



Gladysdale Primary School

## Gladysdale Primary 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 the school Principal.

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

Gladysdale Primary 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.

To support Aboriginal cultural safety and inclusion we have the following measures in place:

- Extensive range of indigenous literature in every classroom library
- Ensuring that at least one class novel a year is authored by an Aboriginal author
- Celebrating cultural events such as Sorry Day, NAIDOC week and Reconciliation Week
- Weekly Indigenous studies classes
- Ensuring that Aboriginal and Torres Strait Island perspectives are considered in all areas of the curriculum
- Ensuring our Aboriginal students are given a voice and opportunity to share and celebrate their culture.

We have policies in place to establish a culturally safe environment and address racism and discrimination these include:

- Student Wellbeing and Engagement Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy

#### Family and community perspectives and feedback

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

- acknowledging 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, semesterly Student Support Groups, during the development of Individual Education Plans and the termly student safety survey.

- working with our regional Koorie Engagement Support Officers (KESOs) for advice 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.
- Consult with the Indigenous community 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.
- Connect with Indigenous organisations such as Oonah and VACCA

### **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 that resources and materials equip 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 staff are equipped 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**

Gladysdale Primary 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 and identities. 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 where appropriate.

### **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 Wurundjuri at the start of every school assembly, school council and community events.
- 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
- staff email signatures include an acknowledgement of country.
- having a yarning circle and indigenous garden and teaching the whole school community of its significance.
- Usable spaces are used to showcase Indigenous culture and the physical celebration of culture.



### 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 Gladysdale Primary School with any feedback, concerns or suggestions.

### Review and approval

<b>Plan last reviewed</b>	<b>July 2023</b>
<b>Consultation</b>	Angela Swindle – KESO Bailey Lee–Hooper - First Nations Student
<b>Approved by</b>	Principal
<b>Next scheduled review date</b>	July 2023 or following a relevant child safety incident