our College's recognition and respect for Aboriginal and Torres Strait Islander people.

Who we are

Ormond College is a college affiliated with the University of Melbourne, and is situated on the land of the Wurundjeri people of the Kulin Nation. The College was founded in 1881, and is guided by the values of:

- **Community** – Ormond’s members participate actively to make friends and build mutual understanding, show care and support, and recognise the value of each person.
- **Heritage** – Ormond’s members honour the original owners of the land, the College’s foundation, our natural and historic environment and the academic inheritance as cornerstones for continued progress and development in the life of the College.
- **Integrity** – Ormond’s members live in and contribute to an environment with strong ethical values and clear behavioural expectations and in which truth, compassion, moral courage and respect are valued, recognised and modeled in everyday life.
- **Learning** – Ormond’s members are involved in exploring intellectual and academic pursuits and in coming to an understanding of themselves, their community and their world.
- **Diversity** – Ormond’s members from different disciplines, backgrounds, cultures and beliefs interact positively to develop an understanding of and respect for each other.



Auntie Joy Wandin-Murphy, Wurundjeri Elder, welcoming Ormond students and community at the beginning of the university year to the land of the Wurundjeri people.

Our Reconciliation Action Plan

Associate Professor Jane Freemantle Pioneer of the Ormond College Indigenous Program

'The river is the river and the sea is the sea. Salt water and fresh, two separate domains. Each has its own complex patterns, origins, stories. Even though they come together they will always exist in their own right. Our hope for Reconciliation is like that.—Patrick Dodson

These words spoken by Patrick Dodson a Yawuru man from Broome, Western Australia so aptly describe the true essence of reconciliation. The Ormond College Reconciliation Action Plan has the explicit purpose of defining a process through which we bring together Aboriginal people and Torres Strait Islanders and other Australians. The Ormond College Reconciliation Action Plan is a bottom-up process that occurs one person at a time, but it also requires support from strong leaders and those in authority. Reconciliation starts with each one of us as we strive to understand the events of the past to ensure that such events shall never be repeated, by embracing the principles of truth, justice, forgiveness, healing, reparation, and love. The commitment of Ormond College to the Reconciliation process led by the student body and strongly supported by the extended Ormond community is clearly articulated in this the second Ormond College Reconciliation Action Plan.



Associate Professor
Jane Freemantle

Kerry Tucker Freemantle Fellow

Our Reconciliation Action Plan embraces and reflects the very values of the Ormond experience, Community, Learning, Integrity, Diversity and Heritage.

We celebrate the land, the culture, the storytelling, the pride and the history of our First Australians, we learn from it, we are all part of it.

It is my pleasure to welcome our Indigenous students to our Community and to provide opportunities both academically and socially so that they may thrive and succeed equally. Through this, our Ormond community is balanced with a richness of Indigenous history, story and understanding.

To ensure Reconciliation is effective, we learn different perspectives, encourage cultural awareness and understand history and future through the eyes of Indigenous and Non-Indigenous – together. In the words of M. Yunupingu, *"Australia will become a model for other global communities...I see Australians coming together from all walks of life, especially indigenous and non-indigenous Australia, for a better tomorrow. We need to lock into one-another's point of view."*

These words reflect our intentions in this second Reconciliation Action Plan, whereby our Ormond community as a whole embodies and contributes to its wealth. I particularly thank Alana Ryan, our 2016 Indigenous Liaison appointment, for her ongoing passion and commitment to the details of this Plan and its ongoing success.



Kerry Tucker

Our Reconciliation Action Plan

Alana Ryan Indigenous Student Liaison

Since joining the college in 2014, I have been involved with the Indigenous Program in various ways, including the creation of this new Reconciliation Action Plan. For me, this document is important because it sets the standard for how Ormondians interact with each other, how informed we are, and the kinds of goals we strive for together.

This new RAP aims to represent the thoughts and ideas of all of our Indigenous students. As a cohort, we are incredibly strong and diverse and it has been an absolute pleasure for me to work with our Indigenous students in developing this new document. We firmly believe that it serves to revitalise our core principles and goals, and that it will guide us well into the next few years.

