

Preventing and Addressing Racism in Schools

Policy last updated

31 July 2025

Scope

- Schools
- School councils

Date: May 2025

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Policy

For translated versions of the policy and suggested website text to help schools communicate a link to the policy on their school website, refer to the [Resources tab – Communicating with your school community](https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#communicating-with-your-school-community). 

<<https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#communicating-with-your-school-community>> .

Policy

This policy supports government schools to strengthen their culture and practice to prevent and address racism, religious intolerance and racial and religious vilification. All Victorian government schools must implement this policy.

This policy supports compliance with Victoria's [Child Safe Standards](http://www2.education.vic.gov.au/pal/child-safe-standards/policy) [<http://www2.education.vic.gov.au/pal/child-safe-standards/policy>](http://www2.education.vic.gov.au/pal/child-safe-standards/policy) .

Summary

In line with [Child Safe Standard 1](https://www.vic.gov.au/schools-culturally-safe-environments-guidance) [\[PDF\]](https://www.vic.gov.au/schools-culturally-safe-environments-guidance) [<https://www.vic.gov.au/schools-culturally-safe-environments-guidance>](https://www.vic.gov.au/schools-culturally-safe-environments-guidance) and [Child Safe Standard 5](https://www.vic.gov.au/schools-diversity-equity-guidance) [\[PDF\]](https://www.vic.gov.au/schools-diversity-equity-guidance) [<https://www.vic.gov.au/schools-diversity-equity-guidance>](https://www.vic.gov.au/schools-diversity-equity-guidance) , all Victorian government schools must actively prevent and respond to racism, and report incidents to the department. This policy covers 3 key actions:

- preventing racism: schools must maintain culturally safe and inclusive environments
- responding to racism: schools must have clear, timely, safe and inclusive processes to respond to incidents of racism
- reporting racism: schools must report incidents of racism in eduSafe Plus, as per the [Managing and Reporting School Incidents \(Including Emergencies\) policy](http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy) [<http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy>](http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy) .

Schools must publish a link to this policy on their website, alongside advice on how to report incidents of racism to the school and through the Report Racism hotline. Refer to the [Resources tab – Communicating with your school community](https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#communicating-with-your-school-community) [\[PDF\]](https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#communicating-with-your-school-community) [<https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#communicating-with-your-school-community>](https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#communicating-with-your-school-community) .

Details

Application of this policy

This policy applies to all Victorian government school staff, external practitioners, contractors and volunteers working with students.

This is a statewide policy. Schools are not required to have a local policy in addition to this policy.

The scope of this policy is primarily focused on the obligations of schools to provide culturally safe learning environments for their students. For staff who have experienced racism, refer to the [Equal Opportunity – Employees policy](http://www2.education.vic.gov.au/pal/equal-opportunity/overview) [<http://www2.education.vic.gov.au/pal/equal-opportunity/overview>](http://www2.education.vic.gov.au/pal/equal-opportunity/overview) .




Racism is not tolerated in Victorian government schools

Racism is not tolerated in Victorian government schools. Racism has significant detrimental impacts on mental health, learning and engagement, and contributes to disadvantage and isolation of young people. Refer to [Key](#)

[terminology and examples of forms of racism](#)

<<http://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/guidance/key-terminology-and-examples-of-forms-of-racism>> on the guidance tab for an explanation of racism and other key terminology used in this policy.

First Nations students

To comply with [Child Safe Standard 1](#)  <<https://www.vic.gov.au/schools-culturally-safe-environments-guidance>> , as well as to support [Marrung](#)  <<https://www.vic.gov.au/marrung>> and the findings of the [Strengthening Aboriginal Self-Determination in Education report \(PDF\)](#)  <<https://www.education.vic.gov.au/Documents/Strengthening-Aboriginal-Self-Determination-Education.pdf>> , all government schools must establish a culturally safe environment, free from racism, for First Nations students, families, carers and communities.

Racism experienced by First Nations students, families, carers and communities comes in a range of forms, including (but not limited to), denial of self-determination, unconscious bias, stereotyping, and derogatory language, leading to lower expectations and reduced opportunities for First Nations students. Racism is often exacerbated by cultural bias and lack of understanding about the ongoing impacts of colonisation and injustices such as the forced removal of First Nations children from their families (known as the Stolen Generations), and this can perpetuate exclusion and culturally unsafe practices in schools.

Students who experience higher levels of racism or religious intolerance

Data shows that First Nations students, students from African and Pasifika backgrounds and students from refugee backgrounds experience racism at higher rates than their peers. Students of faith, including Jewish and Muslim students, can experience religious intolerance such as antisemitism and Islamophobia. Refer to the [Resources tab](#) <<http://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources>> for targeted guidance and programs to assist in preventing racism that can be experienced by these cohorts.

Preventing racism

Creating a culturally safe and inclusive environment

[Child Safe Standard 1](#)  <<https://www.vic.gov.au/schools-culturally-safe-environments-guidance>> requires schools to:

- provide a culturally safe, nurturing and inclusive environment for First Nations children and young people, where the 3 elements of cultural safety are implemented:
 - understanding identity
 - respecting culture
 - eliminating racism and abuse
- adopt measures to ensure racism is identified, confronted and not tolerated
- develop and implement supportive and culturally safe processes for addressing racism.

Schools must be culturally safe for current and prospective First Nations students, families, carers and communities.


[Child Safe Standard 5](https://www.vic.gov.au/schools-diversity-equity-guidance)  <<https://www.vic.gov.au/schools-diversity-equity-guidance>> requires schools to:


- create environments where all children and young people feel welcome, their diversity is valued, and their needs are identified and are being met
- provide a safe, nurturing and inclusive environment for students from culturally, linguistically and religiously diverse backgrounds.

