

WHC Strengthening Cultural Safety for Koorie students.

ROOM 107

Leading together: inspire, learn, network.

Western Heights College (Geelong)





Acknowledgement to Country

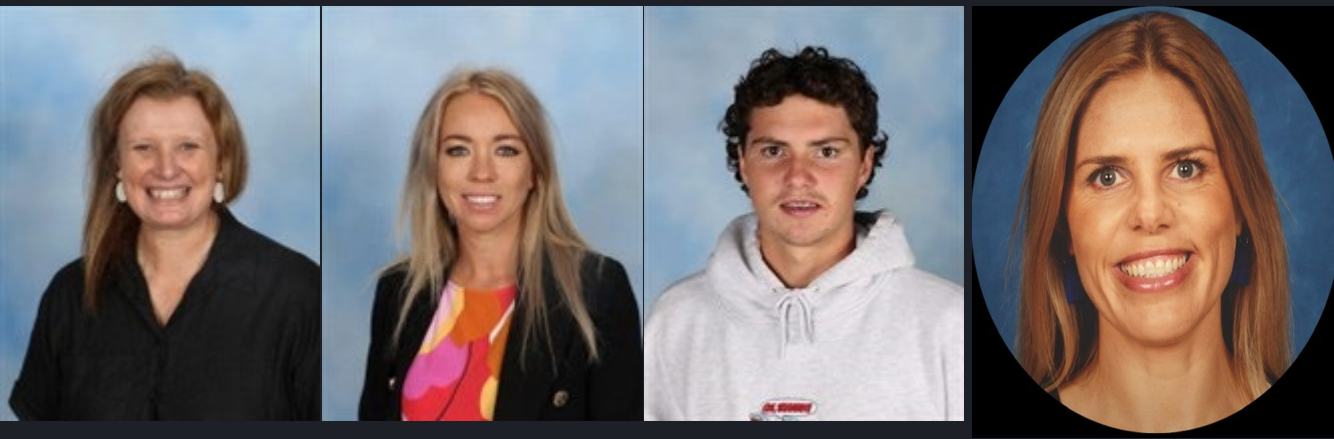
I would like to acknowledge the lands on which I am a visitor of today, the lands of the Wurundjeri people and the traditional landowners of the Kulin Nation. I would like to pay my respects to the past present and emerging elders and all the First Nations people that are gathered here today with us. We have come from Wadawurrung Country and have travelled from sea country, past the You Yangs and crossed into the Wurundjeri lands where we once again connect with the waterways of the yarra river. We feel very privileged to meet today to connect as professionals and share our practise of cultural perspectives and learn about yours.





Presenters

- Fiona Taylor: WHC Principal
- Ricki O'Shannessy: WHC Asst. Principal
- Zac Larkins.: First Nations Trainee
- Ilona Sliwa K.E.C SWV.



Learning Intentions

Learning intentions:

- ★ *To share our leadership journey about how we have built, inspired and lead the work around cultural safety at Western Heights College; derived from our Barwon North Central Network, the Marrung plan and our First Nations students' voices.*
- ★ *To connect and network as leaders today about what we celebrate in our schools and where we need to learn and grow.*





Inspire



Yarning circle check in

Check in Activities

Introduce yourself, what country are you are visiting from today (if you don't know, that's ok, share the current location of where you reside) your school name, and your role in the school).

Example

***“My name is Ricki O
‘Shannessy and I am one of the
Assistant Principals at WHC
leading Engagement and
wellbeing, I am visiting from
Wadawurrung country in
Geelong or Djil-lang
(Wadawurrung language), and
live in Torquay (Sea country)
which is known as Warri
country.*”**



