

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 Hampton Park Secondary College on 03 8795 9400.

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

Hampton Park Secondary College Vision and Values:

At Hampton Park Secondary College, we are rich in diversity, and through empowering and engaging students, we remain wholehearted in our pursuit of excellence. Our Values of Respect, Learning and Working Together guide our educational programs and practices.

Marrung Vision: *Victoria will be a state where the rich and thriving culture, knowledge and experience of our First Nations peoples are celebrated by all Victorians; where our universal service systems are inclusive, responsive and respectful of Koorie people at every stage of their learning and development journey; and where every Koorie person achieves their potential, succeeds in life, and feels strong in their cultural identity.*

At Hampton Park Secondary College we embrace the [Marrung Aboriginal Education Plan](#) and we are driven by the goals of the Education State.

We prioritise **self-determination** and wholeheartedly, in our pursuit of excellence, commit to doing better when it comes to supporting First Nations (Koorie) students to feel strong and safe in their cultural identity and have a robust sense of belonging within our college.

We are invested in **lifting the outcomes of our First Nations (Koorie) students**, where we will support them to come to school every day and work towards building positive connections.

We will work closely with our Koorie Education Support Officer, our families, students and the community to build teacher capacity and understanding, to ensure improved capabilities and confidence when embedding First Nations histories, cultures and perspectives into our teaching and learning program.

We understand the National agreement and targets to close the gap that connect to education and we strive to make positive shifts, specifically, in the areas outlined below:

- By 2031, increase the proportion of Aboriginal and Torres Strait Islander people (age 20-24) attaining year 12 or equivalent qualification to 96 per cent.
- By 2031, increase the proportion of Aboriginal and Torres Strait Islander youth (15-24 years) who are in employment, education or training to 67 per cent.
- Aboriginal and Torres Strait Islander people enjoy high levels of social and emotional wellbeing.
- By 2031, there is a sustained increase in number and strength of Aboriginal and Torres Strait Islander languages being spoken

The Term 'Aboriginal' includes Aboriginal and Torres Strait Islander peoples. At Hampton Park

Secondary College we have established a First Nations Team, who meet fortnightly. The Team consists of a teacher class, position of responsibility (POR), the Assistant Principal for Curriculum Design and Learning, the Cultural Diversity and Community Engagement Coordinator, the Health Promotion Nurse, Student Leaders and our First Nations (Koorie) students.

Our school has several measures in place to ensure our community acknowledges and appreciates the strengths of Aboriginal and Torres Strait Islander culture. We have developed a clear and documented Action Plan outlining how we will continue to ensure our First Nations (Koorie) students thrive at Hampton Park Secondary College, and our entire community understands how together, we are responsible for closing the gap.

Family and Community Perspectives:

We actively seek participation and feedback from Koorie (First Nations) students, family and community members by:

- Acknowledging the existing knowledge of Koorie (First Nations) students and their families and seeking feedback on decisions that affect them and on how well we are meeting their needs. We do this through Student Support Groups (SSGs), the development of Individual Learning and Absence Plans and regular phone calls and correspondence to parents and carers
- Working in close partnership with our Koorie Education Support Officer (Travis Gardiner) for Casey Central Network, who works with and consults with the College, to further drive improvement. Travis provides us with advice on how we can engage with and be more inclusive of Aboriginal culture and how we can better support our First Nations (Koorie) students.
- Engaging in regular yarn circles/sessions with our First Nations (Koorie) students to hear their perspectives on learning, their experience at school and across our community. Together we unpack a variety of data sets and stimuli that encourage reflection to provide us with feedback. This feedback is used to tailor our approaches and strengthen what is in place/introduce new initiatives
- Partnering with organisations such as the St Kilda Football Club, where Aunty Katrina Amon supports us to build greater connections with and for our First Nations (Koorie) students, whilst identifying ways we can bring them closer together and link them to important First Nations (Koorie) community members
- Partnering with the Bunurong Land Council?
- Participating in days such as 'Close the Gap' across the Casey Central Network, partnering with local community organisations, Aboriginal Elders, community members and sporting organisations to connect students to their identity, culture and history and to hear their collective voices about their experiences at school across our Network
- Facilitating workshops with feeder Primary Schools where students share food, engage in yarn circles, make traditional items and recognise culture, where students speak of their experience and discuss how we can strengthen the work we are doing across the system
- Consulting with the Gathering Place, to share our ideas and learn from experts to be more culturally inclusive

