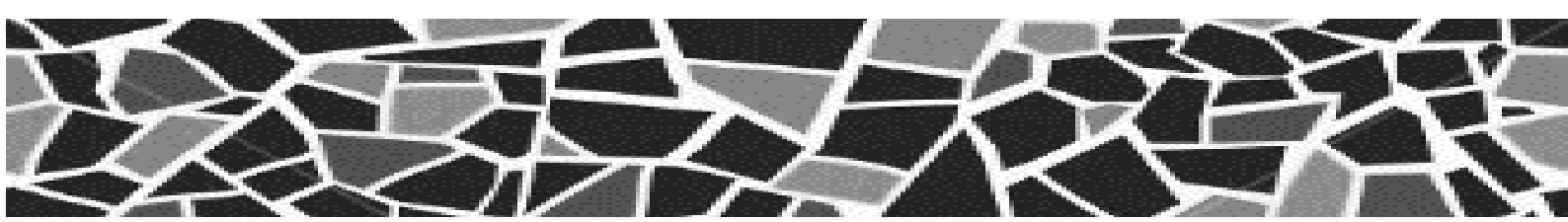
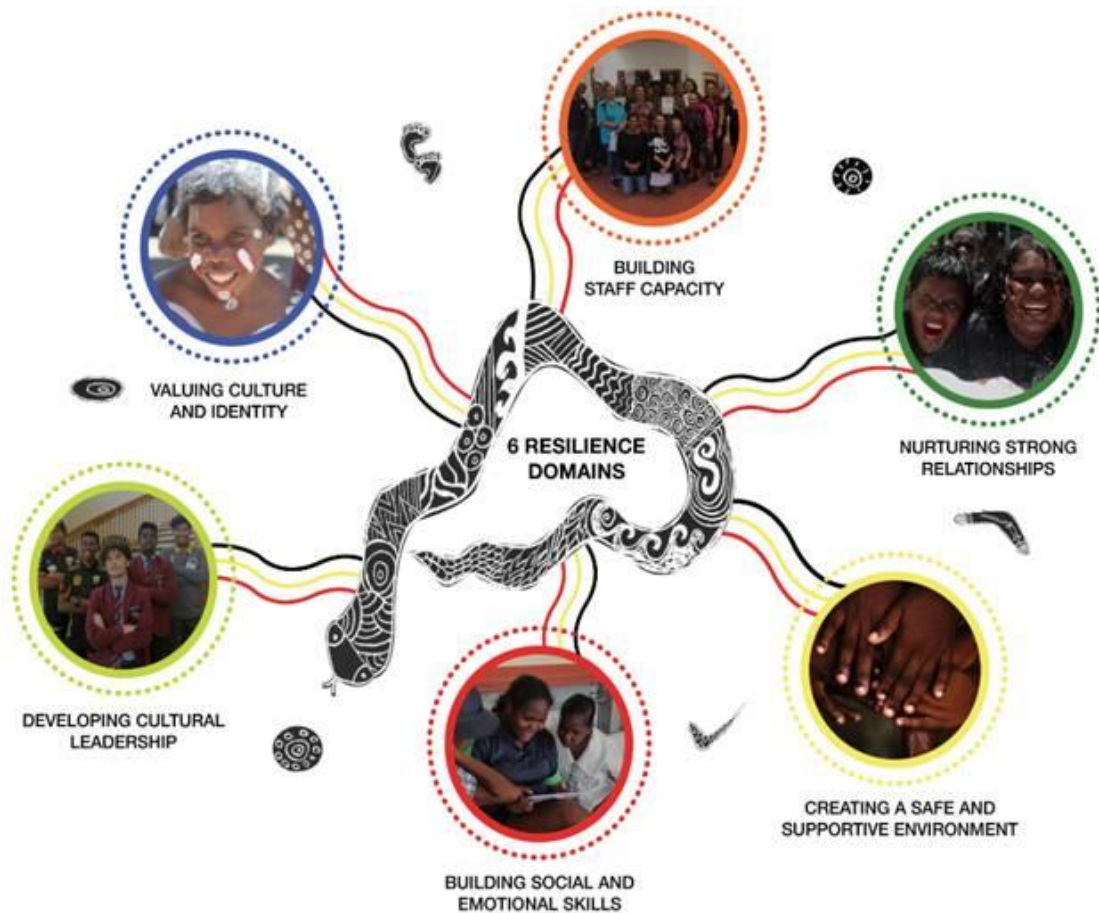


# Checklists for Schools:

## Supporting Aboriginal and Torres Strait Islander Students in 6 Resilience Building Domains

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**Key:** Y = Yes this is happening  
N = Not happening