Here I would like to acknowledge the work of Associate Professor Jane Freemantle. The contribution she made to the OCIP cannot be overestimated. Jane worked tirelessly for many years to establish the Indigenous Program, which included the development of Ormond's first RAP.

Continued progress on reconciliation is dependent on strong backing from the College. Thus we are grateful to Kerry Tucker, as Freemantle Fellow, for her enthusiasm, guidance and support. The role of the Freemantle Fellow is incredibly important at Ormond for two key reasons: it gives our Indigenous students a designated person who is there to support them, and it gives the Ormond community a staff member who can drive the Indigenous Program forward with vision and dedication.

This document embodies the commitment of the whole Ormond community. I am immensely proud to launch our new Reconciliation Action Plan for 2016-18.



Alana Ryan, Arts 3



Ormond students and staff with members of the Bawaka community, Arnhem Land



Kerry and students



Dining Hall and flags

Relationships		Building respectful relationships between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander Australians		
Action	Responsibility	Timeline	Measurable Target	
Build relationships between Aboriginal and Torres Strait Islander and Non Aboriginal and Torres Strait Islander Ormondians, past and present, through knowledge exchange and understanding	Heads of Orientation Programs, Freemantle Fellow	February and July annually	Include information that promotes the knowledge of Aboriginal and Torres Strait Islander history and Ormond's Indigenous Program as a component of Ormond's orientation programs. Brief orientation program leaders about the RAP and OCIP during their preparation periods so they are well informed to pass knowledge onto new students.	
	GC	At least one per year	The OCSC to hold a dinner during the academic year that fosters open story sharing between Ormond students (i.e. a cultural diversity dinner). Aboriginal and Torres Strait Islander alumni invited to participate.	
	Freemantle Fellow, Garma participants	Three times per semester	Establish an informal forum that is regularly attended by students, in order to prompt discussion of Aboriginal and Torres Strait Islander cultures, history, politics and issues. Open invitation to other colleges.	
	Freemantle Fellow, Indigenous Liaison	February annually	The Freemantle Fellow, and at least one returning indigenous student if possible, should be present for the orientation period in which new Aboriginal and Torres Strait Islander students move into Ormond.	
Establish and maintain relationships with local Aboriginal and Torres Strait Islander communities, for example through mentoring or tutoring	Head of Ethics and Global Challenges, AIME student coordinators	Ongoing	Encourage community outreach to local Aboriginal and Torres Strait Islander people, particularly through education-based initiatives. Eg. Australian Indigenous Mentoring Experience (AIME).	
	Freemantle Fellow, OCIP	Ongoing	Establish a respectful connection with the local Aboriginal community and the Wurundjeri Council.	
Increase opportunities for all inter-collegiate relationships between Aboriginal and Torres Strait Islander students resident at the University of Melbourne	Freemantle Fellow	At least once per semester	Encourage Aboriginal and Torres Strait Islander students at Ormond to participate in events with Indigenous students at other colleges. Ensure staff representatives from other colleges are involved in the process.	
Liaise and have conversations with other Colleges hosting Aboriginal or Torres Strait Islander students to ensure optimal support	Freemantle Fellow, Indigenous Liaison	At least once per semester	Inter-college meetings held at the beginning of each semester.	
Facilitate national-level relationships	World of Work Coordinator, World of Work student leaders	Ongoing	Support organisational-level engagement (i.e internships) between Ormond students and Aboriginal and Torres Strait Islander organisations, through advertising these opportunities to students.	
Ensure the continuing success of the yearly Garma/Bawaka Trip	College Executive	August annually	Dependent on funding, a minimum of 8 students to attend the Garma festival each year, including a mixture of indigenous and non-indigenous students. Staff should also be given the opportunity to attend where possible.	