Students need to see and feel that their identity is reflected, understood and respected in their school.

Refer to [Preventing racism](http://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/guidance/preventing-racism) <<http://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/guidance/preventing-racism>> on the guidance tab for strategies on how to provide a culturally safe and inclusive environment.

Building staff capability to prevent and respond to racism and ensure cultural safety

[Child Safe Standard 5](https://www.vic.gov.au/schools-diversity-equity-guidance)  <<https://www.vic.gov.au/schools-diversity-equity-guidance>> requires schools to make sure that staff and volunteers understand the diverse circumstances of students and how to provide support to vulnerable students.

Schools can support this standard by providing opportunities for staff to undertake training on cultural competency, cultural safety, unconscious bias, or inclusive education practices (for example, [Community Understanding and Safety Training](https://www.schools.vic.gov.au/community-understanding-and-safety-training)  <<https://www.schools.vic.gov.au/community-understanding-and-safety-training>>). Refer to the [Resources tab](http://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources) <<http://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources>> for more professional learning options.

Promoting cultural diversity and inclusion in teaching and learning

The Victorian Curriculum F–10 Version 2.0 will assist in strengthening understanding of cultural diversity and inclusion. [Intercultural Capability](https://f10.vcaa.vic.edu.au/capabilities/intercultural-capability/introduction) <https://f10.vcaa.vic.edu.au/capabilities/intercultural-capability/introduction> and other cross-curriculum priorities, including [Aboriginal and Torres Strait Islander Histories and Cultures](https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/introduction) <https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/introduction> and [Asia and Australia's Engagement with Asia](https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/asia-and-australias-engagement-with-asia/introduction) <https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/asia-and-australias-engagement-with-asia/introduction> , must be taught in all Victorian government schools. [Holocaust Education](http://www2.education.vic.gov.au/pal/holocaust-education-delivery-requirements/policy) <http://www2.education.vic.gov.au/pal/holocaust-education-delivery-requirements/policy> , part of the [History curriculum](https://f10.vcaa.vic.edu.au/learning-areas/humanities/history/introduction) <https://f10.vcaa.vic.edu.au/learning-areas/humanities/history/introduction> , must also be taught in all Victorian government secondary schools.

Under the [Teaching and Learning Resources – Selecting Appropriate Materials policy](http://www2.education.vic.gov.au/pal/selecting-suitable-teaching-resources/policy) <http://www2.education.vic.gov.au/pal/selecting-suitable-teaching-resources/policy> , schools must avoid using culturally insensitive imagery. Schools should also find ways to identify and address unconscious bias in images or language and try to ensure that teaching and learning materials and resources reflect the diversity of their school community.

Refer to [Preventing racism](http://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/guidance/preventing-racism) <http://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/guidance/preventing-racism> on the guidance tab for more detail and the [Resources tab](http://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources) <http://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources> on teaching and learning.

Responding to racism

The [Managing and Reporting School Incidents \(Including Emergencies\) policy](http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy) <http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy> requires schools to manage and respond to all reported incidents of racism that occur in school. Schools may be required to offer support and implement safety measures for students affected by racism incidents occurring outside of school, if those incidents are impacting students at school.

To implement timely, proportionate, safe, and inclusive responses, schools should:

- reassure the student (or parent) that the school believes their report and that

it will be taken seriously

- consider the impact on the student, which may be different than the intent of the student who engaged in racism
- identify family or community members that the student trusts and who may be able to support the response process. This is particularly important for First Nations students to promote self-determination
- use educative and restorative approaches with the aim of restoring the relationships between the students, families, carers, staff and communities involved
- ensure affected students and their families or carers are informed of the school response, in line with privacy requirements.

Refer to [Responding to and reporting racism](http://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/guidance/responding-to-and-reporting-racism)

<<http://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/guidance/responding-to-and-reporting-racism>> on the guidance tab for more detail on responding to incidents of racism, including step-by-step response guides and templates.

Reporting racism

Reporting racist incidents in eduSafe Plus or to the Incident Support and Operations Centre

Under the [Managing and Reporting School Incidents \(Including Emergencies\) policy](http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy) <<http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy>> schools must report incidents of racism, religious intolerance, and racial and religious vilification in eduSafe Plus, or by calling the Incident Support and Operations Centre (ISOC) on [1800 126 126](tel:1800126126).

Regional and central staff will support schools as required, following an eduSafe Plus report depending on the nature and severity of the incident.

Schools must ensure that everyone involved in the incident is informed of the school's response to the incident, while maintaining privacy requirements.

Communicating this policy

Schools must communicate this policy within their school community and encourage students, families and carers to report incidents of racism by placing a link to it on their website including:

- advice on what to do if racism has been experienced or witnessed at school including how to report incidents of racism to school
- how to report incidents of racism via the Report Racism Hotline.


Refer to the Resource Tab – [Communicating with your school community](https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#communicating-with-your-school-community) 

<<https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#communicating-with-your-school-community>> for suggested website text.

Schools should also consider the needs of their school community in communicating this policy to ensure it is accessible and understood. This may include translations and providing opportunities for open conversations about the policy and its implementation. Translations will be made available to schools late in Term 2.

Schools are required to attest to their compliance with Child Safe Standards as part of their Annual Report to the School Community. Schools can also use their Annual Report to the School Community to share steps they are taking to improve cultural safety and prevent racism.