Self-Determination as a School Community

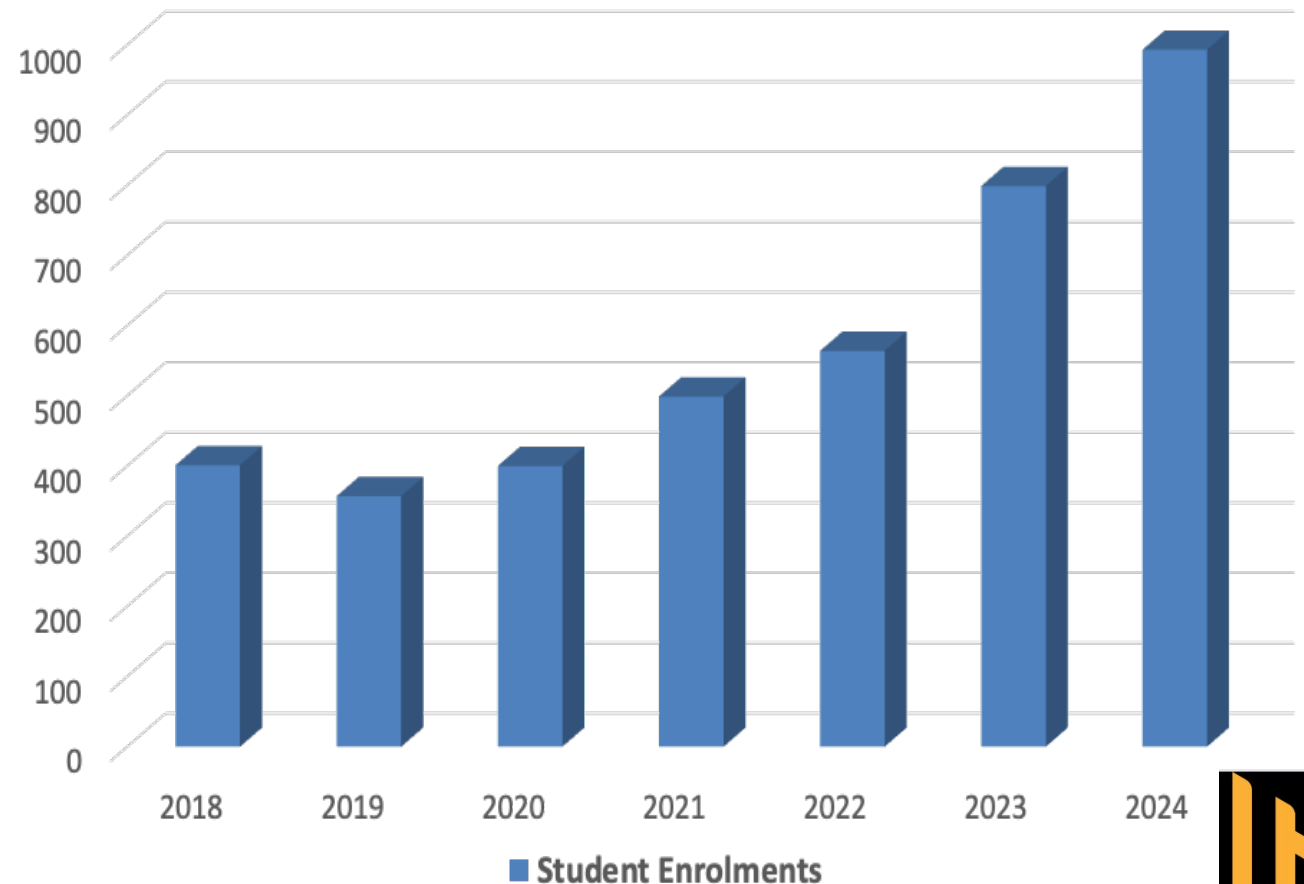
2018 - 2019 - Period of Self Determination
Who are we? What are we about as a school community? What do we value as a community? Lean into this with courage as you may not like what you hear

3 new values - **Inclusion** - a key

What does **inclusion** mean in our WHC context for us to be truly a culturally safe environment? - students, staff, parents and community feedback.

