



**INITIATIVES IN INDIGENOUS
EDUCATION
AT
RIVERMOUNT COLLEGE**

AUGUST 2007

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INTRODUCTION

Rivermount College was established with the specific purpose of building bridges between the Indigenous and non-Indigenous people of Australia.

Throughout its entire Secondary and Primary curriculum, the College seeks to provide educational, vocational and developmental courses that aim to disseminate information that will provide a greater awareness of Aboriginal and Torres Strait Islanders, their history, social conditions and general welfare and education.

As leaders in education, the College recognises the unique responsibility and opportunities available to promote harmonious relationships and the co-existence of Aboriginal and non-Aboriginal people alike.

Through understanding, acceptance, respect and recognition, it is the objective of Rivermount College to eliminate cultural alienation, racism and negative social attitudes within the school community and the wider community.

The educational objective of the College strives to assist students to appreciate the richness and diversity of their cultural heritage, to acknowledge the special place of the Aboriginal people of Australia in Australia's history and to recognise the human rights of all people.

It is the conviction of The Hank Young Foundation that as a community we can never change history, what we can do is to seek reconciliation and work together for a better Australia through perceiving the need for social justice and equity for the Indigenous people of Australia. Rivermount College strives to achieve this by providing the opportunity for Indigenous students to complete their education without racism and prejudice so that they can once again live in this country with pride and dignity and compete on equal terms with everyone else.

As long as current divisions exist between the indigenous and non-indigenous people of Australia, action must be taken if we are to live in peace and harmony,

It was this vision that persuaded the College Founders to follow their dream. Under the auspices of The Hank Young Foundation, a charitable trust for Aboriginal Education and Welfare, 32 hectares of land fronting the Albert River at Yatala was purchased for the purpose of establishing Rivermount College.

Rivermount College acknowledges and pays respect to the traditional owners of the land 'The Kombumerri People'.

With the vision of the College Founders and the inspiration of Dr Neville Bonner AO, Rivermount College is building a community that shares a pride in its Australian heritage and is embracing a future built on unity and harmony.

In the words of past Rivermount College student Anthony Johnson, a descendant of the Bidjera/Kamilarol people, 'lets not have any more *sorry time* in this country, lets work toward understanding each other and respecting each others cultural differences and accepting that everyone is different. Let's look toward the day when we can all stand as Australians, as one and rich in knowing that we all share a cultural heritage.

FOUNDING PRESIDENT - MR HANK YOUNG AM

The College is grateful for the support of The Hank Young Foundation and the contributions of many prominent Aboriginal leaders in their attempts to create a unified Australian society. The Hank Young Foundation is a charitable trust for Aboriginal Education and Welfare. Through the trust, Rivermount College currently offers 70 tuition scholarships for Aboriginal students from Prep to Year 12.

Founding President of Rivermount College, Mr. Hank Young, was honoured in the Queen's Birthday awards in 1997 as recipient of the prestigious Order of Australia. The medal was awarded for service to the community through The Hank Young Foundation for Aboriginal Welfare and Education.

Through the diligent work of the Foundation and Rivermount College, Mr. Young AM, has contributed significantly to the establishment of peace and harmony between the community and the Aboriginal people of Australia. His commitment to building bridges between the many cultures in Australia has been reflected in the nature and character of Rivermount College and in its mission to provide educational opportunities to Aboriginal and Torres Strait Islander children as well as establishing links with the Aboriginal community.

The College recognises that as partners in this country we can learn much from each other and as members of the same community we have the opportunity to work together to make a difference.

The Hank Young Foundation for Aboriginal Welfare and Education provides financial support to projects that contribute to:

- The peaceful and harmonious relationship and co-existence of Aboriginal and non-Aboriginal people of Australia, and
- Reinforcing the self-esteem and personal dignity of the Aboriginal people, both as individuals and as a cultural group.

FOUNDING PRINCIPAL - MR COLIN YOUNG

Rivermount College is the fulfillment of a dream to create an educational institution that would not only provide the highest standards of Christian education but would become a positive force in shaping the future of Australia as a unified nation. The realisation of this dream was achieved through the dedication, commitment and unwavering determination of Mr Colin Young – the Co-Founder and Founding Principal of Rivermount College.