Respect		Respect plays a key role in helping to create a learning environment that values diversity.		
Action	Responsibility	Timeline	Measurable Target	
Promote formal acknowledgement and recognition of Aboriginal and Torres Strait Islander People	Event hosts, GC	Ongoing	Acknowledge the traditional owners of the land at all significant occasions and meetings.	
	GC	February and July annually	Explain the significance of these Acknowledgements of Country at the Commencement Dinner and Recommencement Dinner.	
	Freemantle Fellow	February and July annually	Smoking ceremonies performed by a Wurundjeri Elder at the beginning of orientation weeks.	
	Brack Subcommittee, Director of Advancement	Ongoing	<p>Liaising with the OCIC, the Brack Subcommittee or College should aim to purchase at least one piece of Aboriginal or Torres Strait Islander art from the primary market in 2016-18.</p> <p>If such a piece is to be purchased, an Aboriginal or Torres Strait Islander art expert should be consulted regarding the purchase.</p>	
Provide visual recognition of the original custodians of the land on which Ormond College stands	Freemantle Fellow	Ongoing	Fly the Aboriginal and the Torres Strait Islander flags on days significant to the Aboriginal and Torres Strait Islander community.	
	OCIC, Executive	Semester 1 2016	Continue to encourage the college to develop a native garden in accordance with the Master Plan. Provide assistance for planting of the garden.	
Celebrate Aboriginal and Torres Strait Islander culture and heritage	OCIC	Annually	<p>Celebrate Sorry Day and Mabo Day in Semester 1, and NAIDOC week in Semester 2 with significant college-wide events. Ormond Alumni to be invited to these events where appropriate.</p> <p>Celebrate Mabo Day with an event that occurs before the SWOTVAC break.</p> <p>Freemantle Fellow to promote NAIDOC events in local Koori community to Ormondians.</p>	

Respect		Respect plays a key role in helping to create a learning environment that values diversity.		
Action	Responsibility	Timeline	Measurable Target	
Build the knowledge of non-Aboriginal and Torres Strait Islander students and staff, by actively creating a culture of enquiry and knowledge about Aboriginal and Torres Strait Islander culture and affairs	Freemantle Fellow, L&C	At least two per year	Organise Aboriginal and Torres Strait Islander professionals to speak about their area of expertise, including Aboriginal and Torres Strait Islander perspectives on global issues. These guests should be a mixture of academic speakers and non-academic speakers sharing their experiences.	
	Freemantle Fellow	Ongoing	The Freemantle Fellow should encourage Aboriginal and Torres Strait Islander students to contribute their thoughts to publications like The Ormondian and Ormond Papers where appropriate, without restricting editorial independence.	
	Advancement	Ongoing	OCIP activities celebrated in College publications.	
	Advancement	August annually, other times as appropriate	Information about the RAP and the OCIP to be included in college tours as standard, and as a handout in the information packs that are distributed on Open Day and at other events.	
	Freemantle Fellow, Indigenous Liaison	Once a semester for all new staff	New Ormond staff members are to be given an induction about the RAP and OCIP, that highlights the actions that they can undertake from the RAP in their respective positions.	
	Freemantle Fellow	From 2016	Cultural awareness training provided for Ormond staff by a registered provider. Each year, depending on funding, representatives from each department are to complete the training. Dependent on funding, students may apply to complete the training as well at a cost subsidized by the college. Aim to commence in 2016.	
	Library team	Ongoing	Sustain a place within the College's Academic Centre where resources relating to Aboriginal and Torres Strait Islander culture and history are promoted.	