- [Behaviour – Students](http://www2.education.vic.gov.au/pal/behaviour-students/policy) <<http://www2.education.vic.gov.au/pal/behaviour-students/policy>>
- [Bullying Prevention and Response](http://www2.education.vic.gov.au/pal/bullying-prevention-response/policy) <<http://www2.education.vic.gov.au/pal/bullying-prevention-response/policy>>
- [Child Safe Standards](http://www2.education.vic.gov.au/pal/child-safe-standards/policy) <<http://www2.education.vic.gov.au/pal/child-safe-standards/policy>>
- [Complaint Resolution](http://www2.education.vic.gov.au/pal/complaint-resolution/policy) <<http://www2.education.vic.gov.au/pal/complaint-resolution/policy>>
- [Duty of Care](http://www2.education.vic.gov.au/pal/duty-of-care/policy) <<http://www2.education.vic.gov.au/pal/duty-of-care/policy>>
- [EAL Support and Funding](http://www2.education.vic.gov.au/pal/eal-support/policy) <<http://www2.education.vic.gov.au/pal/eal-support/policy>>
- [Equal Opportunity – Employees](http://www2.education.vic.gov.au/pal/equal-opportunity/overview) <<http://www2.education.vic.gov.au/pal/equal-opportunity/overview>>
- [Equal Opportunity and Human Rights – Students](http://www2.education.vic.gov.au/pal/equal-opportunity-human-rights-students/policy) <<http://www2.education.vic.gov.au/pal/equal-opportunity-human-rights-students/policy>>
- [Holocaust Education – Delivery Requirements](http://www2.education.vic.gov.au/pal/holocaust-education-delivery-requirements/policy) <<http://www2.education.vic.gov.au/pal/holocaust-education-delivery-requirements/policy>>
- [Interpreting and Translation Services](http://www2.education.vic.gov.au/pal/interpreting-and-translation-services/policy) <<http://www2.education.vic.gov.au/pal/interpreting-and-translation-services/policy>>
- [Koorie Education](http://www2.education.vic.gov.au/pal/koorie-education/policy) <<http://www2.education.vic.gov.au/pal/koorie-education/policy>>
- [Managing Conduct and Unsatisfactory Performance in the Teaching Service](http://www2.education.vic.gov.au/pal/complaints-misconduct-and-unsatisfactory-performance/overview) <<http://www2.education.vic.gov.au/pal/complaints-misconduct-and-unsatisfactory-performance/overview>>

- [Managing and Reporting School Incidents \(Including Emergencies\)](http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy) <http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy>
- [Mental Health in Schools](http://www2.education.vic.gov.au/pal/mental-health-schools/policy) <http://www2.education.vic.gov.au/pal/mental-health-schools/policy>
- [Mental Health Fund and Menu](http://www2.education.vic.gov.au/pal/mental-health-fund-menu/policy) <http://www2.education.vic.gov.au/pal/mental-health-fund-menu/policy>
- [Respectful behaviours within the school community](https://www.vic.gov.au/respectful-behaviours-within-school-community-policy)  <https://www.vic.gov.au/respectful-behaviours-within-school-community-policy>
- [Respectful Workplaces](http://www2.education.vic.gov.au/pal/respectful-workplaces/overview) <http://www2.education.vic.gov.au/pal/respectful-workplaces/overview>
- [School Community Safety Orders](http://www2.education.vic.gov.au/pal/school-community-safety-orders/policy) <http://www2.education.vic.gov.au/pal/school-community-safety-orders/policy>
- [Student Engagement](http://www2.education.vic.gov.au/pal/student-engagement/policy) <http://www2.education.vic.gov.au/pal/student-engagement/policy>
- [Teaching and Learning Resources – Selecting Appropriate Materials](http://www2.education.vic.gov.au/pal/selecting-suitable-teaching-resources/policy) <http://www2.education.vic.gov.au/pal/selecting-suitable-teaching-resources/policy>

Relevant legislation

- [Charter of Human Rights and Responsibilities Act 2006 \(Vic\)](https://www.legislation.vic.gov.au/in-force/acts/charter-human-rights-and-responsibilities-act-2006)  <https://www.legislation.vic.gov.au/in-force/acts/charter-human-rights-and-responsibilities-act-2006>
- [Child Wellbeing and Safety Act 2005 \(Vic\)](https://www.legislation.vic.gov.au/in-force/acts/child-wellbeing-and-safety-act-2005)  <https://www.legislation.vic.gov.au/in-force/acts/child-wellbeing-and-safety-act-2005>
- [Equal Opportunity Act 2010 \(Vic\)](https://www.legislation.vic.gov.au/in-force/acts/equal-opportunity-act-2010)  <https://www.legislation.vic.gov.au/in-force/acts/equal-opportunity-act-2010>
- [Racial and Religious Tolerance Act 2001 \(Vic\)](https://www.legislation.vic.gov.au/in-force/acts/racial-and-religious-tolerance-act-2001)  <https://www.legislation.vic.gov.au/in-force/acts/racial-and-religious-tolerance-act-2001>
- [Racial Discrimination Act 1975 \(Cth\)](https://www.legislation.gov.au/C2004A00274/latest/text)  <https://www.legislation.gov.au/C2004A00274/latest/text>




Contacts

To report racism, students, families and carers can contact their school or:

- [Report Racism hotline](https://www.vic.gov.au/report-racism-or-religious-discrimination-schools)  <https://www.vic.gov.au/report-racism-or-religious-discrimination-schools>
- [Victorian Aboriginal Education Association \(VAEAI\)](https://www.vaeai.org.au/)  <https://www.vaeai.org.au/>