How can we be **inclusive** with fidelity of all our students - particularly our most at risk cohorts

Western Heights College Student Enrolments



Exploring our First Nations Demographic



First Nations Student Enrolment 2024

5% total enrolment first nations students - 47

40% are equity funded

22% require extensive NCCD supports

Attendance rate

2022 - 35% absent for 30+ days

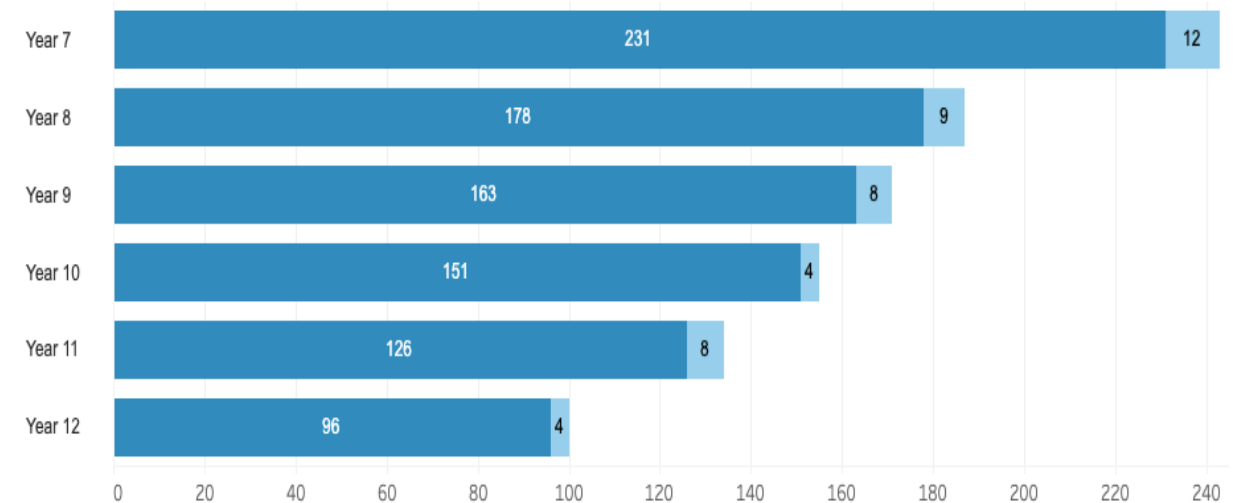
2023 - 32% absent for 30+ days

2024 YTD - 24% absent for 30+ days

The data was evidence to do better!

Enrolments in 2024 ⓘ

By Aboriginal



Leading Cultural Safety in your School

- Data was the evidence to change and the moral purpose - courage to change as a Principal class leading our community
- **Murri Matters** 'leading with strength training in the BNC Principal Network
- Cultural perspectives in education training whole staff and First Nations captains
- SPPIKE training next term
- Use of equity funding to trial the First Nations Trainee Program within our school to support our students.



2024 AIP WESTERN HEIGHTS COLLEGE

The WHC 2024 focus will continue to improve student outcomes, engagement and wellbeing of all individuals and ensure that every student is the core focus for what we do as a college

LEARNING AND WELLBEING GOALS

- Develop SVAL structure and model
- Develop WHC Being model/ HIWS
- Continue to align First Nations plan to the Murrunga
- Continue to implement

WHC AIP Targets linked from Marrung

Enhance student wellbeing



- Strengthen partnerships and processes between home, school and the wider community to promote an inclusive and positive learning environment
- Embed a culturally safe environment for all students and staff

A screenshot of a web interface for the Western Heights Secondary College (8820) 2024 Annual Implementation Plan. The interface includes a header with the Victoria State Government logo, the Department of Education logo, and the Strategic Planning (SPOT) logo. Below the header is a navigation bar with three buttons: "My School", "Annual Implementation Plan", and "Select annual goals & KIS". The main content area displays the school name and the year of the plan. At the bottom, there are three buttons: "AIP progress", "Review evaluation summary", and "Select annual goals & KIS".

