

Melton Specialist School Action Plan

Aboriginal Learning, Wellbeing and Safety



Help for non-English speakers

If you need help to understand the information in this policy please contact Melton Specialist School on 9743 4966

Note: Throughout this document the term Koorie is used to refer to both Aboriginal and Torres Strait Islander people.

Melton Specialist School embraces the vision of the [Marrung Aboriginal Education Plan](#) and celebrates the rich and thriving culture, knowledge and experiences of First Nations Peoples. We are committed to creating and maintaining a positive school environment for learning and development that demonstrate the highest levels of respect and inclusion so that Koorie students and learners of all ages feel strong in their identity and that Koorie students and the Koorie community feel valued, respected and culturally strong in their identity.

Our school has a number of measures in place to ensure our community acknowledges, appreciates and is in a position to learn from the the strengths of Aboriginal and Torres Strait Islander culture and knowledge's that are respected and honoured. These measures are outlined below.

Family and community perspectives and feedback

We actively seek participation and feedback from Koorie students, families and Community by:

- acknowledging and elevating the existing knowledge of Koorie students and their families and seeking their feedback on decisions that affect them, and on how well we are meeting their needs, through initial enrolment meetings, Student Support Groups, during the development of Individual Education Plans and community (LAECG) led yarning circles.
- working with our regional Koorie Engagement Support Officers (KESOs) for advice and direction on how we can create a culturally inclusive learning environment and to build our capacity to provide support for individual Koorie students attending our school.
- Working with the LAECG and community to create the space for a Centre for Cultural learning as per VAEAI (2011) model.
- partnering with LAECG chair, (as a member of the school board – as a paid position) Uncle Keith, KESO's and a member of Wurundjeri council (when available) to seek feedback and advice on existing and new actions we can take to support the diverse and unique identities and experiences of Aboriginal students and children in our community.

Training and professional development of staff

To ensure our staff are equipped with the skills and knowledge necessary to create and maintain a positive and inclusive school environment we:

- ensure staff participate in [Community Understanding and Safety Training \(CUST\)](#) training
- provide tailored training and professional development each year to build knowledge for specific staff based on any emerging or current areas of need
- ensure training and professional development equips teaching staff to deliver Aboriginal and Torres Strait Islander perspectives within the classroom curriculum
- support teachers to work in their Professional Learning Communities (PLCs) to map and develop teaching and learning activities within the Victorian Curriculum priorities to enable staff to build their confidence with Aboriginal and Torres Strait Islander content and to recognise opportunities to draw upon Aboriginal pedagogies and practices within their classrooms
- ensure training and professional development equips staff with an understanding and appreciation of the strengths of Aboriginal and Torres Strait Islander culture and its importance to the wellbeing and safety of Koorie children and students.

Curriculum and learning

Melton Specialist School supports the development of high expectations and individualised learning for Koorie students and creates a learning environment for all students that acknowledges, respects and values Aboriginal and Torres Strait Islander cultures, identities, language and knowledge's. This includes:

- implementing the Department of Education and Training's [Koorie Education Policy](#)
- ensuring that all Koorie students have individual education plans developed in partnership with students, families, and KESOs.
- Establishing a register of visiting Elders to show and teach Koorie and all students about Aboriginal culture and Identity.
- Establishing a space for community and LAECG to conduct education for staff, students and other local schools through the Centre for Cultural Learning. (Cultural Interface – Nakata, 2007)
- Have an RAP committee set up to establish and monitor the implementation of the RAP.

Assemblies and other school events and activities

We ensure our school events and activities acknowledge and celebrate Aboriginal and Torres Strait Islander culture by:

- acknowledging the Country and Traditional Owners of the land on which our school is located the Kurrung-jang Balluk clan of the wider Wurundjeri Woiwurrung peoples, at the start of every school assembly, meeting and start of the classroom day.
- arranging Welcome to Country/smoking ceremonies by local Elders at major school events such as the opening of new buildings or campuses
- arranging incursions and excursions, and recognising key events and anniversaries that celebrate Aboriginal and Torres Strait Islander culture

Built and digital environment

We ensure our built environment and website demonstrates an appreciation and acknowledgment of Aboriginal and Torres Strait Islander culture through:

- flying the Aboriginal and Torres Strait Islander flags on school grounds.
- displaying plaques/signs outside our main entrance that Acknowledge Country and Traditional Owners
- including an Acknowledgement of Country and Traditional Owners on our website home page

Review and feedback

We recognise that our school's practices must be regularly reviewed and updated in partnership with Koorie families, local communities, KESO's and LAECG. We encourage you to contact Craig Thompson, Community Engagement Leading Teacher with any feedback, concerns or suggestions.