- [Victorian Equal Opportunity and Human Rights Commission](https://www.humanrights.vic.gov.au/for-individuals/racial-and-religious-vilification/#What-can-I-do-if-I'm-vilified-because-of-my-race-or-religion) 
<<https://www.humanrights.vic.gov.au/for-individuals/racial-and-religious-vilification/#What-can-I-do-if-I'm-vilified-because-of-my-race-or-religion>>
- [Australian Human Rights Commission](https://humanrights.gov.au/complaints/make-complaint) 
<<https://humanrights.gov.au/complaints/make-complaint>>

For additional support following an incident of racism:

- First Nations students, staff or families can contact [Victorian Aboriginal Education Association \(VAEAI\)](https://www.vaeai.org.au/)  <<https://www.vaeai.org.au/>>
- Jewish students, staff or families can contact the [Jewish Community Council of Victoria](https://jccv.org.au/)  <<https://jccv.org.au/>>
- Muslim students, staff or families can contact the [Islamic Council of Victoria](https://icv.org.au/islamophobia-support/)  <<https://icv.org.au/islamophobia-support/>> .

For support with the Preventing and Addressing Racism in Schools policy, schools, areas and regions may direct queries to the Multicultural and Refugee Supports Unit (email: multicultural.education@education.vic.gov.au <<mailto:multicultural.education@education.vic.gov.au>>).

Guidance

Guidance

- Key terminology and examples of forms of racism
 - Preventing racism:
 - Understand racism and its impacts
 - Build partnerships with students, families, carers and communities to promote cultural safety and inclusion
 - Create a culturally safe and inclusive environment
 - Promote cultural diversity and inclusion in teaching and learning
 - Responding to and reporting racism:
 - Safely and inclusively respond to and report incidents of racism
 - Encourage staff, students, families and carers to report racism
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Key terminology and examples of forms of racism

Key terminology and examples of forms of racism

The Australian Human Rights Commission (AHRC) defines racism as follows:

Racism takes many forms and can happen in numerous places. It includes prejudice, discrimination or hatred directed at someone because of their colour, ethnicity or national origin. People often associate racism with acts of abuse or harassment. However, it does not need to involve violent or intimidating behaviour.

Racism can be revealed through people's actions as well as their attitudes. It can also be reflected in systems and institutions that operate in ways that lead to unequal outcomes. Racism is more than just words, beliefs and actions. It includes all the barriers that prevent people from enjoying dignity and equality because of their race.'



Australian Human Rights Commission (2021), [Racism. Nobody wins: Definitions of key terms](#) 

<https://humanrights.gov.au/sites/default/files/ahrc_sr_2021_4_keyterms_a4_r2_0.pdf> , Australian Human Rights Commission, accessed 3 June 2025.

This policy aims to support schools to implement **anti-racism** approaches.

Anti-racism is an active process, requiring consistent, committed and targeted action and attention, with a focus on systemic racism.


Different forms of racism include:

- **interpersonal racism** – racism between individuals (students, staff, families, carers and members of the school community). This can occur in person or online
- **systemic racism** – structures, systems, policies, processes and practices that are inherently biased
- **unconscious bias** – a common type of racism where learned assumptions, beliefs or attitudes about people or groups of people are held without awareness
- [racial or religious vilification](#)  <[racist bullying](https://www.humanrights.vic.gov.au/for-individuals/racial-and-religious-vilification/#:~:text=The%20legal%20definition%20is%20behaviour,and%20Religious%20Tolerance%20Act%202001.> – a behaviour that incites hatred, serious contempt, revulsion or severe ridicule for a person or group of people, because of their race or religion
• <a href=)  <<http://www.vic.gov.au/racist-bullying>> – repeated, deliberate and ongoing behaviour that belittles, mocks, intimidates, vilifies or shames

someone because of their physical appearance, ethnic background, religious or cultural practices, and/or the way they talk or dress

- **cultural tokenism** – occurs when aspects of cultures are acknowledged superficially or because we have to. Even when well-intentioned, cultural tokenism oversimplifies cultural differences and at its worst can exacerbate existing stereotypes and prejudices about certain cultural groups
- **colourism** – the dislike, unfair treatment or assumptions made about a person or group of people because of the tone of their skin. Colourism can include prejudice against people with darker or lighter skin tones. For example, this is particularly important for First Nations students who may be told they are not Aboriginal because they have fair skin.

Religious discrimination or intolerance is another form of prejudice, similar to racism. It occurs when someone is treated unequally or differently because of their religious beliefs or activities. Some forms of religious discrimination or intolerance can be concurrent with racism, including Islamophobia and antisemitism.

Intersectionality refers to the way in which different aspects of a person's identity can expose them to overlapping forms of discrimination and marginalisation. For example, a female Muslim student that wears a hijab may experience elevated levels of discrimination because of their gender and their religion. For more information refer to [Understanding intersectionality](https://www.vic.gov.au/understanding-intersectionality) 
<<https://www.vic.gov.au/understanding-intersectionality>> .

Examples of **interpersonal racism** at school may be overt or subtle (such as unconscious bias), and may include:

- behaviours that communicate negative attitudes toward students of a certain cultural or religious background, including name-calling and racist slurs, or comments or jokes about cultural or religious dress and practices
- exclusion of students from certain cultural backgrounds from social activities, sports or events, for example:
 - students who speak English as an Additional Language (EAL) being excluded from sports teams due to language barriers or cultural differences
 - scheduling important events during cultural and religious holidays, leaving some students unable to participate
 - students from certain cultural backgrounds feeling excluded in school programs or school groups due to unconscious bias or stereotyping, where their ideas and contributions are undervalued or dismissed
- staff making assumptions about the abilities or potential of a student, based on their cultural background
- discipline being applied differently for students from different cultural backgrounds, and/or a lack of understanding and cultural awareness

regarding how students, families and carers may perceive and experience consequences arising from school disciplinary action

- staff not recognising or valuing the unique knowledge, language, values and skills of First Nations students and students from culturally, linguistically and religiously diverse backgrounds
- staff placing expectations on other staff or students of culturally, linguistically and religiously diverse backgrounds to be the spokesperson of their community, share lived experiences and educate others about their culture (this is often known as 'cultural load').