VICTORIA State Government | Department of Education | Strategic Planning (SPOT) Department of Education

My School | Annual Implementation Plan | Select annual goals & KIS

Western Heights Secondary College (8820)
2024 Annual Implementation Plan

AIP progress | Review evaluation summary | Select annual goals & KIS

Monitoring and

Links to the Marrung Education Plan



Key System Enablers

Positive climate for learning & development	<p>Outcomes</p> <ul style="list-style-type: none"> Koorie children and learners of all ages are strong in their identity All Victorians understand and respect Koorie culture and history 	<p>Actions</p> <ol style="list-style-type: none"> We will improve the cultural inclusivity of service providers We will support sectors to enhance learners' understanding of Koorie culture and history
Community engagement in learning & development	<p>Outcome</p> <ul style="list-style-type: none"> Services and Koorie communities work together on local, place-based approaches to improving learning outcomes 	<p>Actions</p> <ol style="list-style-type: none"> We will increase opportunities for Koorie people to participate in decision making that affects them
A culture of professional leadership	<p>Outcome</p> <ul style="list-style-type: none"> Success for Koorie Victorians is core business for all educational leaders 	<p>Actions</p> <ol style="list-style-type: none"> We will further develop our leaders in the early childhood, schools and VET sectors

Excellence in Teaching, Learning and Development

Early childhood	<p>Outcomes</p> <ul style="list-style-type: none"> Young Koorie children are on track in their health, development and wellbeing The early learning experience for Koorie children sets them up for life 	<p>Actions</p> <ol style="list-style-type: none"> We will further support Koorie parents as first educators of their children We will improve access to and participation in early childhood services including MCH, supported playgroups and kindergarten programs
Schools	<p>Outcome</p> <ul style="list-style-type: none"> Koorie students engage fully throughout their schooling years, and gain the knowledge and skills to excel at Year 12 or its equivalent 	<p>Actions</p> <ol style="list-style-type: none"> We will support schools to better support their Koorie students
Higher education and skills	<p>Outcomes</p> <ul style="list-style-type: none"> Koorie learners transition successfully into further education and development Koorie people have opportunities to access education at all stages of life 	<p>Actions</p> <ol style="list-style-type: none"> We will provide improved support for all Koorie learners undertaking further education and training

Links to the High Impact Wellbeing Strategies (H.I.W.S).



[High Impact wellbeing strategies](#)

Strategy 4: Support Inclusion and belonging:

- *Creates an inclusive and safe classroom that models respect*
- *Provides opportunities for students to develop, understand and express their identity*

HIWS related to safe and inclusive classroom environments



3: Establish and maintain clear classroom expectations



4: Support inclusion and belonging



#INDIGENOUSGRAPEVINE



Learn

 **Victorian Academy**
of Teaching and Leadership



Cultural perspectives in training education

Staff Wellbeing & Engagement Day

CULTURAL PERSPECTIVES



LOCAL History



1788

DECLARED "TERRA NULLIUS"

DESPITE FARMING & TRADE & LAND MANAGEMENT



WURDI YOUYANG - OLDER THAN STONEHENGE!

