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 Fitzroy High School on 03 9488 1900 or Fitzroy.HS@education.vic.gov.au.

Note: *Throughout this document the term Koorie is used to refer to both Aboriginal and Torres Strait Islander people. We understand that some students come from different parts of Australia and therefore identify with terminology specific to their region.*

Fitzroy High 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 (which will include specific cultural questions), Student Support Groups, during the development of Individual Education Plans, and other forums such as yarning circles with families, as needed.
- 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 community organisations such as the Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation, VAEAI, VACCA, the ACCOs and the LAECGs 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:

- regularly reflect upon the goals of the Cultural Action Tool (at least every two years).
- ensure staff participate in Community Understanding and Safety Training (CUST) training or other training provided by the ACCOs.

- 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, including working with families to seek input on curriculum activities.
- 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, including incorporating the knowledge of families within our community.
- 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, including partnering with external agencies.

Curriculum and learning

Fitzroy High 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.

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, the Wurundjeri Woi Wurrung people, 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 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 Assistant Principal, Wellbeing and Inclusion, with any feedback, concerns or suggestions.

Review and approval

Plan last reviewed	August 2025
Consultation	Consultation with Wellbeing and Inclusion Team and KESO, Tyrell Moore Noted at School Council meeting of August 2025
Approved by	Principal
Next scheduled review date	August 2027 (in line with review of Cultural Action Toll)