



Indigenous Statement

Camberwell Girls Grammar School (CGGS) is committed to supporting and empowering Aboriginal and Torres Strait Islander students to thrive, recognising that a connection to culture, Country, relationship with elders and kinship, as well as the promotion of Indigenous self-determination are pivotal aspects of our School values and commitment to child safety.

CGGS works in partnership and consultation with elders, families, Senior Lore Peoples and Melbourne Indigenous Transition School (MITS) to ensure this is achieved in a culturally appropriate way.

A child or student's ability to express their culture and enjoy their cultural rights is encouraged and actively supported through

- ◆ Creating psychological safety for Indigenous students through cultural priorities such as Reconciliation Week, Acknowledgement of Country at all key school events and Indigenous cultural sharing opportunities.
- ◆ Enabling Indigenous students to create and facilitate workshops to proudly share their culture and teach other students and staff.
- ◆ Engagement with Wurundjeri elder Murrundindi's cultural program at both Junior School and Senior School campuses.
- ◆ Cultural visibility within the School through display of Aboriginal and Torres Strait Islander flags and artwork, building names, Spiritual Labyrinth, and Indigenous Garden.
- ◆ The School's Mungo Living Culture Program which provides the opportunity for staff and students to participate in an immersive on country experience, learning about Aboriginal culture and history in a sacred, World Heritage region.
- ◆ Identified staff whom students feel comfortable and safe approaching.
- ◆ Indigenous students are empowered to explore pathways that respond to their individual needs.
- ◆ Supporting Indigenous students from remote and regional communities in the Northern Territory and Victoria in partnership with MITS and local families.

Staff, students, volunteers, and the school community are equipped to acknowledge and appreciate the strengths of Indigenous culture and its importance to the wellbeing and safety of Aboriginal and Torres Strait Islander students through

- ◆ Our School Council and Principal who demonstrate a commitment to welcoming Indigenous students to the school and role modelling this commitment.
- ◆ Partnering with the Aboriginal Community in relevant activities.

- ◆ Trauma-informed training for relevant staff as well as professional development from the MITS Pathways Team and the Berry Street Education Model.
- ◆ Strong relationships with Indigenous people and communities in Victoria and Western NSW.
- ◆ Responding to individual needs of students.
- ◆ Regular cultural learning days for all students so that Indigenous understanding and awareness is grown.
- ◆ Access to school counsellor with trauma informed background and a staff member with the skills experience and interpersonal connection to support Indigenous students with regular check-ins.
- ◆ Conducting regular curriculum reviews to ensure high-quality standards and that Indigenous context is appropriately included.

We have mechanisms to ensure racism is identified, confronted, and not tolerated, and any instances of racism are addressed with appropriate consequences. Supporting this, the School

- ◆ Continues to develop the community's understanding of success having many definitions.
- ◆ Our teachers use curriculum differentiation, appropriate subject choices and a willingness to adapt in order to support the learning needs, inclusiveness, and participation of indigenous students.

We support the participation and inclusion of Aboriginal children and students and their families by

- ◆ Receiving their input into what success looks like through regular communication, goal setting, input and updates from families in the development of Individual Learning Plans and Social/Emotional Plans.
- ◆ Inviting students' family members to the school during the year to visit and meet with staff to build connections.
- ◆ Sharing good news stories, milestones, and any areas of concern around academic progress or wellbeing
- ◆ Chaperones indigenous students to and from their home communities at the start and end of each term.