PERSPECTIVES

OFTEN TO SUIT THE COLONISERS' AGENDA

1835



WARS... DISEASE... FAMINE...
INTERGENERATIONAL TRAUMA

CONNECTION TO COUNTRY & CULTURE

BOUNDARY RD

ASSIMILATION
MARTIAL LAW



MEAGAN HOWELL



SARAH LOVETT UPTON



ILONA ROSE SLIWA

healing



WHC First Nations Student Voice and Agency movie



WHC First Nations model



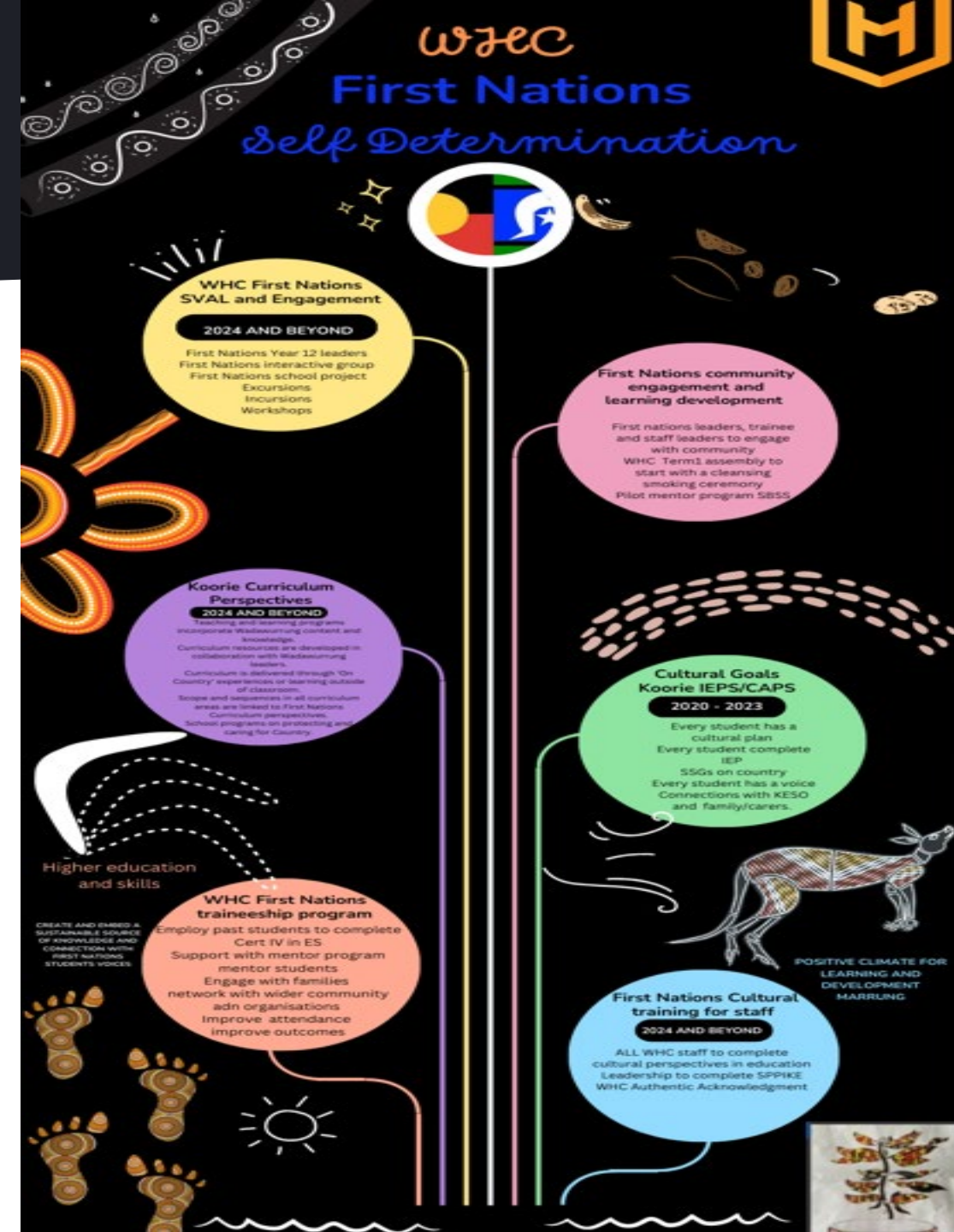
WHC First Nations Model



Our Approach to building the model

Approaches

1. WHC First Nations **SVAL** and Engagement
2. First Nations community **engagement** and learning development
3. **Koorie** Curriculum Perspectives pilot
4. WHC First Nations **traineeship** program
5. **Cultural** Goals and **Koorie** IEPS/CAPS
6. First Nations **Cultural** training for staff



Positive outcomes to date



- Connection and identity / Artwork.
- Sisterhood and brotherhood amongst First Nations students.
- Growth in First Nations student enrollments.
- Growth in connection with school and belonging.
- Attendance improvements.
- Koorie Pathways – Career Action Plans.
- Family and carer involvement and support at school.
- Relationships with Wathaurong Cooperation, Wadawurrung and Strong Brother, Strong Sister and Registered Aboriginal Parties.
- First Nations college leaders.
- NT Footy trip in July.
- First Nations traineeship and cultural mentoring program.