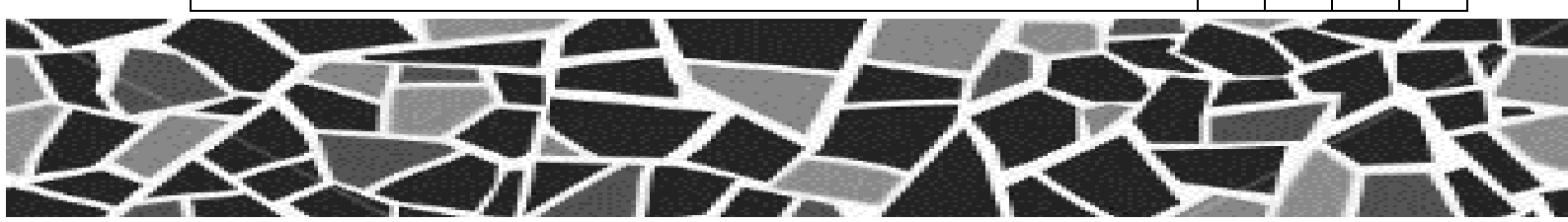
I = in progress  
W = willing to try

## Valuing Culture and Identity

Checklist for schools	Y	I	N	W
Our school displays the Aboriginal and Torres Strait Islander flags				
We do an Acknowledgement of Country on parade				
Staff and students know the traditional owners of the land on which our school is situated				
We acknowledge significant dates for Aboriginal and Torres Strait Islander people on our school calendar				
There are artefacts or visual representations of Aboriginal and Torres Strait Islander culture on display around the school (for example murals or artwork)				
Local members of the Aboriginal and Torres Strait Islander community/communities are invited to attend school activities				
We provide opportunities for Aboriginal and Torres Strait Islander people to share their skills and knowledge with our students and staff				
Our staff know about our students' home communities including the local history, context and language of the Cape York or Palm Island community				
Our staff are aware of cultural protocols and practices such as initiations, shaving ceremonies and tombstone openings for our students				
Aboriginal and Torres Strait Islander perspectives are embedded into the curriculum				
Students are allowed to speak their first language at school or in the boarding house				

## Building Social and Emotional Skills

Checklist for schools	Y	I	N	W
Our staff facilitate ways for Aboriginal and Torres Strait Islander students to maintain connection with their spirituality and land, recognising that this is an important feature of social and emotional wellbeing				
Students are taught strategies to help them meet their social and emotional needs in pro-social ways				
Our pastoral care team actively supports our Aboriginal and Torres Strait Islander students				
Staff coordinate health and wellbeing needs of students between the school and boarding				
Our school refers students to culturally appropriate health and wellbeing services				
Our school ensures families are included in developing strategies to support students who are vulnerable				

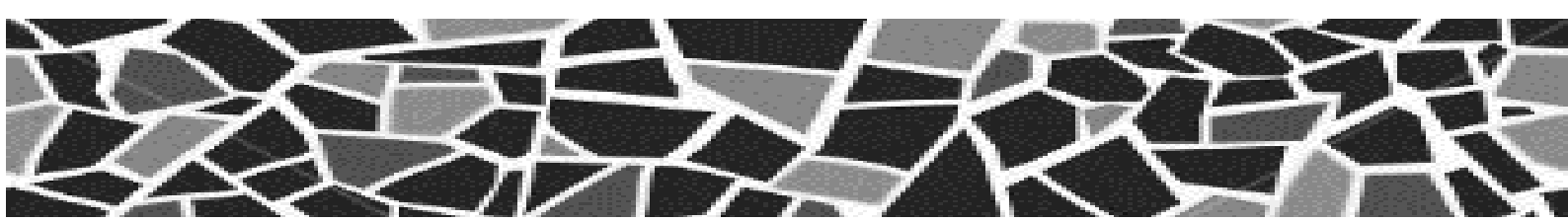


## Developing Cultural Leadership

Checklist for schools	Y	I	N	W
Aboriginal and Torres Strait Islander students in our school have opportunities to share their cultural knowledge with non-Aboriginal and Torres Strait Islander peers and staff				
There are opportunities for older Aboriginal and Torres Strait Islander students to mentor younger Aboriginal and Torres Strait Islander students at our school				
Our school provides regular opportunities for students to connect with various Aboriginal and Torres Strait Islander role models				
Our school allows Aboriginal and Torres Strait Islander students to create and implement ideas to address issues that are important to them (for example in an Aboriginal and Torres Strait Islander reference group)				
Aboriginal and Torres Strait Islander students in our school have an adult mentor or champion				
Staff that are involved with supporting Aboriginal and Torres Strait Islander students in cultural leadership have cultural competency and/or connection				
There is a designated position on student council for Aboriginal and Torres Strait Islander voice				

## Creating a Safe and Supportive Environment

Checklist for schools	Y	I	N	W
Our school has safe places for Aboriginal and Torres Strait Islander students to sit and yarn (for example a fire pit, garden or a designated cultural room)				
Our school develops personalised learning programs for our Aboriginal and Torres Strait Islander students and these are shared with all staff				
Our staff are aware of cultural protocols surrounding grief and loss and find ways to appropriately support our students through this process				
We provide opportunities for staff to build relationships with students				
Our staff implement the strategies learned from a trauma informed practice model				
We support our students through their feelings of homesickness				
Staff are aware of vulnerable students and there are appropriate support plans in place				
Our school uses Bandscales to determine and direct learning for our Aboriginal and Torres Strait Islander ESLD learners				
Our school has strategies in place to support Aboriginal and Torres Strait Islander students who have hearing impairments				



## Nurturing Strong Relationships

Checklist for schools	Y	I	N	W
Staff communicate regularly with families, including good news stories in a variety of ways (for example telephone, emails and social media)				
Our school builds relationships with our year 7 students and their families prior to them starting the school year				
Parents are encouraged to spend time in the school and boarding house				
Our staff visit the home communities of our students				
Our school uses social media as a way to keep students' families connected to what is happening at school				
Our school links with services in students' home community (for example local school, community hub or wellbeing centres)				
Our school has a process for providing families with students' academic progress in a way that they can clearly understand				

## Building Staff Capacity

Checklist for schools	Y	I	N	W
All staff complete cultural competency training as part of their induction				
Our school provides professional development opportunities that help staff meet the social and emotional needs of Aboriginal and Torres Strait Islander students				
Our school provides professional development opportunities that help staff meet the academic needs of Aboriginal and Torres Strait Islander students				
Our school employs Aboriginal and Torres Strait Islander staff in a variety of roles				
There are dedicated times within our school planning or staff meetings to build our staff capacity to support Aboriginal and Torres Strait Islander student needs				