Examples of **systemic racism** at school may include:

- cultural bias, stereotypes and colonial perspectives influencing how schools address or respond to racism, perpetuating exclusion and culturally unsafe practices
- bias and underrepresentation or exclusion of diverse voices and perspectives in school procedures, practices and curriculum. For example, if euro-centric texts and histories are over-represented and First Nations, culturally, linguistically and religiously diverse histories and cultures are excluded or overlooked
- lack of understanding or sensitivity in the way different cultures, religions or revered religious figures are discussed or presented
- recruitment processes that lead to an underrepresentation of diverse cultures and faiths in school staff, including teaching and leadership roles
- dress code policies that restrict cultural expression, such as hairstyles, clothing, or religious symbols. The department's [Student Dress Code policy](http://www2.education.vic.gov.au/pal/student-dress-code/policy) <<http://www2.education.vic.gov.au/pal/student-dress-code/policy>> provides guidance on consulting with staff, students, families, carers and communities when developing a local school-based dress code policy, and ensuring that school dress codes comply with anti-discrimination legislation.

Examples of [racial or religious vilification](https://www.humanrights.vic.gov.au/for-individuals/racial-and-religious-vilification/#:~:text=The%20legal%20definition%20is%20behaviour,and%20Religious%20Tolerance%20Act%202001.>) 

<<https://www.humanrights.vic.gov.au/for-individuals/racial-and-religious-vilification/#:~:text=The%20legal%20definition%20is%20behaviour,and%20Religious%20Tolerance%20Act%202001.>> at school may include:

- repeated and serious spoken abuse about the race or religion of another student
- speaking about a student or group of students' race and/or religion in a way that could make other people hate or ridicule them
- threatening, encouraging or perpetrating physical abuse and violence against students of a particular race or religion, or damaging their property
- encouraging students to hate a racial or religious group using graffiti, stickers, posters, or social media.





Preventing racism

Preventing racism

Understand racism and its impacts

Legal and regulatory obligations


Preventing and responding to racism or religious intolerance in schools is everyone's responsibility, and is consistent with the following legal obligations:

- federal and state anti-discrimination laws, including the [Racial and Religious Tolerance Act 2001 \(VIC\)](https://www.humanrights.vic.gov.au/legal-and-policy/victorias-human-rights-laws/racial-and-religious-tolerance-act/)  <<https://www.humanrights.vic.gov.au/legal-and-policy/victorias-human-rights-laws/racial-and-religious-tolerance-act/>>
- the [Charter of Human Rights and Responsibility Act 2006 \(Vic\)](https://www.legislation.vic.gov.au/in-force/acts/charter-human-rights-and-responsibilities-act-2006)  <<https://www.legislation.vic.gov.au/in-force/acts/charter-human-rights-and-responsibilities-act-2006>>
- [Child Safe Standard 1](https://www.vic.gov.au/schools-culturally-safe-environments-guidance)  <<https://www.vic.gov.au/schools-culturally-safe-environments-guidance>> and [Child Safe Standard 5](https://www.vic.gov.au/schools-diversity-equity-guidance)  <<https://www.vic.gov.au/schools-diversity-equity-guidance>> .






For advice about meeting your legal obligations, principals are encouraged to contact the department's Legal Division at legal.services@education.vic.gov.au <<mailto:legal.services@education.vic.gov.au>> or on [03 9637 3146](tel:0396373146).

Build staff knowledge and capability




To improve your school's understanding of racism and its harmful effects, consider undertaking training and regularly promoting available learning and development opportunities to all school staff. Options include:

- completing the [Anti-Racism e-learning module](https://eduvic.sharepoint.com/sites/SchoolUpdate/SharedDocuments/Forms/AllItems.aspx?id=%2Fsites%2FSchoolUpdate%2FShared%20Documents%2FAnti%2DRacism%20Training%20A5%20Flyer%2Epdf&parent=%2Fsites%2FSchoolUpdate%2FShared%20Documents&xodata=MDV8MDJ8U2FyYWguVG9ycHIAZWR1Y2F0aW9uLnZpYy5nb3YuYXV8NDBkN2VkN2M2MDQyNGY2NjI2ZDcwOGRjZWJlOWQ3YWR8ZDk2Y2IzMzcXyTg3NDRjZml2OWIzY2VjMzM0YTRjMWZ8MHwwfDYzODY0NDYzNzkwNjcwODMwNnxVbmtub3duFRXRnBiR1pzYjNkOGV5SldJam9pTUMOd0xqQXdnREFpTENKUULqb2IWMmx1TXpJaUxDSkJUaUk2SWsxaGFxd2IMQOpYVknJNk1uMD18MHx8fA%3D%3D&sdata=MmxtNVBKWFFuNmZnOFhIYTVrM1BJYm14QVBhZlJLM05yRkpVZzKxNGlaOD0%3D&clickparams=eyJhWC1BcHB0YW1lIiA6IChNaWVyb3NvZnQgT3V0bG9vayIsIChJYlUFWcFZlcnNpb24iIlDoglJE2LjAuMTgyMjcuMjAyMjIjLCAiMTIiIlDoglIdpbmRvd3MlH0%3D)  <<https://eduvic.sharepoint.com/sites/SchoolUpdate/SharedDocuments/Forms/AllItems.aspx?id=%2Fsites%2FSchoolUpdate%2FShared%20Documents%2FAnti%2DRacism%20Training%20A5%20Flyer%2Epdf&parent=%2Fsites%2FSchoolUpdate%2FShared%20Documents&xodata=MDV8MDJ8U2FyYWguVG9ycHIAZWR1Y2F0aW9uLnZpYy5nb3YuYXV8NDBkN2VkN2M2MDQyNGY2NjI2ZDcwOGRjZWJlOWQ3YWR8ZDk2Y2IzMzcXyTg3NDRjZml2OWIzY2VjMzM0YTRjMWZ8MHwwfDYzODY0NDYzNzkwNjcwODMwNnxVbmtub3duFRXRnBiR1pzYjNkOGV5SldJam9pTUMOd0xqQXdnREFpTENKUULqb2IWMmx1TXpJaUxDSkJUaUk2SWsxaGFxd2IMQOpYVknJNk1uMD18MHx8fA%3D%3D&sdata=MmxtNVBKWFFuNmZnOFhIYTVrM1BJYm14QVBhZlJLM05yRkpVZzKxNGlaOD0%3D&clickparams=eyJhWC1BcHB0YW1lIiA6IChNaWVyb3NvZnQgT3V0bG9vayIsIChJYlUFWcFZlcnNpb24iIlDoglJE2LjAuMTgyMjcuMjAyMjIjLCAiMTIiIlDoglIdpbmRvd3MlH0%3D>> (Australian