Zac Larkins First Nations Trainee

By developing the traineeship, it was our vision that we could create a position that supported a current secondary school leaver and support their pathway into further education or training. My proposal was to support the College direction of making our school culturally safe and educating all individuals. We liaise with Andrew McCarthy from Vic Training group who supported this initiative. We aligned a Cert IV in Education Support and aligned Tiffany Hunter 'Nerdu BaadJle-Employment mentoring programs to support Zacs cultural leadership and enhance his own personal journey. Zac will be supported next year to engage in further Tertiary study at university, potentially as a Social Worker. We will then open the traineeship up to another school leaver. We have further plans to expand this opportunity beyond WHC.



Nerdu BaadJle-Employment mentoring programs

Cultural Mentoring for First Nations Traineeship

- ★ Self Leadership
- ★ Cultural Strengthening
- ★ Self esteem and confidence
- ★ Empower connect mentor training



Areas to grow

Where to from here



“We will continue the work we have started and ensure that it is authentic and that it supports all students and staff to be culturally educated with the skills and tools that they need. We will expand our First nations traineeships beyond this year to support present students reach their full potential to develop in their own cultural leadership journey, supporting not only students from the college but also those of the wider community by building positive partnerships. We will expand our partnerships with local First Nations organisations and support services. The Marrung will continue to drive our strategic focus and hopefully with the work we are doing, our current 47 First Nations students will achieve the pathway they set out to achieve. Our work has just begun, we endeavour to do more with our parents and wider community. Racism still exists and it is around providing more education in the school, wider community and calling it out.



Ilona Rose-Sliwa KEC SWVR

Gunditjmara

Career Action Plan – Pilot Project WHC

> Desired Project Outcomes

- By the end of 2024, all first nations students at participating schools from year 7-12 will have a Career Action Plan.
- Improved sense of connectedness to school for First nations students.
- Improved school attendance for First nations students.
- Extend learnings from project to all Barwon Area Secondary Schools.



Career Action Plan Templates	IEP cross over	Recommended data sets
Year 7 CAP Year 8 CAP Year 9 CAP Year 10 CAP Year 11 CAP Year 12 CAP	IEP template Links	•Attendance •ATOSS •Staying in Education •Rétention •Exit Destination





Network



Leading cultural safety and perspectives



Authentic Acknowledgement

All WHC staff meetings and staff are supported to create and present their own authentic acknowledgement to country. We have found that staff are becoming more confident and volunteer to do this now after doing the Cultural perspectives in education training.

Engoori

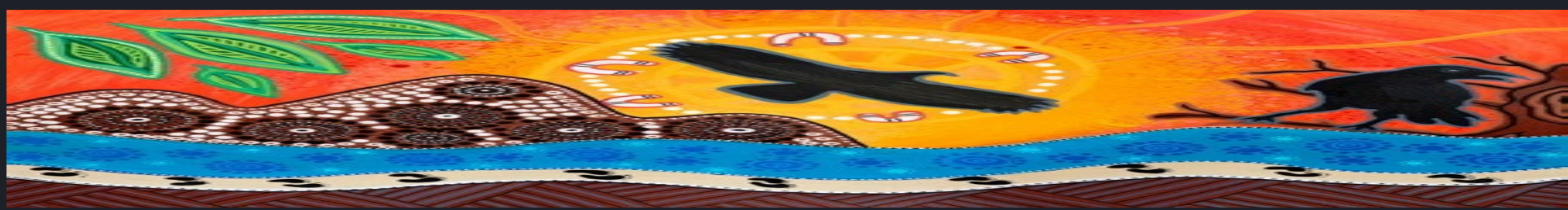
Building culture traditions and rituals of a team or staff culture

Resources and PL

- ★ [Marrung Education Plan](#)
- ★ [HIWS](#)
- ★ [Murri Matters leading with strength](#)
- ★ SPPIKE training DET
- ★ [Nerdu BaadJle-Employment mentoring programs](#)
- ★ www.debbiewood.com.au



w



WHC: Acknowledgement to Country

Western Heights First Nations College Captains; Caitlin Charles and Macie Hepburn)

We acknowledge the Wadawurrung people of the Kulin Nation and the land that we gather on today. We pay our respects to past, present, and emerging elders and all Aboriginal and Torres Strait Islander people here with us today.”Wadawurrung land stretches from the Otways to the central Victorian mountains. The Wadawurrung people have a deep connection with the waterways and land such as the You Yangs where Bunjil lays. Bunjil was a falling star who created the land we gather on today. We would like to take this time to acknowledge the strength of the Wadawurrung people and that on this land we are visitors”.



