



POLICY TITLE: FIRST NATIONS PEOPLES EDUCATION POLICY

DEVELOPED/REVIEWED BY

Principal
Senior Leadership Team

REVIEW SUMMARY

This policy has been transferred to the updated school policy template. The content has not been altered, as it continues to reflect the school’s commitment to respectfully recognising and including the histories, cultures, and contributions of Aboriginal and Torres Strait Islander peoples within our independent Jewish Day School setting.

DOCUMENT DEVELOPMENT PROCESS

The original policy was developed in consultation with relevant school leaders and aligned with best practice guidance from educational and cultural bodies. As part of this update, the policy has been reviewed for relevance and currency. No content changes were deemed necessary, and it has been formatted to align with the school’s current policy template.

RATIONALE

As a proud, inclusive, empathetic and progressive Jewish community, the King David School seeks respectfully, meaningfully and directly to engage with the First Nations Peoples of the ground on which the School is situated and beyond, in order to develop lasting friendships, and, through education, help reconcile non-Aboriginal Australia to the continent’s First Nations Peoples.

The King David School seeks to develop positive and respectful friendships with Australia’s First Nations Peoples. With a good heart and an open mind, the King David School pledges to link with local and distant First Nations Peoples wherever practicable in order to help guide and deliver culturally sensitive, appropriate education. In this way we intend that the minds and spirit of its staff, students and community are shaped to recognise, accommodate, value and celebrate the deep cultural richness of Australia’s First Nations Peoples’ histories, stories and perspectives.

The King David School sees this form of reconciliation as the way in which the lives of its community, the First Nations Peoples and Australia can be enriched and made whole.

DEFINITIONS

Aboriginal and Torres Strait Islander Peoples	The First Peoples of Australia. Aboriginal peoples are the original inhabitants of mainland Australia and Tasmania, while Torres Strait Islander peoples are the original inhabitants of the Torres Strait Islands. These groups have distinct cultural identities, histories, and traditions.
First Nations Peoples	A respectful, collective term used to refer to Aboriginal and Torres Strait Islander peoples as the original custodians of the land now known as Australia. This term recognises the diversity of Nations and language groups across the country.
Country/Place	Country refers to the lands, waters, skies, and natural systems to which Aboriginal and Torres Strait Islander peoples have deep spiritual, cultural, and ancestral

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	connections. The term goes beyond geography to encompass identity, belonging, and responsibility.
Acknowledgement of Country	A statement that shows respect for the First Nations Peoples of the land and recognises their ongoing connection to Country. It is usually delivered at the beginning of events, meetings, or gatherings.
Cultural Safety	An environment that is spiritually, socially, and emotionally safe for people, where there is no assault or challenge to their identity or cultural integrity.
Reconciliation	The ongoing process of building respectful relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians, to foster understanding, healing, and equality.
Culturally Responsive Practice	Educational practices that recognise, respect, and incorporate the cultural identities and lived experiences of students into teaching and learning.

PRINCIPLES/GUIDING PRINCIPLES

1. The School will implement Ministerial Order 1359
2. A child's ability to express their culture and enjoy their cultural rights is encouraged and actively supported.
3. Strategies are embedded within the organisation which equip all members to acknowledge and appreciate the strengths of First Nation People's culture and understand its importance to the wellbeing and safety of First Nation People's children and young people.
4. Measures are adopted by the organisation to ensure racism within the organisation is identified, confronted and not tolerated. Any instances of racism are addressed with appropriate consequences.
5. The organisation actively supports and facilitates participation and inclusion within it by First Nations People's children, young people and their families.
6. All of the organisation's policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of First Nations People's children, young people and their families.

PROCEDURES

1. The School will conduct an Acknowledgment of Country at all major events. The School will arrange a Welcome to Country at the start of the school year.
2. The School will maintain an Acknowledgement of Country on the School's website, in all employment advertisements, and in the signature line of emails sent from the King David school.
3. As part of our commitment to culturally responsive practice, the School will embed opportunities to develop understanding of First Nations Peoples' languages, where appropriate, through curricular and cocurricular experiences.
4. The School will also ensure that opportunities to explore the culture, heritage, tradition, history, and status of First Nations Peoples are included, where appropriate, in curricular and cocurricular experiences that reflect culturally responsive teaching.
5. The School will create opportunities where possible for students to meet, converse and learn from and with First Nations People.

6. The School will endeavour where possible to explore the First Nations People's connection to the land when on school camps and outdoor education experiences.
7. Where students, staff and/or visitors with First Nations People's heritage are present, the School will endeavour to communicate openly and appropriately adjust curricular and cocurricular experiences to ensure a sense of cultural safety and inclusion is maintained.
8. The School will continue on its process of developing and implementing its Reconciliation Action Plan.

RESPONSIBILITY

- Principal
- All King David School Staff
- All King David School Community

RELATED LEGISLATION

- Education and Training Reform Act 2006 (Vic)
- Equal Opportunity Act 2010 (Vic.)
- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Child Wellbeing and Safety Act 2005 (Vic)
- The National Agreement on Closing the Gap 2020

RELATED DOCUMENTS

- Anti-Bullying Policy July 2025
- Child Safety and Wellbeing Policy May 2024
- Duty of Care Guidelines June 2024
- Enrolment Policy April 2023
- Inclusivity Statement April 2023
- Positive Behaviours Policy July 2025
- Student Pastoral Care Policy June 2024

NEXT REVIEW

September 2028