

## Aboriginal Learning, Wellbeing and Safety Action Plan



### HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Melton Specialist School on 03 9743 4966 or [melton.ss@education.vic.gov.au](mailto:melton.ss@education.vic.gov.au).

*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 culture, knowledge and experiences of First Nations Peoples. We are committed to creating and maintaining a school environment that empowers Koorie students to feel valued, respected and culturally strong.

Our school has a number of measures in place to ensure our community acknowledges and appreciates the strengths of Aboriginal and Torres Strait Islander culture. 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 the importance of the existing knowledge of Koorie students and their families
- 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, whole school celebration days and community (LAECG/KEC/KESO) led yarning circles on education offerings within the school curriculum (In development stages).
- working with regional Koorie Education Coordinators (KEC), Koorie Engagement Support Officers (KESOs) the LAECG and ultimately VAEAI for advice and direction on how to continue to create a culturally inclusive learning environment, build our capacity to provide support for individual Koorie students attending our school and create the space for the VAEAI (2012) Centre for Cultural Learning or Cultural Hub.
- Inviting a member of Wurundjeri council (when available – cultural consultation) 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 all children in the school community.
- Participating in and developing an anti-racism strategy.
- Being a school within a Community of Practice for regional Marrung Champions – working with and encouraging other schools in the region to advocate for a member of their staff to also be a Marrung Champion
- Being a school within a Community of Practice facilitated by Koorie Outcomes Division (KOD) – Campfire Conversations – Part of the self-determination in education reform (Vic Govt). [Self - determination In Education reform - Engage Victoria - Campfire Conversations](#)
- Engaging local Aboriginal artists to visually represent place stories about MSS
- Regular SSG term meetings with KESO support

- Hosting community, KEC and KESO's within the school for consultations on Koorie ways of educating young people
- Establish a MSS consideration by VAEAI as an Aboriginal studies unit – Initially horticulture based at the school (possible incorporation with next door mainstream school – working group required).

## 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 (Koorie Heritage Trust and local region KESO's) – Invite local regional schools MSS hosts (irregular basis)
- membership of Koorie Curriculum Clusters Project (Phase 2)
- 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
- each staff member given a copy of Little Red, Yellow, Black book (AIATSIS)
- 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.
- Learning from Country Framework for educators (In development) PD facilities for regional staff (Centre for Cultural Learning)

## 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 (MSS ILP's) 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)
- Establish an Aboriginal Studies Curriculum unit – Indigenous and non-Indigenous instructors (two-way learning team). – Includes a Woi-wurrung possible language unit.
- Use of eight seasons of Wurundjeri in maths measurement
- Have an RAP committee set up to establish and monitor the implementation of the RAP.
- Engage local Indigenous owned and run business to source work within the school
- Create two Koorie Worker positions within the school – levels to be discussed

- School diaries with local knowledge holder art
- Whole school celebration events (Naidoc week, Reconciliation week)
- Staff Uniforms with local knowledge holder designs
- Gathering Circle and fire pit (Welcomes and smoking ceremony)
- Engagement of other cultural groups within the school community e.g. Punjabi, Sudanese, Pasifika – in artworks and murals within the school
- Bilingual Woi-wurrung signs (language approval use in progress)
- Bilingual signs of other Cultural Groups
- Community Liaison Officer appointed

## 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
- Establishing and strengthening these Elder's relationship connections with the school
- arranging incursions and excursions, and recognising key events and anniversaries that celebrate Aboriginal and Torres Strait Islander culture
- School participates in the Annual Indigenous Camp Warendji at Blackwood Camp
- Daily Acknowledgement of Country in every class daily

## 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
- Space for a gathering circle combined with a fire pit for smoking ceremonies and teaching of fire knowledge and cultural burning practices (off site)
- including an Acknowledgement of Country and Traditional Owners on our website home page
- Website design features using local knowledge holder art
- Commission of way-finding signage from local knowledge holders
- Commission of local artists for building design
- Renaming of the school (Cultural consultations in progress)
- New school logo

## COMMUNITY 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 Assistant Principal with any feedback, concerns or suggestions

## REVIEW AND APPROVAL

|                                   |  |
|-----------------------------------|--|
| <b>Plan last reviewed</b>         | <b>February 2025</b>   |
| <b>Consultation</b>               | SC Feb<br>RAP Feb<br>Community – via newsletter Feb & Mar 25 |
| <b>Approved by</b>                | Principal  |
| <b>Next scheduled review date</b> | <b>February 2027</b>   |