

'MURA'

TRANSITION INTO THE CGGS COMMUNITY



CONTEXT

- ★ Partnerships with Yalari and Podmore Foundation since 2010 to subsidise positions for Boarders
- ★ Often from NT or Far North Queensland
- ★ Identified concerns: re-integration when returning home and then back to school, loss of support networks, different food, routines, isolation due to distance from family

AIMS

- ★ Strengthen relationships with the local Indigenous community
- ★ Embed practices to ensure CGGS is a culturally safe environment
- ★ Develop support systems within House pastoral system and the wider organisation to allow for the successful integration of students into CGGS
- ★ Engage students in the co-curricular opportunities at CGGS
- ★ Develop viable pathways for students (vocational, academic, sporting)
- ★ Increase numbers of local Indigenous Day students at CGGS

Staff Education

Valuing
cultures of
Australia's
First Peoples

Building
Relationships
Mentoring
Tutoring

KEY COMPONENTS OF MURA



What would this look like?

Prior to arriving at CGGS

- ★ Application process in consultation with local community leaders
- ★ Offers made early Term 3
- ★ Transition Meeting with family prior to Familiarisation Day and Parent Information Evening (usually held Term 4, Week 1)
- ★ Subject allocation

In Term One

- ★ Girls to undertake leadership program through the Smith Family
- ★ Girls are mentored by a CGGS staff member and an Aboriginal mentor assigned by Solids Brothas and Sisters
- ★ Mentors accompany students to Co-curricular Expo
- ★ Mentors monitor organisation, academic progress and social integration through regular meetings

PASTORAL CARE

- × Welcome before Term 1 begins
- × Selection of Tutor is an important consideration
- × Establish channels of communication with parents
- ★ Identify school-based mentor and community-based mentor
- ★ Linking with programs currently running (eg) Smith Family's program for Young Indigenous Women



Academic Support and Guidance

- × Based on Allwell Testing – may include enrolment in Communications Classes
- × Targeted tutoring by staff and Senior students on Friday afternoon

Mentoring

- × Murama: celebrating and sharing culture
- × Connections with local organisations (eg) Solids, Smith Family, AIATSIS, Tjabal Centre for Higher Education, ASBAs



STAFF EDUCATION

- × Cultural Awareness Sessions: <http://strongersmarter.com.au/resources/onlinemodule/>
- × PL: Meaningful Integration of the Cross Curriculum Priority



Valuing the cultures of our First Peoples

Celebrating Culture:

- × Guest Speakers, language workshops, art workshops
- × Cultural tours on country
- × NAIDOC Dinner
- × Sorry Day Bridge Walk
- × Arnhem Land Cultural Immersion



Where to from here?

- ★ Consult the local community (eg) Tyronne Bell, Bill Bashford, our students' families
- ★ Seek guidance (eg) Chris Sarra [Stronger Smarter](#)
- ★ Appoint a Transition Mentor
- ★ Consider BYOD arrangements, uniform, co-curricular payments and trips



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How to evaluate success?

- × Well being and engagement with House peers
– surveys
- × Meeting expectations: organisation and deadlines