Human Rights Commission), designed to help build an understanding of racism and its impacts, as well as practical actions that can be taken to address racism

- completing [Community Understanding and Safety Training](https://www.schools.vic.gov.au/community-understanding-and-safety-training)  [<https://www.schools.vic.gov.au/community-understanding-and-safety-training>](https://www.schools.vic.gov.au/community-understanding-and-safety-training) , which aims to strengthen the capability of school staff to build more culturally inclusive practices, including embedding First Nations perspectives in the curriculum and connecting with First Nations communities to support ongoing learning and partnership
- completing [Workforce diversity and inclusion training \(staff login required\)](https://eduvic.sharepoint.com/sites/CorporateNews/SitePages/New-work-force-diversity-and-inclusion-training.aspx)  [<https://eduvic.sharepoint.com/sites/CorporateNews/SitePages/New-work-force-diversity-and-inclusion-training.aspx>](https://eduvic.sharepoint.com/sites/CorporateNews/SitePages/New-work-force-diversity-and-inclusion-training.aspx) , including Anti-Racism Empowerment training
- inviting the Centre for Multicultural Youth to deliver a [Schools Standing Up To Racism workshop](https://www.cmy.net.au/schools-standing-up-to-racism/)  [<https://www.cmy.net.au/schools-standing-up-to-racism/>](https://www.cmy.net.au/schools-standing-up-to-racism/) , which is designed to support schools, at their point of need, to implement effective approaches to prevent and address racism
- watching and discussing [Learning and responding to antisemitism videos](https://arc.educationapps.vic.gov.au/event/6953/5-responding-to-anti-semitism-in-schools)  [<https://arc.educationapps.vic.gov.au/event/6953/5-responding-to-anti-semitism-in-schools>](https://arc.educationapps.vic.gov.au/event/6953/5-responding-to-anti-semitism-in-schools) , a series of video resources for teachers developed in collaboration with the Jewish Community Council of Victoria, the Jewish Museum of Australia and the Ark Centre
- connecting with organisations such as Islamic Council of Victoria or visiting the Islamic Museum which offers resources through their [education portal](https://education.islamicmuseum.org.au/)  [<https://education.islamicmuseum.org.au/>](https://education.islamicmuseum.org.au/) and professional learning, exploring Islamophobia and misconceptions.

In addition to training, schools can promote ongoing awareness and learning for all staff by:

- using the [Centre for Multicultural Youth's collective assessment](https://www.cmy.net.au/schools-standing-up-to-racism/collective-assessment/)  [<https://www.cmy.net.au/schools-standing-up-to-racism/collective-assessment/>](https://www.cmy.net.au/schools-standing-up-to-racism/collective-assessment/) and [Reflection tool for staff \(PDF\)](https://cmy.wpenenginepowered.com/wp-content/uploads/2023/09/Reflection-tool_staff.pdf)  [<https://cmy.wpenenginepowered.com/wp-content/uploads/2023/09/Reflection-tool_staff.pdf>](https://cmy.wpenenginepowered.com/wp-content/uploads/2023/09/Reflection-tool_staff.pdf) in staff meetings, to guide staff conversations about racism and inclusion
- establishing an anti-racism working group, that may oversee the development and implementation of a Reconciliation Action Plan. Engage staff, students, families, carers and communities, academics or external organisations, such as a representative from the Victorian Aboriginal Education Association Inc. (VAEAI), the Local Aboriginal Education Consultative Group (LAECEG), Foundation House or the Centre for Multicultural Youth
- listening to understand peoples' experiences of racism and collectively come up with ideas for improvement
- providing handouts and display posters to help generate discussions, such as the resources available from [Schools Standing Up To Racism](#) 

<<https://www.cmy.net.au/schools-standing-up-to-racism/additional-resources/>>

- arranging presentations and facilitating forums to educate the whole school community on the impact of racism and forms of racism – invite students, families, carers community leaders or community organisations to guide these sessions. Refer to Resources tab – [Creating a culturally safe and inclusive environment](https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#creating-a-culturally-safe-and-inclusive-environment)  <<https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#creating-a-culturally-safe-and-inclusive-environment>>
- engaging the expertise of your school and regional staff by inviting Multicultural Education Aides, School Cultural Liaison Officers or Koorie Engagement Support Officers to provide professional learning on specific student cohorts.

