

CUST Implementation Plan Bayside SDS

8 actions to increase Indigenous Cultural Understanding and Sensitivity at Bayside Special Developmental School to be implemented over the next months.

Actions	How	Who
1. Acknowledge significant events, days and celebrations	Establish a team to <ul style="list-style-type: none"> - research days and include on the term planner - coordinate how school will observe/ celebrate significant occasions eg) special day with various activities and incursions - coordinate with the KESO worker to ensure cultural respect is observed in any celebrations - develop resources and place on the share drive 	Senior department
2. Acknowledgment of country.	<ul style="list-style-type: none"> - Ensure acknowledgement of country is included in all meetings, correspondence (emails and newsletters). - Develop an acknowledgement of country song with accompanying Key Word Sign (KWS) to be performed at assemblies, morning meeting(circle) - Organise professional development to ensure all staff know how to correctly add an automatic signature to their emails. 	Departments.
3. Hold a welcome to country/smoking ceremony to begin celebrations of new school opening.	<ul style="list-style-type: none"> - Coordinate with KESO worker - Apply for funding 	Principal
4. Encourage KESO participation in SSGs for students who identify as indigenous	<ul style="list-style-type: none"> - Offer this service discreetly and directly to families who identify as indigenous 	Principal class/ teachers
5. Identify, purchase and implement approved literacy text selection which is culturally sensitive	<ul style="list-style-type: none"> - Liaise with Keso worker links, lists of approved early readers - Review current stock - Purchase as required - Inform staff via the bulletin and staff meetings 	Literacy PLT

	<ul style="list-style-type: none"> - Inform wider community through the newsletter 	
6. Celebrate indigenous culture through arts	<ul style="list-style-type: none"> - Use thoroughfare areas for art displays celebrating indigenous culture. - Investigate ideas and costs for indigenous landmarks (sculptures) as transition points. - Investigate and liaise with Bunnerong people as to what is allowed and what is taboo. 	Junior department
7. Organise an annual indigenous tucker day	<ul style="list-style-type: none"> - Liaise with first nations businesses to provide (list provided by the KESO) - Visit to indigenous garden/ nurseries to glean ideas - Establish any anaphylaxis/choking concerns and how these will be managed. 	Therapy team
8. Explore indigenous plant options for new garden areas	<ul style="list-style-type: none"> - Research safety consequences for students including any allergy possibilities, potential height, abrasive or sharp foliage. - Liaise with local traditional land owners to learn about which plants are native to the area and what purpose if any they served. 	Education support team Principal class