Mr Colin Young has been passionate in his dream to educate all Australians, particularly our youth, about the value and importance of social justice and equality. He has been instrumental in developing and implementing curriculum initiatives and educational experiences that encourage and develop awareness and appreciation for cultural heritage and history. This commitment has resulted in Rivermount College being recognised as a unique example of a community committed to building bridges between the Indigenous and non-Indigenous people of Australia.

Mr Young retired as Principal of Rivermount College in June 2006. He continues his involvement with Rivermount College as the President of Rivermount Education Limited and as Director of Koorie Welfare and Education Pty Ltd (Trustee of The Hank Young Foundation).

FOUNDING PATRON - DR NEVILLE BONNER AO

Rivermount College is honoured to have as its Founding Patron, the late Dr Neville Bonner AO. Since the College's inception, Dr Bonner was inspirational in his guidance and his influence. During the eight years he was with the College, Dr Bonner's impact on the College and its educational program was enormous. Each member of the College community was greatly inspired by his authentic demonstration of human dignity and desire for genuine reconciliation.

The presence of Dr Neville Bonner was instrumental to the College in its search for social harmony and justice. His memory and his dreams will continue to live on in the hearts of the College community. Through the scholarship program funded by the Hank Young Foundation, many Indigenous students will benefit from a quality education and the opportunity to realise their potential for leadership in this country.

Dr Bonner, will always be present through the Neville Bonner Prize and the Neville Bonner Centre. His visions for a brighter future will continue to influence the lives of Rivermount College students both past, present and future.

INITIATIVES IN ACTION

The purpose of this booklet is designed to provide background information and a brief history of the curriculum initiatives of Rivermount College.

Education is a dynamic process requiring the regular review and inclusion of information. As such this document is an evolving resource. The development of literature detailing the content and implementation of curriculum initiatives is an ongoing process that is conducted with the support and consultation of teaching staff at the College.

Fundamental to the implementation of curriculum initiatives is the ability and willingness of all members of the College community to embrace the goals and objectives of the College mission. The support of the College Leadership Team, the teaching staff and parents is essential to the implementation and success of this program.

Throughout its history Rivermount College has continued to strengthen its commitment to building bridges between the Indigenous and non-Indigenous people of Australia. In looking to the future, the College will remain focused on the goals and objectives of its mission statement and endeavour to develop effective strategies to achieve the following goals and objectives:

- To promote a greater awareness of Aboriginal Culture, History, Social Conditions, General Welfare and Education
- To promote genuine harmonious relationships
- To eliminate cultural alienation, racism and negative social attitudes
- Develop student understanding of the links between Aboriginal culture and everyday life
- Develop student appreciation and respect for Aboriginal culture and values
- Develop appreciation and awareness of Aboriginal traditions and customs
- Facilitate learning experiences in the Junior, Middle and Senior curriculum in regard to Aboriginal Culture and history
- Develop appreciation for the unique and rich heritage of our Country
- Promote understanding and awareness of cultural differences and their impact on society
- Provide opportunities for Aboriginal students to participate fully in the life of Rivermount College through The Hank Young Foundation
- Create an environment where Indigenous and non-Indigenous students can learn and grow together with equal opportunities, support and discipline.
- Promote a feeling of pride and tradition in the school community in relation to the College's mission
- Promote pride in being a member of the Australian community

As a College community we are committed to continue to build on the Mission Statement of Rivermount College as shown on the following page.



*Realising the
Potential Within*

RIVERMOUNT COLLEGE MISSION STATEMENT

Rivermount College is operated by Rivermount Education Limited which is a public company limited by guarantee. The objects of Rivermount College, as listed in this document, are taken from the Memorandum of Association of the Company.

OBJECTS OF RIVERMOUNT COLLEGE

1. To provide a holistic and integrated approach to education and other related activities where the aim is to educate and train the whole person by integrating the intellectual, spiritual, emotional, physical and social aspects of education and training from a biblical perspective based upon the following aims and objectives:

(a) the development of the intellectual potential of all students by promoting in students intellectual integrity, respect for truth, openness to reality and other scholarly virtues and aiming to provide the students with a mastery of the basic subjects and skills while guiding individuals towards their own levels of achievement and understanding in the main areas of human knowledge;

(b) the promotion within any educational institution carried on or maintained by the Company of a community of faith based on a belief in God and the provision of religious worship, services and teaching in accordance with the Christian faith;

(c) the provision of opportunities for all students to develop full and effective social and personal relationships which will enhance the development of self-confidence, acceptance, personal dignity, positive attitudes and emotions, optimism, self-esteem, sensitivity, appreciation of goodness, compassion and service to others;