It is important to regularly communicate to your school community the steps you are taking to strengthen the school's ability to prevent and address racism. This may include regular messaging on the school website (refer to

[School website content – template \(DOCX\)](https://content.sdp.education.vic.gov.au/media/addressing-racism-school-website-content-template-3111) )

<<https://content.sdp.education.vic.gov.au/media/addressing-racism-school-website-content-template-3111>>), in school newsletters (refer to [School newsletter content – template \(DOCX\)](https://content.sdp.education.vic.gov.au/media/addressing-racism-school-newsletter-content-template-3110) )

<<https://content.sdp.education.vic.gov.au/media/addressing-racism-school-newsletter-content-template-3110>>), in the classroom, in assemblies and in

meetings between students, families/carers and the teacher. For example, enrolment meetings, parent/caregiver/guardian and teacher interviews or Student Support Groups.

Use data to identify, prevent and address racism

Reviewing student responses to the Experience of Racism questions in the Attitudes to School Survey (AtoSS) can help staff determine whether racism should be a focus of the school's Strategic Plan or Annual Implementation Plan. Reviewing AtoSS responses year to year can also help a school measure any changes or improvements over time and the impact of any strategies the school has in place to prevent racism.



In addition to the AtoSS data, schools can also use:


- the School Staff Survey
- the Parent/Caregiver/Guardian Opinion Survey
- Panorama, to identify trends in learning and wellbeing data for EAL, First Nations and Likely Refugee Background (LRB) students
- school-based absences and attendance data
- incident data
- student, parent/carer complaints or enquiries related to racism

- discussions with students, families and carers.

Use student demographic information to implement targeted programs

Schools can use the following sources to understand their students' cultural, linguistic and religious backgrounds:

- [Student Enrolment and Priority Cohort Information \(school staff only\)](https://eduvic.sharepoint.com/sites/DataZone) 
<https://eduvic.sharepoint.com/sites/DataZone>
- [Panorama dashboards](https://edugate.eduweb.vic.gov.au/edrms/keyprocess/TEB/Panorama/Pages/panorama.aspx) 
<https://edugate.eduweb.vic.gov.au/edrms/keyprocess/TEB/Panorama/Pages/panorama.aspx> for student demographic information, including EAL, First Nations and Likely Refugee Background (LRB)
- consultations with their Multicultural Education Aides, Koorie Engagement Support Officer, Health, Wellbeing Key Contact or Student Support Services Key Contact
- discussions with students, families and carers.

Refer to the Resources tab – [Creating a culturally safe and inclusive environment](https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#creating-a-culturally-safe-and-inclusive-environment)  <https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#creating-a-culturally-safe-and-inclusive-environment> for targeted resources for supporting students who may experience racism or religious intolerance disproportionately to their peers, including:

- First Nations students
- students from African backgrounds
- students from Pasifika backgrounds
- students from refugee backgrounds
- students of Jewish faith
- students of Islamic faith.

Build partnerships with students, families, carers and communities to promote cultural safety and inclusion

Understand and address engagement barriers

To build strong partnerships with First Nations, culturally, linguistically and religiously diverse families, carers and communities, staff must first understand any barriers that may be impacting their engagement with the school. Barriers may include:



- lack of trust – some parents or carers may have experienced racism when engaging with their child's school or when they were at school, and others

may associate school contact with discipline issues and crisis, impacting their trust and ability to build a positive relationship with the school

- lack of culturally appropriate or inclusive activities – some families and carers may not feel represented in the school's culture and activities
- lack of access to translating and interpreting services and other communication support – some families and carers may have limited oral and literacy skills in English and/or their first language
- digital literacy and access – some families and carers may have limited access or skills to use digital technologies and platforms (this may limit their ability to read school emails and newsletters, or use tools such as Compass or ClassDojo)
- expectations on family and school roles and relationships – some families and carers may not be familiar with the Australian education system and may have different experiences and expectations of what their involvement in school should be
- family roles and structures – family roles and structures may vary across cultures, but they can also change within families due to experiences of migration, displacement, separation or complex needs.

To address these barriers and enhance family and community engagement, schools can:








- communicate the value of family involvement in the Australian education system
- agree with families and carers on preferred ways of communication (newsletters, emails, phone, face-to-face) and provide appropriate spaces for face-to-face meetings ensuring enough room for participants to invite relevant support people
- ensure translating and interpreting services are utilised
- engage Multicultural Education Aides to deliver and reinforce key messages for students, families, carers and communities, including invitations to school events, and seek their valuable advice and feedback
- create opportunities for consultation and feedback and involve families and carers in decision-making on issues that relate not only to their child's education, but also to the wider school community
- create opportunities for engagement (for example, celebrate or acknowledge cultural and religious occasions, ensure there is culturally appropriate food at school events, and key messages and event invitations are translated)
- invite community leaders, Elders and organisations to participate in staff professional learning, school events and information sessions to build cultural awareness and understanding of diverse perspectives or issues affecting specific student groups
- ensure the school council, and any subcommittees, reflect the school's community by encouraging a diversity of people to run for election
- in all messaging, use plain English and culturally relevant images that reflect the diversity of the school community.

For more guidance on family and community engagement, refer to [Strengthening Aboriginal Self-Determination in Education \(PDF\)](#)  <https://www.education.vic.gov.au/Documents/Strengthening-Aboriginal-Self-Determination-Education.pdf> and [Opening the School Gate: Engaging migrant and refugee families](#)  https://www.cmy.net.au/wp-content/uploads/2019/11/Opening-the-School-Gate_Victorian-Schools_2016-1.pdf .

