



Huntingtower Indigenous Connections Action Plan

Huntingtower acknowledges that our school is on the land of the Wurundjeri Woi Wurrung and Bunurong people of the Kulin Nation and is committed to educating all members of its community about the culture and history of Aboriginal and Torres Strait Islander populations. Through the teachings of the Huntingtower values of respect and kindness we aim to develop and strengthen the community's understanding and appreciation of the Aboriginal culture and community, and the contribution they have made to Australia's history.

Huntingtower's motto "Nosce te Ipsum" (Know thy true self) reflects our firm belief that every Aboriginal child should have the right to embrace and enjoy their identity and culture. We expect our students to express Love in everything they do and are encouraged to always be caring, kind thoughtful and considerate of others. In developing this Action Plan, Huntingtower will continue to foster the values of tolerance, inclusiveness, and respect for cultural diversity.

The Huntingtower Indigenous Connections Action Plan will enable school leaders to facilitate change in the following areas:

- Cultural understanding
- Relationships
- Leadership and Professional Development

The development of relationships and cultural awareness between Indigenous and non-Indigenous peoples both within and outside our school community are vital to ensuring inclusiveness and embracing diversity.



CULTURAL UNDERSTANDING

At Huntingtower we recognize the Wurundjeri Woi Wurrung and Bunurong People of the Kulin Nation as the traditional owners of the land on which our School stands. We respect the People and their land, their Elders, their cultures, and their traditions. We are committed to celebrating and teaching about these cultures and traditions utilizing the following goals and actions:

Goal	Actions
Developing a culture of ongoing commitment in the school to understanding and respecting the Aboriginal and Torres Strait Islander culture and spirituality	<ul style="list-style-type: none"> • An acknowledgement of country takes place at all significant assemblies and gatherings • Aboriginal and Torres Strait Islander flags flown all year round on School campus • Celebration of National Reconciliation week and the Anniversary of the National Apology each year • Provide opportunities for dialogue that promotes Aboriginal and Torres Strait Islander spirituality and student wellbeing through the Schools spiritual programs • An acknowledgement of country is shown on the School website
Celebrating a student's cultural identity at a whole-school level by creating an inclusive environment that embraces Aboriginal and Torres Strait Islander cultures	<ul style="list-style-type: none"> • Invite families and the community to share their cultural knowledge to support and grow the cultural identity of students • Ensure there are culturally appropriate resources available to students that reflect the student and national identity of our country • Actively plan to ensure that all students have the opportunity to learn about the richness and cultural identity of Aboriginal and Torres Strait Islander peoples through the School curriculum and celebrations • Incorporation of the the respectful relationships program at middle school and junior school levels
Participation in cultural programs to increase appreciation and knowledge of the Aboriginal culture and history	<ul style="list-style-type: none"> • Compulsory attendance for all Year 11 students at the School's residential program in Uluru each year • Celebration of Aboriginal and Torres Strait Islander cultural festivals



RELATIONSHIPS

Goal	Actions
Provide opportunities to have Aboriginal and Torres Strait Islander students attend the School	<ul style="list-style-type: none"> • Build a strong connection with Melbourne Indigenous Transition School (MITS) with the aim of subsidising one to two students from year 9-12 every few years • Provide opportunities for in-school partnerships to develop and strengthen student engagement and access • Appointment of an Indigenous student coordinator to monitor and support the education of any indigenous students on campus
Build the capacity of staff to enhance their own cultural responsiveness and appreciation of Aboriginal and Torres Strait Islander cultures	<ul style="list-style-type: none"> • Provide regular opportunities for staff to celebrate Aboriginal and Torres Strait Islander cultures

LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Goal	Actions
Ensure that leaders plan, implement and evaluate outcomes for Aboriginal and Torres Strait Islander students	<ul style="list-style-type: none"> • Work with leadership and the Board to ensure there is a clearly articulated focus in the Schools strategic plan to support Aboriginal and Torres Strait Islander • Include early articulated initiatives to enhance Aboriginal and Torres Strait Islander educational outcomes in the Schools strategic planning • Create appropriate opportunities to include Aboriginal and Torres Strait Islander personnel in decision-making processes and discussions concerning relevant issues
Developing a process to ensure that students strengths and cultural backgrounds are understood and responded to appropriately	<ul style="list-style-type: none"> • Provide opportunities for teachers to meet with families to discuss cultural issues. This will ensure relevant staff have a sound understanding of the heritage and cultural ties of the student's family • Monitor academic growth of each Aboriginal and Torres Strait Islander student • Ensure data is used to track literacy and numeracy outcomes and assist teachers with adapting to assist the students • Map out appropriate learning opportunities to address the continuous needs of Aboriginal and Torres Strait Islander students



Ensure a commitment to ongoing professional learning is upheld that incorporates Aboriginal and Torres Strait Islander knowledge for the development of staff

- Priorities ongoing professional learning to ensure an enhanced understanding of effective pedagogies to improve educational outcomes for students
- Complete an audit and ongoing review process of the curriculum, inclusive of Aboriginal and Torres Strait Islander perspectives
- Ensure consultation with the Indigenous Coordinator to seek guidance, information and attend professional development opportunities