



*This is our action plan to create a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children are respected and valued.*

Ballarat Steiner School and Kindergarten acknowledges that Aboriginal and Torres Strait Islander peoples are the Traditional Owners of the vast and beautiful land and its seas across Australia and have been its caretakers for over fifty thousand years. We acknowledge the impact of colonisation and the need to heal the trauma this inflicted on lives, cultures, families and rights to live on Traditional Land. We are committed to deepening our knowledge of Aboriginal culture and ensuring the cultural safety of Aboriginal children. We recognise the diversity within and across Aboriginal and Torres Strait Islander community and commit to considering this in all our interactions.

Following the National Indigenous Australians Agency vision for reconciliation, we want to work together to improve the lives of Aboriginal and Torres Strait Islander peoples; and embed their living cultures, stories and histories of Aboriginal and Torres Strait Islander peoples into our culture and celebrate all Australians as part of our national story.

We, at Ballarat Steiner School & Kindergarten, would like to acknowledge the Traditional Custodians of the land on which we are located, the Waddawurrung people of the Kulin Nation, and pay our respects to their elders' past, present and emerging and extend that respect to all Aboriginal and Torres Strait Islander people. In the spirit of reconciliation, we respectfully acknowledge the Traditional Owners of County throughout Victoria and pay respect to the ongoing living cultures of First Peoples. We recognise the strengths and resilience of Aboriginal and Torres Strait Islander peoples and cultures in the face of intergenerational injustices and impacts.

*Kim barne barre Wadda Wurung (this is the land of the Waddawurrung)*



Establishing a culturally safe environment is an ongoing process that requires ongoing commitment and effort. By creating a safe and inclusive environment respects and values the unique identities and experiences of Aboriginal children and are helping to create the best possible learning environment for all children.

Action	Deliverable	Timeline	Responsibility	Completed/ Ongoing
Consulting with the local Aboriginal community to gain a better understanding of their experiences and needs. This could involve meeting with elders, community leaders, or other representatives to discuss cultural protocols, values, and beliefs Aboriginal and Torres Strait islander Peoples.	Teegan will reach out to the local Cooperative to gain suggestions on how this can be actioned.	Begin July 2023 and ongoing	Teegan	In the past Uncle Ted has held smoking ceremony for our community. Tammy Gilson has held a fire ceremony at the Kindergarten Winter Festival. Our school and Kindergarten also has a connection with Deanne Gilson who has presented art and craft projects with the children on numerous occasions. Our students hands are imprinted within the indigenous art playground at Lake Wendouree.
<b>Develop policies and procedures that reflect a commitment to cultural safety, including guidelines for engaging with Aboriginal children and families in a respectful and culturally appropriate way.</b>	Continually review and update our policies in accordance with national and state regulations.	Always	Teegan to remind team when each policy is to be reviewed. Ambika to present policies and invite staff input at kindergarten weekly meetings. Louise to send policies to families for their input.	We have an up to date Child Safety Statement. Child Safe Environment and Wellbeing Policy Embedded in other required policies.
<b>Ensure that all staff members, including educators and support staff, receive training and ongoing professional development on cultural safety and competency. This may involve working with local cultural advisors or Elders to provide workshops and cultural awareness training.</b>	Kindergarten staff will focus on P.D in this area.	2024	Louise and Ambika to apply for SR funding in 2023 to allow for PD's in 2024 about creating a culturally safe environment for Aboriginal Students.	Ed Leader (Ambika) – attended three 4-day bush camps with international organisation Spiritual Unity of the Tribes which were attended by Aboriginal elders, American Indian elders, Canadian Inuit elders and elders from other Asian countries in which custom and spirituality was



