Kala 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 Kala Primary School Administration Office staff.

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

Kala 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 initial enrolment meetings, Student Support Groups, during the development of Individual Education Plans and through regular communication channels such as surveys and community forums
- 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
- partnering with our local Bunurong/Boonwurrung 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.
- partnering with VACCA (Victorian Aboriginal Child Care Agency) 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

Kala 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's Koorie Education Policy
- ensuring that all Koorie students have individual education plans developed in partnership with students, families, and KESOs
- using the Koorie Literacy and Numeracy Program (KLNP) guidelines - for eligible First Nation primary students in both Early Years KLNP (EYKLNP) from F-3 and Extended KLNP (E-KLNP) for students in years 4-6, to obtain additional supports and funding to improve literacy/numeracy outcomes in line with goals and targets of individualised IEPs.
- incorporating Koorie education in inquiry planning as specific topics
- speaking with respect and confidence about Koorie culture, knowledge systems and people
- being mindful of cultural sensitivity when presenting lessons and activities, for example considering that hearing recordings, seeing images or the names of deceased persons may cause sadness or distress for Koorie students
- incorporating regular yarning circles around the heart of the school outside the Community Hub

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, Bunurong/Boonwurrung people, at the start of every school assembly and meeting
- arranging where possible, Welcome to Country by local Elders at major school events such as the opening of new buildings or campuses
- arranging incursions and excursions focused on Aboriginal and Torres Strait Islander culture and history, 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
- having an Acknowledgement of Country poster up in each classroom and workspace throughout the school
- consulting with local Traditional Owners, represented by the local Bunurong people to endorse the design of our school. We sought feedback and advice on:
  - local Indigenous plants
  - cultural stories and histories to be included in lessons and yarning circles
  - translations of indigenous words related to our buildings and school name
  - design elements including artwork that enhance cultural education and understanding
- displaying indigenous artwork around the school sourced from local indigenous artists and students (created as part of Art and Inquiry learning lessons)

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 Leadership Team with any feedback, concerns or suggestions.

Review and approval

Plan last reviewed	July 2025
Consultation	Consultation with students, staff and parents and/or School Council to take place in Term 1, 2026 (or as soon as the School Council is appointed)
Approved by	Principal
Next scheduled review date	Term 1, 2026 To ensure ongoing relevance and continuous improvement, this policy will be reviewed every 2 years thereafter*

*The Action Plan - Aboriginal Learning, Wellbeing and Safety will be reviewed earlier if a significant incident occurs or due to legislative changes