



Help for non-English speakers

If you need help to understand the information in this policy, please contact the College on 85990500 and ask to speak to your child's Year Level Leader who can arrange an interpreter. Information regarding Child Safe Standards in languages other than English can be found [The Child Safe Standards in your language](#)

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

1. Purpose & Rationale

Sandringham College 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. The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

2. Scope

This policy applies to all school activities, including camps and excursions. 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.

3. Implementation

3.1 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 Careers Action Plans for all students in Years 10, 11 and 12.
- 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

3.2 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.

3.3 Curriculum and Learning

Sandringham College 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.
- ensuring access to a broad range Koorie texts via the school library as part of the First Nations Collection.
- incorporating education surrounding Aboriginal and Torres Strait Islander culture through our Djeembana program.
- engaging students in excursions through our Djeembana program (for example, through indigenous guided tours).

3.4 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 Boon at the start of every school assembly and meeting
- arranging incursions and excursions, and recognising key events and anniversaries that celebrate Aboriginal and Torres Strait Islander culture

3.5 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 the Aboriginal and Torres Strait Islander flags on school grounds.
- displaying Indigenous language maps in throughout both campuses

- displaying Acknowledge Country and Traditional Owners via our digital displays
- including an Acknowledgement of Country and Traditional Owners on our website home page
- planting and maintaining a Seven Seasons Indigenous Garden at the Bluff Road Campus

3.6 Evaluation

Sandringham College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Sandringham College will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

4. Monitoring & Review

This policy was last updated in September 2022. Please refer to the Sandringham Policy Schedule for the next review date. We recognise that our schools' practices must be regularly reviewed and updated in partnership with our families and local community. We encourage you to contact the school with any feedback, concerns or suggestions.

5. Definitions

DET – Department of Education and Training

6. References

The following school policies are also relevant to this Aboriginal Learning, Wellbeing and Safety policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy

- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

The following websites and resources provide useful information as well as support for students:

- Kids Helpline
- Lifeline
- Student Wellbeing Hub
- Office of the eSafety Commissioner
- Australian Student Wellbeing Framework

Policy Number	SC-SM-10	Last Approval Date	September 2022
Policy Owner	Sandringham College	Approved By	School Council
Policy Reviewer	College Principal	Next Review Date	September 2024
Review Frequency	Document Availability	Policy Delivery	
<input type="checkbox"/> 1 Year <input checked="" type="checkbox"/> 2 Years <input type="checkbox"/> 3 Years <input type="checkbox"/> As Required <input type="checkbox"/> n/a	<input checked="" type="checkbox"/> College Website <input type="checkbox"/> Student Compass <input type="checkbox"/> Parent Compass <input type="checkbox"/> Staff Compass <input checked="" type="checkbox"/> Staff Information Drive <input type="checkbox"/> Enrolment Pack	<input type="checkbox"/> Annual Staff Meeting <input type="checkbox"/> Annual Parent Meeting <input type="checkbox"/> Annual Student Meeting <input type="checkbox"/> Annual School Assembly <input checked="" type="checkbox"/> Staff Manual/Handbook <input checked="" type="checkbox"/> College Newsletter <input type="checkbox"/> DL email	