

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	<p>Establish a team to</p> <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