(d) the provision of skills and interests for students which will promote a physical fitness and which will assist them to make optimum use of their leisure time during their school and effective later adult life; and

(e) the promotion and fostering of genuine human relationships amongst students, staff, parents and others associated with the Company;

2. To provide such educational, vocational and community development courses as may be desirable to educate, teach and inform students of all ages, race or creed without distinction to the highest standard of education including but not limited to the education of Aboriginal and Torres Strait Islanders;

3. To promote develop and assist in educational, cultural, sporting and extra-curricular activities of all kinds and to disseminate information concerning any such activities including but not limited to courses having the objective of promoting a greater awareness of the Aboriginal People and Torres Strait Islanders, their history, conditions and general welfare and education and the harmonious relationship and co-existence of aboriginal and non-aboriginal people alike and the elimination of cultural alienation, racism and negative social attitudes.

UNDERSTANDING CULTURE & HISTORY

In developing and implementing new curriculum initiatives, Rivermount College recognises that students deserve an exciting and challenging Australian curriculum, one which they see as being relevant and timely.

Fundamental to the development of an Australian identity is a history that dates back beyond 1788 and, in the Torres Strait beyond 1871. It takes into account the thousands of years this continent was occupied by what is now known to be the longest continuous surviving culture in the world.

Until recently, history perpetuated myths, distortions and stereotypes about what happened in Australia since 1788. It provided the dominant culture's view of invasion, intrusion and occupation, and was instrumental in perpetuating racist attitudes towards Aboriginal and Torres Strait Islander peoples which led to misinformation and stereotypes associated with cultural imperialism.

Culture is a dynamic and creative interaction between individuals and the various structures, values, customs, ideas, ways of thinking and communicating that operate in society. Such a focus enables students to analyse their own and other cultures and to develop the skills to recognise the part they play in creating culture, as well as the ability to understand how their cultural identity is constructed.

Knowledge of the history, social structure and culture of the Aboriginal and Torres Strait Islander people is the foundation for an understanding of Australian society and its history. By considering a variety of cultures, students are able to develop an understanding of the many options open to individuals, and thus gain a broader understanding of the choices individuals can make in their daily cultural interactions.

Until recent years, Australian society has been predominantly mono-cultural in its view of schooling. This concept of culture emphasizes the differences among people and leads to the belief that cultures other than the mainstream culture are inferior. Promotion of the idea that individuals from other cultures are inferior helped to perpetuate racism in Australia.

There can be no doubt that minority groups become alienated and find it difficult to sustain a belief in mainstream values when their histories and cultural outlooks are ignored. Australian society adheres to the notion of democratic political processes, but for over 2000 years it has excluded Aboriginal Australians by rarely acknowledging them, either in the curriculum or in many other sociopolitical institutions. In recent times, progress has been made in that many Australian schools now offer programs in Aboriginal and Torres Strait Islander studies.

All students want to make sense of the world. In seeking this, their understanding is shaped by many things, including their spiritual, philosophical, religious, secular and aesthetic values. This integration will be more effectively acknowledged and reflected in the study of indigenous cultures. Such inclusion helps produce responsible citizens who are capable of thinking holistically about their world.

Gaining a meaningful and empathetic understanding of Aboriginal and Torres Strait Islander perspectives is a complex and continuous process. Studies will highlight the fact that there are distinct indigenous communities in Australia: The Aboriginal and Torres Strait Islander people and that there is considerable diversity and cultural variation between and within these communities.

ABORIGINAL STUDIES PROGRAM

The Educational Philosophy and Mission Statement of Rivermount College includes a definite and strong commitment to the teaching of an integrated Aboriginal Studies program.

In particular, the Rivermount College community desires to develop positive and harmonious relationships with the original inhabitants of this country so that all students can benefit from and appreciate the richness and diversity of an Australian heritage.

In embedding the Aboriginal Studies Program within the curriculum, the College has defined several key objectives that are fundamental to the implementation of this program in the curriculum.