Training and Professional Learning for Staff:

- Recognising all important calendar events (using the First Nations Calendar) i.e. NAIDOC Week, Close the Gap, Reconciliation Week etc. to build greater cultural awareness, education and understanding across our community, whilst supporting staff to build effective lesson plans and use of available resources
- Ensuring staff participate in CUST – Community Understanding and Safety Training
- Ensuring staff are aware of the First Nations students (Koorie) at Hampton Park Secondary College and they are flagged on Compass

- Providing tailored training and professional learning to support teaching staff with the delivery of Koorie perspectives through the curriculum, in partnership with specialist organisations and experts
- Conducting the Cultural Audit Tool with teams of staff across the College to identify areas of success and where we can improve – this includes in the provision of training and PL for staff
- Upholding and make staff aware of the zero tolerance of racism as outlined in our statement of commitment to child safety included in our Child Safety and Wellbeing Policy and other document

Curriculum and Learning:

- Supporting Domain Leaders and teachers to work in teams to map the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures, within the Domain and across subjects – to recognise opportunities to draw on Aboriginal pedagogies and practices. Mapping also helps to identify the links that exist across the school and where gaps need to be closed
- Ensuring all First Nations (Koorie) Students have an IEP developed in partnership with the student, our KESO and families at SSGs
- Implementing the Department of Education and Trainings' Koorie Education Policy - [Koorie Education: Policy | VIC.GOV.AU | Policy and Advisory Library](#)
- Providing the most up to date and current research and resources to teaching staff linked to the Victorian Curriculum 2.0, as well as the First Nations (Koorie) calendar, to ensure staff are equipped with the language and understanding of the content being delivered

Assemblies and other school events and activities:

We ensure our school events and activities acknowledge and celebrate Aboriginal and Torres Strait islander culture. We prioritise:

- Acknowledging the Country and Traditional Owners of the land on which our school is located at the start of every assembly, meeting and gathering (Bunurong people of the Southeastern Kulin Nation)
- Partnering with Aboriginal Elders within the community to conduct Welcome to Country at whole school, important events, and who help us remain culturally sensitive upon delivery. Elders also conduct smoking ceremonies at whole school events i.e multicultural week/assemblies and evenings
- Partnering with our First Nations students who conduct the welcome/acknowledgement to country across the calendar year, as required
- Building school wide knowledge of Aboriginal histories, cultures, perspectives, values, skills and attitudes at every opportunity we can

Built and digital environment:

- Flying Aboriginal and Torres Strait Islander flags on school grounds, outside the College, in the General Office Foyer and on Meeting room tables
- Displaying plaques on College buildings to Acknowledge Country and the Traditional Owners
- Displaying classroom signage at the entrance, connected to First Nations peoples and Art Works
- Displaying the Acknowledgement of Country in a prominent spot on our College website
- Providing a specialised First Nations (Koorie) section on our College website to promote what we are doing as a College and how we recognise Aboriginal and Torres Strait Islander peoples

- Displaying Aboriginal Artwork that has been co created with our students and professional artists
- Displaying student created Artwork which has been inspired by and created with our First Nations (Koorie) students and advocates

Community Feedback:

We recognise that our College practices must be regularly reviewed and updated in partnership with our local community. We encourage you to contact Hampton Park Secondary College with any feedback, concerns, or suggestions.

Review and approval:

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| Plan last reviewed | May 2025 |
| Consultation | Marrung Student Group May 2025 First Nations Team May 2025 Executive Leadership Team May 2025 KESO May 2025 |
| Approved by | Principal |
| Next scheduled review date | May 2027 |