



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 Principal.

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

Mount Egerton 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.

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 Student Support Groups and during the development of Individual Education Plans
- 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

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 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

Mount Egerton 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
- Working through goals outlined on our Marrung Implementation plan (see appendix 1)

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, the Wathaurong People, on which our school is located at the start of every school assembly and meeting
- 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 signs outside our main entrance that Acknowledge Country and Traditional Owners

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

Plan last reviewed	May 2024
Consultation	School Council – May 2024
Approved by	Principal
Next scheduled review date	May 2026



Appendix 1

FISO/Marrung Priority	CI Survey	Action	Responsibility	Timeframe
Create a positive climate for learning and development	Acknowledging and celebrating Koorie culture – symbolic approaches to cultural inclusion such as flags and Traditional Owner plaques and celebrate significant cultural events.	To purchase an Aboriginal and a Torres Strait Islander flag and have two flag poles erected.	Principal	Completed
		Acknowledgement of country sign displayed at the entrance of the school	Principal	Completed
		Develop a yearly calendar of significant cultural events and identify actions to be taken to celebrate these	Principal	Complete at end of each year
	Curriculum - teach all students the history and culture of Australia's First Peoples.	Acknowledgement of country to be used at assembly, end of year celebrations, school council etc.	Principal	Completed - Ongoing
		Engage with the KESO to develop and implement a scope and sequence on the history and culture of Australia's First people's	Teachers	The semester before History unit is taught
	Increase the Indigenous literature within the school library and classroom libraries	Teachers	End of 2024	
Building Community Engagement	Building and sustaining school-community partnerships – work in partnership with families and the local Koorie community to improve outcomes for Koorie students.	Develop SSG meetings for Koorie students and invite KESO	Principal/Teachers	Ongoing
		Continue to liaise with local community elders	Principal/Teachers	Ongoing
Professional Leadership	School leadership and strategic planning – actions to improve outcomes for Koorie students are embedded in school improvement plans.	To identify goals, actions and strategies to improve outcomes for our Koorie students within the AIP	Principal	Ongoing
		Develop and action strong and transparent anti-racism and bullying policies	Principal/ School Council	Completed
	Professional development and employment – build the capacity of educators to improve outcomes for Koorie learners.	Staff to complete CUST training	All staff	Completed
		At least one teacher to be the Koorie Curriculum community of practice	Teacher	Term 1, 2024

		Work with the KESO to identify professional learning opportunities for all staff, focussing on improving the learning outcomes for Koorie learners	Principal	Ongoing
Excellence in Teaching and Learning	Setting high expectations – teachers demonstrate high expectations for Koorie learners and celebrate learners' success.	Provide learning goals for each Koorie student, which demonstrate high expectations for their learning through quarterly ILPs	Teachers	Completed - Ongoing
		Conference with and celebrate the achievement of Koorie student success in learning	Teachers	Completed - Ongoing
		Student success included in school newsletters for community acknowledgement	Teachers	Completed - Ongoing
	Student achievement – all Koorie learners have an ILP and that their achievement is closely monitored.	Develop meaningful ILPs for every Koorie learner, closely monitoring these throughout the year at SSG meetings and celebrating achievement	Teachers	Completed - Ongoing
		Transitions – support Koorie learners to experience smooth transitions and receive quality careers advice.	Engage with early education centres to develop a thorough understanding of the needs of future Koorie Foundation students	Principal with local kinders
	Engage with secondary schools to assist in the transition of Grade 6 Koorie students into high school		Principal/Senior school teacher	Ongoing Term 3 of each year
	Promoting Health and wellbeing – recognise that culture and identity are important protective factors.	Ensure Koorie perspectives are evident in Respectful Relationships curriculum	Teachers	Ongoing
Utilise KESO for student referrals if assistance is required		Teachers/KESO	As required	