School: Monash SDS KESO: Mark Lumley (Monash Network)

Implementation Coordinator: Chelsie Demajo

#### What needs to be done in preparation for our school cultural inclusion for this year?

#### PREVIOUS YEAR POINTS ADDRESSED:

- Review the Victorian Curriculum F 2, (Intercultural Capability)
- Invite KESO to relevant SSGs
- Invite KESO to visit our school
- Source a Koori Flag / or plaque for the school
- Source a new Australian Flag
- Consider including Acknowledgement of Country at Staff Meetings and on our Website
- Update website
- Consider articles for the newsletter
- Identify correct terminology
- Our School Literacy Committee have prepared Shared Reading Sets
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#### 2023:

- Invite KESO to visit for meeting
- Invite KESO to relevant SSGs
- Arrange CUST TRAINING for staff (9<sup>th</sup> of May or 20<sup>th</sup> of June)
- Indigenous art project for new building- student involvement
- New flagpoles and displays in new school building- possible plaque?
- Indigenous garden proposal to school- communal area
- Staff acknowledgement update to incorporate detail of land and history
- House names and colour- resources to be created for school

Time line	Significant dates	What will be done / planned for the term?	Who Is involved?	How will it be done?
Term 1		<ul> <li>Identify relevant curriculum content that can be implemented:</li> <li>Semester 1 Humanities (History): <ul> <li>Explore the journey of indigenous Australians through illustrated stories, music and art &amp; craft</li> </ul> </li> <li>Humanities (Geography) <ul> <li>Aboriginal and Torres Strait Islander Country/Place on which our school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place</li> </ul> </li> </ul>	Class & Specialist Teachers	<ul> <li>Refer to Curriculum Mapping Document</li> <li>In Primary &amp; Secondary Depts identify classroom activities that could address this curriculum focus</li> <li>output the state of the</li></ul>
		<ul> <li>Personal &amp; Social Capabilities: <ul> <li>Identify what is familiar and what is different in the ways cultural diverse individuals &amp; families live</li> <li>Share experiences of cultural diversity in the school &amp; community</li> </ul> </li> <li>Invite KESO to visit the school <ul> <li>Identify students who may need the support of a KESO at their SSG</li> <li>Cultural Diversity Week activities/ parade</li> <li>Students to participate in theme related activities focussing on land and history</li> </ul> </li> </ul>	Jess Jess & Yvonne Class Teachers	<ul> <li>School wide theme. Plan in dept groups</li> </ul>

Term 2		Identify relevant curriculum content that can be implemented: Semester 1	Class & Specialist Teachers	<ul> <li>Refer to Curriculum Mapping Document</li> <li>In Primary &amp; Secondary Depts identify classroom activities that could address this curriculum focus</li> <li>Students in SRC meet together early in 2<sup>nd</sup> term to</li> </ul>
	<mark>3<sup>rd</sup> June:</mark> Mabo Day	<ul> <li>Humanities (History): <ul> <li>Explore the journey of indigenous Australians through illustrated stories, music and art &amp; craft</li> </ul> </li> <li>Humanities (Geography) <ul> <li>Aboriginal and Torres Strait Islander Country/Place on which our school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place</li> </ul></li></ul>		make a plan for the year
		<ul> <li>Personal &amp; Social Capabilities:</li> <li>Identify what is familiar and what is different in the ways cultural diverse individuals &amp; families live</li> <li>Share experiences of cultural diversity in the school &amp; community</li> </ul>		
		Art Project: Investigate an indigenous art project the students can be involved in. To be displayed in new school building	Jess	
		Plan news articles that could go in the school newsletter	Jess	Agenda item for Website Committee
		Plan a special activity for Mabo Day, ie sharing cultural diverse foods, art activities, explore culturally diverse musical instruments		
				Agenda item for Dept Meetings

Term 3	1 <sup>st</sup> week in July:	SRC to support cultural diverse activities during NAIDOC week.	Secondary Section Teachers	٠	Students to plan in SRC meeting with support of secondary teachers
	NAIDOC Week. (In School Holidays – Identify NAIDOC week for 1 <sup>st</sup> week back week)	Specialist staff to focus on culturally diverse activities, ie art activities and display of work, focus on songs and culturally diverse music and musical instruments etc Class teachers / departments could share activity ideas and resources, ie cooking	Specialist Staff	•	Specialist staff to include in their planning
		activities, stories and videos and activities such as nature walks	Class Teachers	•	Agenda item for dept meetings
		Special activities will be planned for this day of our school wide Wellbeing Theme	Wellbeing	•	Wellbeing Committee agenda item
	6 <sup>th</sup> September: Indigenous Literacy Day	Collect a variety of resources that can be used to support staff in embedding Aboriginal and Torres Strait Islander perspectives into the classrooms	Classroom teachers	•	Chelsie to build a collection of resources and find a shelf to store them on (ensure accessible to all staff).
		Groups share stories / picture books related to cultural diversity.		•	Chelsie to display relevant Books and resources in staffroom.
		Opening of new school building- investigate the possibility of organising a smoking ceremony to open the new space and introduce our new school flags	Chelsie		
				•	Chelsie to organise through Bunurong Land Council

Term 4	Celebrations Theme	Focus on multicultural celebrations.	Team Leaders	•	Depts to plan multicultural end of year celebrations
		Fortnightly emails to be sent out to staff, with aims to extend the knowledge and understanding of how we can create a more inclusive environment at Monash SDS.		•	Chelsie to send out fortnightly short, comprehensive information emails to all staff.