

ABORIGINAL LEARNING, WELLBEING AND SAFETY ACTION PLAN

Background

Tecoma 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.

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

Purpose

To ensure:

- that Tecoma Primary School's community acknowledges and appreciates the strengths of Aboriginal and Torres Strait Islander culture
- that the school has a focus on educating its students with Aboriginal perspectives
- the school is compliant with the Child Safety Standards and Department of Education (DE) policies related to First Nations People
- the policy maintains the DE values of leadership, impartiality, integrity, human rights, accountability, respect and responsiveness.

Implementation

The principal has the overall responsibility of implementing this action plan and will delegate certain roles and responsibilities to staff to action.

Curriculum and learning

Tecoma 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 Koorie Engagement Support Officers (KESOs).

Assemblies and other school events and activities

We ensure our school events and activities acknowledge and celebrate Aboriginal and Torres Strait Islander culture by:

- displaying the Aboriginal and Torres Strait Islander and Australian Flags at assemblies
- acknowledging the Country and Traditional Owners of the land on which our school is located – the Wurundjeri People, at the start of every school assembly
- our four school house names acknowledge the Indigenous people who lived in this area before us: Mungarie (blue gum tree) Binnowee (a green place), Alinta (fire and flames) and Karee (Sun).
- arranging incursions and excursions based on Aboriginal culture,
- recognising key events and anniversaries that celebrate Aboriginal and Torres Strait Islander culture (such as Sorry Day, National Reconciliation Week, Mabo Day, NAIDOC Week (National Aboriginal and Islanders Day Observance Committee, etc).

Built and digital environment

We ensure our built environment and website demonstrates an appreciation and acknowledgment of Aboriginal and Torres Strait Islander culture through:

- displaying an Acknowledgment of Country at the entrance of our school Administration building.

- including an Acknowledgement of Country and Traditional Owners on our website home page.

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
- 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 and knowledge 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.

Family and community perspectives and feedback

We 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
- working with our regional 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.

Community feedback

We recognise that our school’s practices must be regularly reviewed and updated in partnership with our school community and our KESO. We encourage you to contact Tecoma Primary School with any feedback, concerns or suggestions.

REVIEW AND APPROVAL

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| <i>This Action Plan has a review cycle of 2 years</i> | <i>This Action Plan was approved by School Council on 11th June, 2024 and is scheduled for review in June, 2026.</i> |
| <i>Reviewed and approved by all members of School Council</i> | <i>Di Double, Stuart McLean, Lisa Hoskins-Faul, Travis Cochrane, Lisa Dell, Chelsey Robins, Kelly Sullivan, Phil Darbyshire</i> |
| <i>Consultation</i> | It is mandatory for consultation of this Action Plan. After review by the Education Subcommittee and School Council it will be shared with the school community via the newsletter (June, 2024) for consultation. |
| <i>Approved by</i> | Principal – Rohan Thompson School Council President – Lisa Dell |