Objective 1. Develop and imbed the study of Australian Aboriginal history and culture in the College's curriculum by:

- (a) developing curriculum material that includes the history of Australia in its entirety prior to and following European settlement and includes an awareness and appreciation of the Aboriginal people and their culture
- (b) developing curriculum materials that recognise the importance and significance of Aboriginal history and its impact on modern society
- (c) researching and teaching that Aboriginal history and applied anthropology is an integral part of Aboriginal studies resulting in a balanced understanding of the current socio-political environment in Australia
- (d) developing an awareness and appreciation of the Aboriginal peoples achievements in the spheres of art, literature and dramatic performances
- (e) highlighting the influences deriving from the Aboriginal peoples traditional past, its continuing existence and its significance for themselves and all citizens of Australia
- (f) developing awareness of the current issues facing Aboriginal people in relation to housing, education, health, employment and welfare
- (g) establishing and managing a garden on the College campus with bush food and medicine plants which can be used in environment studies as well as other skills to be taught by Aboriginal Elders
- (h) developing an awareness and understanding of traditional and contemporary Aboriginal culture through the use of teaching resources such as literature; interaction with members of the Aboriginal community and practical experiences including camps and excursions

Objective 2. Develop a strong community awareness and appreciation of the Aboriginal people by:

- (a) establishing positive links with remote and local Aboriginal communities as well as Aboriginal support groups
- (b) researching and developing awareness of the local Aboriginal people – The Kombumerri People
- (c) fostering community awareness; respect for and affinity with the natural environment as a fundamental element of the nation's heritage
- (d) promoting an awareness among the College and wider community about issues important to the Aboriginal people and challenging misconceptions and misinformation regarding their history, culture, beliefs and values

- (e) utilising Rivermount College as an important educational and social institution to break down negative attitudes in society and providing encouragement and practical support to Aboriginal community groups

Objective 3: Assist in the development and implementation of quality curriculum materials on Aboriginal Studies to be used in Australian schools by:

- (a) supporting and developing educational and cultural activities based on research and practice
- (b) development of resources and teaching techniques to promote an appreciation and awareness of Aboriginal culture and language
- (c) disseminating curriculum material and ideas to other educational institutions in areas of Aboriginal curriculum and related activities

Objective 4. Provide educational opportunities for Aboriginal and Torres Strait Islander students by:

- (a) providing educational scholarships to Indigenous students to attend an independent school or College and receive the opportunity to realise their full potential in all areas of their life
- (b) improving the educational outcomes of Indigenous students by facilitating their access to an education which is in harmony with their cultural values and chosen lifestyles, which promotes pride in their identity and equips them with the skills and opportunities to participate fully as respected members of Australian society
- (c) promoting the social and physical well-being of Aboriginal People and the development of a positive self-image through increased participation in sporting and recreational activities

Objective 5. Assist Aboriginal communities in the establishment of their own educational institutions by:

- (a) providing Aboriginal teachers with the opportunity to gain valuable experience by teaching in an independent school environment
- (b) assisting Aboriginal administrative support services in the establishment of Primary or Secondary schools in their own communities and regions
- (c) employing professional and committed staff so that the College can be used as a "resource centre" to assist Aboriginal community groups to develop and commence their own educational institutions

CURRICULUM REVIEW

Since its implementation in 1996, the objectives presented in the Aboriginal Studies Program have been integrated throughout the Primary and Secondary curriculum. In keeping with the College's Curriculum guidelines, teachers must continually review their delivery in each subject. Each teacher must undertake curriculum evaluations and development as an ongoing process.

Integrated Aboriginal Studies Program

The P – 12 Aboriginal Studies Program aims to be part of the whole learning environment and related activities which will assist student's understanding of Aboriginal issues throughout the Primary and Secondary School.

An integrated awareness and appreciation of Australian Aboriginal Culture is applied in all areas of the curriculum and through various excursions and camps.

Each year level in the Junior, Middle and Senior Schools are provided with the opportunity to develop their understanding and awareness of Aboriginal history, culture and contemporary issues through the use of age appropriate teaching resources and learning experiences. Each year builds on the former according to the understanding of the different age groups. This structure applies to all curriculum areas and is carefully monitored to prevent overlapping and repetition.

To ensure the curriculum initiatives are implemented, the Board of Directors of Rivermount College have appointed a Director of Mission to facilitate and oversee this program. The Director of Mission meets with Primary teachers and Secondary Department heads on an individual level. This contact is continued either through emails, phone calls or meetings. Discussions include how teachers can integrate material into the various subject areas and in appropriate lesson plans.

Resources

The provision of resources is fundamental to the implementation and success of this program. Every effort is made to ensure that teachers are provided with an array of appropriate and necessary teaching materials to assist in the effective development and delivery of their respective teaching areas.

