The School for Student Leadership

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 The School for Student Leadership on 03 5154 8552 or alpine.school.snowy.river@education.vic.gov.au.

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

The School for Student Leadership 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.

As a voluntary, application-based program, we appreciate the need to encourage and facilitate Koorie student enrolment and participation. We also understand that the particular cultural and educational needs of Koorie students and families must be taken into account to support their full participation to maximise the benefits of our program and to reach their greatest potential.

PREPARATION PHASE

Prior to students arriving at The School for Student Leadership, we will actively seek participation from Koorie students, families, and Community by:

- working with and through the Victorian Aboriginal Education Association Inc. (VAEAI) to make links with Local Aboriginal Education Consultative Groups (LAECGs) to establish and maintain connections with potential students, cohorts and communities
- identifying regions with high Koorie student populations and forging links with them.
- supporting each School for Student Leadership campus to form stronger links with schools in their area with Koorie students
- allocating specific dates, well ahead of time, for schools with Koorie students to participate in our programs
- releasing our staff to visit schools and meet with students and communities
- enabling and encouraging potential Koorie students and community members to visit our campuses close to their homes to interact with current students
- helping and supporting students to develop their Community Learning Project (CLP)

SEPARATION PHASE

The School for Student Leadership 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 and identities. While students are staying at The School for Student Leadership, we will:

- increase the contact Koorie students can have with their families, allowing a phone call once a week alongside emails and letters
- allow parents and/or family members of Koorie students to visit students on campus after the first two weeks
- facilitate ongoing support for Koorie students through supported visits by home school liaison officers and Koorie Education Support Officers (KESOs)
- employ a past Koorie student from our program to mentor students

- implement the Department of Education's Koorie Education Policy

REINTEGRATION PHASE

After students leave The School for Student Leadership, we will:

- release staff to follow up with students and support them with their Community Learning Project
- maintain ongoing communication with Koorie students through email and conference calls
- encourage home schools to continue offering students leadership opportunities
- invite students to talk to other Koorie students about attending one of our campuses

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 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.

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 at the start of every school event and meeting.
    - Don Valley campus: Wurundjeri people
    - Gnurad-Gundidj campus: Kirrae Whurrong people
    - Alpine campus: Jaitmatang People
    - Snowy River campus: Gunaikurnai People
- arranging Welcome to Country 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

COMMUNITY FEEDBACK

We recognise that our school's practices must be regularly reviewed and updated in partnership with our families and local communities. We encourage you to contact the Principal with any feedback, concerns or suggestions.

REVIEW AND APPROVAL

Policy last reviewed	Term 2, 2024

Consultation	School website and students' home schools via information packs
Approved by	Principal
Next scheduled review date	Before Term 3, 2026