			<p>All staff members to be on the lookout for appropriate PD with or without the SF funding. Individual PD budgets can be utilised for funding not allowed by SF funding.</p>	<p>shared and workshopped with participants. Australian Aboriginals led much of this work on their tribal lands.</p> <p>2022- Visited Yulara and Ulura and spent a day at the visitor education centre and arts centre involved in conversation and art workshop with their local Aboriginal Elders.</p> <p>2022 – PD Infusing Aboriginal perspectives with Aboriginal educator Michaela King. This was specific to the EC setting.</p> <p>2023 – Educators Tracy, Catherine and Jacinta completed two days of Bush Kinder PD training with ECOLN which included some training regarding Aboriginal culture and practice.</p> <p>2023 – Catherine is currently studying EC teaching and is currently studying a six-month subject about Aboriginal culture and perspectives for education.</p>
<p><b>Provide resources that reflect the diversity of Aboriginal cultures, histories, and experiences. This might include books, films, music, and other materials that help children and families learn more about Aboriginal cultures and ways of life.</b></p>	<p>Look into sourcing further play resources including toys, puppets, art, dolls, clapping sticks and books.</p>	<p>Ongoing</p>	<p>Ambika and Team</p>	<p>Aboriginal art cards – One displayed at all times on our seasonal table</p> <p>Authentic Indigenous Art / Burned carvings of animals, sourced from artists at Uluru on Ambika’s visit – displayed seasonally on seasonal table</p> <p>Books – of Indigenous stories some include art and local language</p> <p>Waddawurrung Language App – we refer to whilst learning words</p>

				<p>Toys from Yarn Strong Sista – animals, felt mats</p> <p>Wooden and felt native animals for play and storytelling – snake, wombats, kangaroos, birds</p> <p>Big Indigenous linen cloth</p> <p>Dolls with skin colours to represent diversity</p>
<p><b>Encourage and support the participation of Aboriginal children and families in decision-making processes, such as planning activities, events, and programs.</b></p>	<p>When we have Aboriginal and Torres Strait Islander children and families enrolled in our kindergarten service, invite family members into the class to share story, song and cultural experiences.</p>	Ongoing	Ambika	<p>The kindergarten offers a specific fees subsidy for indigenous families attending kindergarten and for the school if they are hoping to progress. All festivals and assemblies incorporate a welcome to country and indigenous students, are encouraged to lead it.</p>
<p><b>Foster a sense of belonging and inclusion by creating a welcoming and supportive environment for all children, regardless of their cultural or linguistic background.</b></p>	<p>Continue to develop cultural competency in our staff members through PD opportunities.</p> <p>Continue to support staff mindfulness practice and critical reflection through PD and continuing to develop our staff appraisal and self-appraisal format.</p>	2024	Ambika	<p>Our school welcomes students of any race, religion or ethnic background and is non-denominational. All pupils and belief systems are treated with respect. Through the study of various religious traditions and cultures, it is our intent to imbue students with reverence and wonder for life and nature. In our classrooms we explore the community of the world through various cultures and ideologies. The abiding concerns of the great religious traditions – the power of love, the need for compassion, the search for a better way of living and being, the value of community, the cultivation of grace and the knowledge of our unity in creation–</p>

				<p>these are the concerns of our curriculum and the ethos from which they are taught.</p> <p>our class says an</p> <ul style="list-style-type: none"> <li>-we tell stories from a diverse range of cultures</li> <li>- families are invited to contribute to curriculum in termly Parent Meetings, often in the form of story, song, food or cultural experience</li> <li>- our flow of the day (daily timetable) is rich in ritual</li> <li>- Mindfulness, meditation and self-development is part of staff PD, meetings and our philosophy to support staff to be open and compassionate educators</li> </ul>
<p><b>Regularly review and evaluate the effectiveness of cultural safety practices in place, by seeking feedback from families and staff, and making adjustments as needed.</b></p>	<p>Our current annual parent survey does not include questions relating to cultural safety so we will ensure that these are included in our next survey.</p>	<p>December annually</p>	<p>Louise</p>	<p>Parent feedback and questions are invited at the termly Parent Meeting and through annual parent surveys. Key policies are available for family perusal and comment on StoryPark which is made personally available to each family upon enrolment. Parents can comment on the planning and policies online on the StoryPark App and staff can respond in this format or in person. Critical Reflection concerning child safety occurs in every Kindergarten Meeting and College of Teachers Meeting and is also raised in Kindergarten Management and Committee meetings.</p>