The Hank Young Library at Rivermount College provides extensive resources in both electronic and hardcopy format that is regularly updated and reviewed to ensure information is accurate and relevant to the Aboriginal Studies Program. This information is readily available online at The Hank Young Foundation website – www.hyf.net.au.

CURRICULUM IN ACTION

The following table provides a brief sample of how the Aboriginal Studies Program at Rivermount College is embedded in the curriculum.

Central to the successful integration of this program is the understanding that this is an inclusive curriculum and as such includes all year levels from Prep to Year 12 across all key subject areas and elective courses offered by Rivermount College.

GROWING AND LEARNING IN THE EARLY YEARS

LOWER PRIMARY (PREP TO YEAR 3)	UPPER PRIMARY (YEAR 4 TO YEAR 6)
<p>Students in Prep.....</p> <p>Year 1 SOSE (Studies of Society & Environment) introduces Aboriginal concepts including 'Family'; 'Food'; 'Shelter'</p> <p>Year 2 students study a topic titled 'Water Environment'. Central to the theme is the study of how such environments have special meaning to the Aboriginal People of Australia. A case study on Moreton Bay is utilised.</p> <p>Year 3 students study "Celebrations & Australian Environments" which integrates Aboriginal perspectives and issues as a central focus.</p>	<p>Year 4 students enjoy an excursion to "Coochiemudlo Island" to explore and study the Aboriginal sites. A unit on 'bush food' and how it is used is introduced into their classroom studies.</p> <p>Year 4 students also participate in a camp at 'Minchinbill Hill' situated near Mt Warning in Northern NSW. The aim of the camp is to introduce students to the importance of the environment through observation and interaction. Of special significance is the meaning of land and 'Country' to the Aboriginal people.</p> <p>Year 5 students participate in 'Harmony Day' that has a special focus on the Aboriginal People. Indigenous students at the College are encouraged to share stories of their family history.</p> <p>Year 5 study the novel 'Storm Boy' which highlights the special relationship between the Aboriginal people and the environment.</p> <p>A study of the local environment, focusing on the 'Kombumerri People' is central to this theme.</p> <p>Year 5 students travel to North Stradbroke Island for observation of Aboriginal sites and culture.</p> <p>In Year 6, students undertake a unit titled 'Our Australian Identity' which includes issues such as Aboriginal displacement and the White invasion of Australia.</p> <p>The novel study in Year 6 is 'Rabbit Proof Fence' which deals with issues pertaining to the 'Stolen Generation'</p>

Special Note:

Students in the Junior School (Prep to Year 6) have the opportunity to explore the Aboriginal culture and traditions through the use of Art and Music. Of particular significance to this age group is the use of practical learning experiences including camps, excursions, hands on activities including games and stories, workshops and guest speakers. Through the generosity of many Indigenous families at

the College, students have the opportunity to hear firsthand the experiences of Aboriginal people through presentations and interactions with parents and grandparents of Indigenous students.

Of particular benefit to all students is the natural integration of Indigenous and non-Indigenous students in the Junior School. Each year level and class has a number of Indigenous students whose pride in their history and culture enables all students to better understand and appreciate our diverse heritage.

