



Aboriginal Learning, Wellbeing And Safety Action Plan

Purpose:

This Action Plan sets out the measures our College takes to create and maintain a culturally safe environment where the diverse and unique identities and experiences of Aboriginal children and students are respected and valued. It documents our minimum obligations under Victoria's Child Safe Standards and Ministerial Order No. 1359 (Child Safe Standards — Managing the Risk of Child Abuse in Schools and School Boarding Premises).

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

Scope:

This policy applies to all Whittlesea Secondary College staff, contractors, volunteers, and students, and to all College environments (onsite and offsite, including digital environments).

Action Plan:

Whittlesea Secondary 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 College environment that empowers Koorie students to feel valued, respected and culturally strong.

Our College 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

- 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 and during the development of Individual Education Plans.
- 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 College.

Training and professional development of staff

- Ensuring staff participate in [Community Understanding and Safety Training \(CUST\)](#)
- Providing tailored training and professional development each year to build knowledge for specific staff based on any emerging or current areas of need.



- Equipping teaching staff to deliver Aboriginal and Torres Strait Islander perspectives within the classroom curriculum.
- Supporting teachers to work in Professional Learning Communities (PLCs) to map and develop teaching and learning activities within the Victorian Curriculum priorities, and to recognise opportunities to draw upon Aboriginal pedagogies and practices within their classrooms.
- Ensuring staff understand and appreciate the strengths of Aboriginal and Torres Strait Islander culture and its importance to the wellbeing and safety of Koorie children and students.

Curriculum and learning

- 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 College events and activities

- Acknowledging Wurundjeri Country and Traditional Owners of the land on which our College is located at the start of every College 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

- Flying the Aboriginal and Torres Strait Islander flags on College 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 College's practices must be regularly reviewed and updated in partnership with our families and local communities. We encourage you to contact the College via email whittlesea.sc@education.vic.gov.au with any feedback, concerns or suggestions.



Communication:

This policy will be communicated to our College community in the following ways:

- Included in staff induction processes
- Available publicly on our College’s website
- Included in transition and enrolment packs
- Included in our staff handbook/manual
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions
- Discussed at student forums/through communication tools
- Communicated via COMPASS and email to families.

Further Information and Resources:

The Department’s Policy and Advisory Library (PAL):

- Marrung Aboriginal Education Plan: [Marrung Aboriginal Plan](#)
- Koorie Education Policy (Department of Education): [Koorie Education Policy](#)
- Community Understanding and Safety Training [CUST Training](#)
- PROTECT – Culturally safe environments (Child Safe Standard 1): [PROTECT](#)

Policy Review and Approval:

Policy last reviewed	February 2026
Consultation	Koorie Students, Parent Focus Group, College Leadership, KESO, School Council
Policy approved	School Council March 2026
Next scheduled review date	February 2029



Appendix 1.

Measurable Targets, Monitoring and Review

Purpose

This appendix outlines the measurable targets, timelines, and evidence sources that support the Aboriginal Learning, Wellbeing and Safety Action Plan. These targets ensure commitments are documented, reviewable and evaluable in line with the Marrung Aboriginal Education Plan and Victorian Child Safe Standards.

1. Family and Community Perspectives and Feedback

Targets:

- At least one structured feedback opportunity for Koorie students and families by Term 2 each year.
- 100% of Koorie students to have SSGs and IEPs documented and reviewed annually.
- KESO engagement at least once per term.
- Annual summary of feedback and actions reported to leadership.

Evidence:

- SSG and IEP documentation, KESO records, annual feedback summaries.

2. Training and Professional Development of Staff

Targets:

- 100% of staff complete CUST within 12 months of commencement.
- At least one Aboriginal-focused professional learning activity annually.
- Each PLC documents one culturally-responsive practice per year.

Evidence:

- Training records, CUST register, PLC documentation.

3. Curriculum and Learning

Targets:

- 100% of Koorie students have an annually reviewed IEP.
- Annual curriculum review for Aboriginal perspectives.
- By end of 2026, all learning areas document at least one relevant curriculum example.
- Semester review of engagement and wellbeing data.

Evidence:



- IEPs, curriculum maps, student data.

4. Assemblies, Events and Activities

Targets:

- Acknowledgement of Country at 100% of assemblies and formal events.
- Welcome to Country at major events where appropriate.
- Recognition of at least two significant Aboriginal events annually.
- At least one Aboriginal-led incursion or excursion annually.

Evidence:

Programs, COMPASS posts, event documentation.

5. Built and Digital Environment

Targets:

- Flags displayed year-round and checked termly.
- Permanent Acknowledgement of Country displayed onsite and online.
- Annual review of digital and physical communications.

Evidence:

Facilities audits, website reviews.

6. Monitoring, Review and Accountability

Progress reviewed annually by College Leadership and formally reviewed every three years.