Opportunities		Through the development of a diverse program of College activities, develop informed global citizens with the capacity to influence policy as future decision-makers		
Action	Responsibility	Timeline	Measurable Target	
Improve the admissions procedures and pathways for the enrolment of Aboriginal and Torres Strait Islander students, reflecting a proactive recruitment pathway from schools to university	Advancement	Annually	Enrol at least 3 new Aboriginal and/or Torres Strait Islander students each year	
	Freemantle Fellow	Annually	Financial support provisions (including scholarships) promoted to future and current Aboriginal and Torres Strait Islander Ormond students	
	Advancement, Freemantle Fellow	Ongoing	Aim to retain as many indigenous students as possible from their first year at college to their second and beyond, improving on 2012-2015 rates of retention.	
Encourage Aboriginal and Torres Strait Islander Ormondians to engage with Ormond's wide range of learning and mentoring opportunities	Freemantle Fellow, Director of Learning	Ongoing	Increased engagement with schools who have Aboriginal and Torres Strait Islander students, local and regional, in a process that current Aboriginal and Torres Strait Islander students are involved in (ie. by supporting current Aboriginal and Torres Strait Islander students to visit relevant schools)	
Increase employment of Aboriginal and Torres Strait Islander staff at Ormond College through a positive recruitment strategy; raise aspirations at the individual level through mentoring, leadership and connecting with strong role models	Freemantle Fellow to work with Aboriginal or Torres Strait Islander Ormondians to ensure they are benefiting from the many Ormond events and opportunities that may be relevant to them and their specific career interests.	Ongoing	Freemantle Fellow to work with Aboriginal or Torres Strait Islander Ormondians to ensure they are benefiting from the many Ormond events and opportunities that may be relevant to them and their specific career interests.	
	Ormond Executive	Ongoing	Aim to recruit at least one Aboriginal or Torres Strait Islander staff member. In particular, aim to recruit at least one Aboriginal and/or Torres Strait Islander staff member in an academic or pastoral position that has direct contact with the student body.	
Engage the University of Melbourne (Murrup Barak) in the development of student recruitment and retention strategies	Vice Master	Annually	Ensure recruitment processes assist in identifying and encouraging Aboriginal or Torres Strait Islander applicants.	
	Freemantle Fellow, Vice Master	At least twice a year	Formalise the opportunity for an Ormond indigenous student to work with the Freemantle Fellow as a support and to assist with liaison and the implementation of the RAP.	
Engage the University of Melbourne (Murrup Barak) in the development of student recruitment and retention strategies	Freemantle Fellow, Vice Master	At least twice a year	Ormond representatives are to meet with Murrup Barak at least twice a year.	

Tracking progress and reporting

Action	Responsibility	Timeline	Measurable Target
Ensure a culture of accountability and learning from past experiences, whether they be successful and challenging	OCIC	November annually	Review the RAP annually. Store the annual review in College G: Drive and make it available to all students and staff at the end of each year, through email and the Grail.
	OCIC	November 2018	Develop a new RAP for the years 2019-2021. Directly consult and involve Ormond's Aboriginal and Torres Strait Islander students in this process.
	OCIC	At least twice per semester	Meet regularly to track progress.
	OCIC	Once per semester	Report to the College Executive and student body on progress.



Glossary of Terms

OCIP	- Ormond College Indigenous Program
OCIC	- Ormond College Indigenous Committee
GC	- Ormond College General Committee
MCRC	- Middle Common Room Committee
OCSC	- Ormond College Students Club
SCR	- Senior Common Room (Senior Academics)
MCR	- Middle Common Room (Graduates)
JCR	- Junior Common Room (Undergraduates)
Executive	- Ormond College Executive Committee
L&C	- Learning & Community (Academic)
Advancement	- Alumni, Scholarships
Admissions	- College Admissions Office
BOB	- Beyond Ormond Borders Program
AIME	- Australian Indigenous Mentoring Experience

Members of the OCIC at time of printing

- Freemantle Fellow (Kerry Tucker)
- Vice Master, Director of Communities (Rob Leach)
- Director of Learning (Deb Hull)
- Director of Advancement (Di Bamba)
- OCSC Chair (Oscar Galvin)
- MCR Chair (Christopher Borghesi)
- SCR Chair (Brennan McDavid)
- Indigenous Student Liaison (Alana Ryan)

“The College is built on the traditional land of the Wurundjeri people, a place of age old ceremonies of celebration, initiation and renewal. The Wurundjeri people are the people of the wurun, the river white gum, who have been custodians of this land for thousands of years. The College acknowledges and respects the Elders of this land past and present, and the families and descendants of the Wurundjeri people”

- Ormond College Constitution -



ORMOND COLLEGE

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