



## First Nations Statement

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 manner.

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

- ◆ Recognising (and where appropriate, celebrating) First Nations' important dates, events, and protocols such as National Reconciliation Week, NAIDOC Week, and Acknowledgement of Country at school events.
- ◆ Facilitating a student-led Reconciliation Committee/Captains who promote First Nations' perspective, knowledge and culture at the School.
- ◆ Enabling First Nations students to create and facilitate workshops to proudly share their culture and promote intercultural awareness among students and staff.
- ◆ Engaging with Wurundjeri elder Murrundindi's cultural program at both Junior School and Secondary School campuses.
- ◆ Implementing Aboriginal storytelling practices and language into the Junior School curriculum.
- ◆ Cultural visibility within the School through display of Aboriginal and Torres Strait Islander flags, artwork, and the Spiritual Labyrinth.
- ◆ Developing and implementing a Living Culture Program to expand our experiential programs in communities and natural environment to foster a greater understanding and appreciation of First Nations' cultures, traditions, people, and natural ecosystems.
- ◆ Identified staff, including First Nations Student Coordinator and First Nations Programs Coordinator whom students feel comfortable and safe approaching.
- ◆ Empowering First Nations students to explore pathways that respond to their individual needs.
- ◆ Supporting First Nations students from remote and regional communities in partnership with their families and communities.

*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*

- ◆ The development of a School Reconciliation Action Plan (RAP).
- ◆ Our school demonstrating a commitment to welcoming First Nations students to the school and role modelling this commitment.
- ◆ Partnering with the First Nations' communities in relevant activities.
- ◆ A commitment to professional development related to First Nations peoples, culture and practice for staff.
- ◆ Fostering strong relationships with First Nations people and communities where we operate.
- ◆ Responding to individual needs of students.
- ◆ Cultural learning programs and initiatives for all students so that First Nations' understanding and awareness are grown.
- ◆ Access to school counsellors with trauma informed background and staff members with the skills, experience, and interpersonal connection to support First Nations students through regular check-ins.
- ◆ Conducting regular curriculum reviews to ensure high-quality standards and that First Nations 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*

- ◆ Is committed to maintaining a child safe and culturally safe environment.
- ◆ 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 First Nations 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, such as in the development of Individual Learning Plans, Social/Emotional Plans, or Cultural Safety 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