Activity: Create your own authentic Acknowledgment to Country for your school

[Link to creation of acknowledgement](#)

con·nec·tion

/kə'nekSH(ə)n/

noun

1. a relationship in which a person, thing, or idea is linked or associated with something else.

1. What do you feel connected to?
2. Why do you feel connected?
3. Where do you feel connected the most?



Include

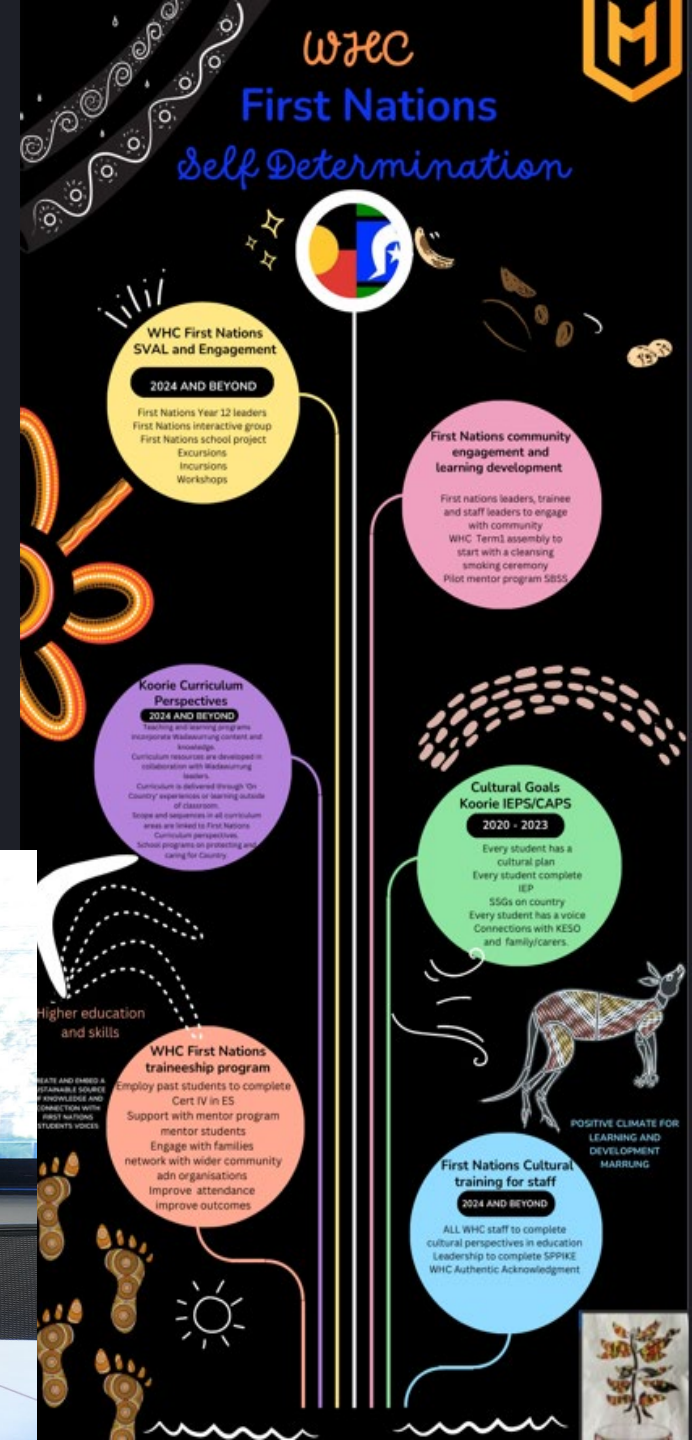
- The name of the traditional custodians and the land you are acknowledging
- Pay respect to elders, past and present
- Elements of Country that you feel connected to (ideas developed using the previous slide)

Share



Q & A

WHC Strengthening Cultural Safety





Thank you

 **Victorian Academy**
of Teaching and Leadership

