



Kerribana 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 Kerribana Primary School administration office in Pavillion A.

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

Kerribana 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 regular parent/carer-teacher conferences, community forums, surveys, and ongoing informal communication
- actively support participation and inclusion in the school by Koorie children, students and their families
- 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
- holding Campfire Conversations each Semester to build a shared understanding of what self-determination is and what it means to Aboriginal and Torres Strait Islander people in education
- partnering with the Local Aboriginal and Torres Strait Islander community groups 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
- supporting intergenerational engagement through encouraging participation not only from parents/carers but also from grandparents, cousins, and other extended family members to honour the importance of extended kinship in Koorie culture
- provides culturally safe opportunities for Aboriginal families to participate in the school



- coordinating resources and services from the community for families and ensuring any communication materials are culturally appropriate and, where possible, co-designed with Aboriginal and Torres Strait Islander families
- 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
- our Koorie students are represented by a Bindi Committee where student voice and self-determination are valued.

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 in 2026
- 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
- use the Victorian Aboriginal Child Care Agency cultural safety continuum reflective tool to make a tailored learning and development plan focused on staff cultural competence learning needs.

Curriculum and learning

Kerribana 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](#) to create a learning environment for all students that acknowledges, respects and values Koorie cultures and identities
- 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
- ensuring Koorie perspectives are considered in all lesson planning



- incorporating Koorie education in inquiry planning as specific topics
- speaking with respect and confidence about Koorie culture, knowledge systems and people
- using Koorie Engagement Support Officers (KESOs) to provide advice about creating culturally inclusive learning environments
- 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 and, in some cases, offend against strongly
- incorporate the significance of any cultural artefacts found during the construction of the school into the curriculum and school environment to enhance students' understanding and appreciation of Aboriginal heritage
- highlight the Indigenous naming of the school and its significance as part of our school identity and learning about local Aboriginal history and culture
- integrate Indigenous design elements throughout the school to support learning about Aboriginal perspectives and to create a culturally inclusive environment
- ensure there are Indigenous resources in all classrooms
- developing a bank of First Nations literature, artwork and artefacts in our school library
- ensure that the Victorian Curriculum 2.0 cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures, including the key concepts of Country & Place, Culture, and People, is included in all planning and curriculum development.

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, Dhudhoroa, 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 and our first school assembly of each year
- arranging incursions and excursions that celebrate Aboriginal and Torres Strait Islander culture
- celebrating the local Koorie community in communications with students, staff, volunteers and families
- recognising key events and anniversaries of significance to the Aboriginal and Torres Strait Islander communities
- recognise the importance of key cultural events throughout the year including NAIDOC Week, Reconciliation Week, and National Sorry Day.

Volunteers

We ensure our volunteers acknowledge and appreciate the strengths of Aboriginal culture and understand the importance of Aboriginal culture to the wellbeing and safety of Aboriginal children and students. The strategies for managing and training volunteers are outlined in our *Volunteers Policy*.

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
- consulting with local Traditional Owners to endorse the design of this school. We sought feedback and advice on:
 - local Indigenous plantings
 - 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
- naming spaces with cultural significance such as classrooms, gardens, or outdoor learning spaces using local Indigenous languages or significant cultural terms, developed in consultation with local Elders or community members
- ensuring that the meaning of Indigenous names used at our school (including our school name) are known to our school community
- having an Acknowledgement of Country poster up in each classroom and workspace throughout the school.

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 our Principal, with any feedback, concerns or suggestions.

Review and approval

Policy last reviewed	July 2025
Consultation	Consultation with students, staff and parents/carers 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 1-2 years thereafter*

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