THE MIDDLE AND SENIOR YEARS OF LEARNING

MIDDLE SCHOOL (YEAR 7 TO YEAR 9)	SENIOR SCHOOL (YEAR 10 TO YEAR 12)
<p>Within the Middle School curriculum special focus is given to preparing students for the Year 9 Capricorn Tour, which is the culmination of their studies. The Year 9 tour provides a 'hands on' learning experience for students. Throughout the ten-day tour students visit significant Aboriginal sites, townships and places along the Capricorn Coast.</p> <p>In Year 7 students study the local and surrounding areas with special attention given to the Aboriginal People of these regions. The study is complimented by an excursion to the 'Queensland Museum' which has a wonderful Aboriginal display and also the 'Modern Art Gallery' which has an extensive collection of Aboriginal and Torres Strait Islander paintings and art works.</p> <p>In Year 8, students study the novel 'Bailey's Bones' which introduces issues relating to 'Aboriginal Massacres.</p> <p>The camp to 'Moreton Island' is a highlight of the curriculum in Year 8 that provides the opportunity for students to experience the Aboriginal culture of the Island. This learning experience is complimented by a study of the displacement of Aboriginal people to Stradbroke Island.</p> <p>A video study of 'lousy little sixpence' is also incorporated into the Year 8 curriculum and deals with the issues of 'stolen wages'</p> <p>Year 9 is the culmination of the Middle School Years and includes the Year 9 Tour. On tour students are given the following key learning experiences:</p> <ul style="list-style-type: none"> • mining, farming and history of the Capricorn region • Visit to Woorabindi – an Aboriginal school • Rockhampton Aboriginal Cultural Centre • Great Keppel Island – visit Aboriginal sites • Carnarvon Gorge – Aboriginal rock paintings 	<p>Throughout the Senior School, Aboriginal studies are incorporated into the key learning areas of English and Mathematics. In addition elective subject areas such as Economics, History, Health and Physical Education, Art, Music and Drama also include units with studies on relevant Aboriginal areas including culture, history, social issues and traditions.</p> <p>In Year 10, students study the novels 'Dougy' and 'Gracey', which aim to develop a better understanding and appreciation of themselves and the Aboriginal people by highlighting and eliminating superficial stereotypes.</p> <p>In Year 11, students study the novel 'My Place'. This is a powerful autobiography of three generations of Aboriginal families dealing with issues experienced by author Sally Morgan including suppressed history and loss of identity.</p> <p>Year 11 students also undertake a unit in 'Australian Identity' through Art, Poetry and Advertising which examines caricatures used to portray the Aboriginal People.</p> <p>Year 11 and 12 Ancient History incorporates a special unit on 'Aboriginal Archaeology'</p> <p>In Year 12 English, the novel studied is 'Angela' the conclusion to 'Dougy' and 'Gracey'. The story highlights the issues faced both emotionally and culturally by an Australian girl struggling to understand and accept her friends Aboriginality.</p>

- **Aboriginal Astronomy**

In English, Year 9 students study 'Yolngu Boy' and with emphasis on the search for identity, making the journey from adolescence to adulthood and the implications of belonging to a larger social group whether it is through culture, family or a group of friends.

The Year 9 curriculum incorporates Aboriginal studies into all subject areas. Additional focus areas include the study of the 'Dreamtime' and a comparison with myths and legends.

Special Note:

In the Middle and Senior Schools, Aboriginal Studies is embedded into the Secondary curriculum in specific subject areas, which allow for the inclusion of issues pertinent to the Aboriginal people, their history, culture, traditions and contemporary social and political concerns.

In the key subject learning area of English, all students from Year 7 to Year 12 have the opportunity to study novels, media and other materials that provide an avenue for personal and moral growth through the exploration of real life issues. Of particular emphasis is the opportunity to explore and discuss world and social views and issues thus developing understanding and appreciation for themselves and others. Perceptions of Aboriginal identity and associated issues are presented from both white perceptions and for the Aboriginal people's perception of themselves.

Students are not indoctrinated into believing superficial stereotypes rather they are given the tools to expand their knowledge, understanding and general awareness. This is achieved through examining a wide range of materials with varying social functions, generic structure and language features. In essence, students are given the opportunity to understand the experience of being Aboriginal.

Aboriginal themes and issues are used as organising centres and integrating devices to teach the basic objectives of curriculum areas. This provides a challenging experience for the students when they come to realisation that many of their preconceived ideas are based on ignorance. It is only through reading, discussing, reflecting and responding to wide range of genres and viewpoints can they, as individuals, develop a balanced worldview.

COLLEGE ACTIVITIES

The Rivermount College community has embraced the vision of the College Founders to proactively develop peaceful and harmonious relationship between the Aboriginal and non-Aboriginal people of Australia, as a result the following activities are experienced and enjoyed by the College community of staff, students and parents.

Indigenous Cultural Day

Each year, the College provides the opportunities for students, parents and staff to experience and enjoy the many cultural highlights and components of the Aboriginal and Torres Strait Islander cultures. Included in the program are activities such as Aboriginal painting, music, dance performances, boomerang throwing and special guest speakers from the Indigenous community.

Indigenous Garden

This is an ongoing project co-ordinated by one of the College's Indigenous teachers. The garden produces plants and food items that have special significance to the Aboriginal people. Various year levels in the College are planning to use the garden for integration into their study programs.

Further information on the Aboriginal Studies Program at Rivermount College including resource materials is available by contacting:

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*The Hank Young Foundation is grateful for the support of the Board of Directors,
Principal and staff of Rivermount College.*