Student voice, agency and leadership

Students can play a major role in anti-racism efforts informed by their experiences and needs. Staff can support this by:

- facilitating classroom discussions or focus groups to understand students' experiences of racism and feelings of safety and inclusion at school
- having group discussions about what it means to be an 'ally', and finding ways for allies and students of culturally, linguistically and religiously diverse backgrounds to work collaboratively
- creating anti-racism Student Voice Teams (SVT) to amplify diverse student voices and influence decision-making in governance bodies
- encouraging SVTs or classroom groups to lead anti-racism projects in the school
- collaborating with students to shape culturally safe and inclusive teaching and learning programs.

Refer to the [Amplify Toolkit](#)  <https://arc.educationapps.vic.gov.au/learning/sites/amplify?fuse=1> , [Student Leaders for Multicultural Inclusion guide \(PDF\)](#)  https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/multicultural/Student_Leaders_for_Multicultural_Inclusion-2023.pdf , [Campfire Conversations – reflections and directions \(PDF\)](#)  <https://www.education.vic.gov.au/Documents/Strengthening-Aboriginal-Self-Determination-Education.pdf> , [Schools Standing Up to Racism](#)  <https://www.cmy.net.au/schools-standing-up-to-racism/> , [Student-led projects – Ideas and activities \(PDF\)](#)  https://cmy.wpenginpowered.com/wp-content/uploads/2023/09/Student-Led-Project_ideas-and-activities.pdf and [Braybrook Secondary College's case study \(DOCX\)](#)  <https://content.sdp.education.vic.gov.au/media/braybrook-college-case-study-3112> – [Braybrook College and the Power Collective](#)  <https://vimeo.com/1064933879/69e8bc36a9> for further guidance on, and examples of, student voice, agency and anti-racism projects.

Create a culturally safe and inclusive environment

Cultural safety includes being provided with a safe, nurturing and positive environment where First Nations and culturally, linguistically and religiously diverse staff, students, families, carers and communities:

- feel comfortable being themselves
- feel comfortable expressing their culture, including their spirituality and beliefs
- are respected by the people around them and their sense of self and identity is encouraged and valued.

Refer to the Resources tab – [Creating a culturally safe and inclusive environment](https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#creating-a-culturally-safe-and-inclusive-environment) <<https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#creating-a-culturally-safe-and-inclusive-environment>> for a range of targeted programs and resources available to schools to help ensure a culturally safe and inclusive learning environment for student cohorts who may experience racism or religious intolerance disproportionately to their peers, including:

- First Nations students
- students from African backgrounds
- students from Pasifika backgrounds
- students from refugee backgrounds
- students of Jewish faith
- students of Islamic faith.

Intersectionality is an important consideration when creating a culturally safe and inclusive environment and when identifying supports and adjustments for individual and student cohorts. Some students, families and carers hold different identities. For example, gender, disability, sexuality, age, culturally, linguistically and religiously diverse backgrounds, financial disadvantage and family structure. When intersectionality is not considered, students, families and carers experience barriers to their participation that relate to their identities.




School staff are encouraged to:

- build awareness, listen to, and collaborate with students, families, carers, and communities
- reflect on each student's unique experiences and needs
- foster a respectful, inclusive environment to combat discrimination.

By doing so, staff will be better equipped to provide safe, inclusive resources and adjustments, ensuring all students and families feel valued and supported.

Value and promote workforce diversity

Schools can strengthen connections with students, families and carers and promote cultural safety, awareness and understanding by:

- hiring bicultural staff, such as Multicultural Education Aides (MEAs), to assist with communication and classroom support for students from language backgrounds other than English
- engaging Multicultural School Community Liaison Officers (SCLOs) to bridge the gap between schools, and students of African heritage. SCLOs are an initiative of the [Victorian African Communities Action Plan \(PDF\)](https://www.vic.gov.au/sites/default/files/2019-08/208-Victorian-African-Communities-Summary-5-web_0.pdf) 
<https://www.vic.gov.au/sites/default/files/2019-08/208-Victorian-African-Communities-Summary-5-web_0.pdf>
- seeking support from Koorie Engagement Support Officers (KESOs), who are regional area-based professionals and work with the local First Nations community with an understanding of First Nations cultures and histories of their communities. KESOs provide advice to schools about culturally inclusive learning environments, coordination of services to support engagement and improved outcomes for First Nations children and young people. For more information, refer to [Koorie education workforce](https://www.vic.gov.au/koorie-education-coordinator-contact-details) 
<<https://www.vic.gov.au/koorie-education-coordinator-contact-details>>
- appointing a Marrung Lead to be a point of contact in the school for providing First Nations resources, facilitating Communities of Practice on First Nations perspectives in the Curriculum and be a point of contact for KESOs
- appointing an Anti-racism Contact Officer (ARCO) to oversee responses to incidents of racism, reporting processes and coordinate preventative anti-racism work. Refer to [Braybrook Secondary College's case study \(DOCX\)](https://content.sdp.education.vic.gov.au/media/braybrook-college-case-study-3112) 
<<https://content.sdp.education.vic.gov.au/media/braybrook-college-case-study-3112>> , which describes how an ARCO can promote partnerships, student voice and agency, professional learning and clear and safe school responses and reporting processes regarding racism.

Review and update local school procedures and practices

When developing or reviewing any local school policies and/or the [School Strategic Plan](http://www2.education.vic.gov.au/pal/school-strategic-plan/policy) <<http://www2.education.vic.gov.au/pal/school-strategic-plan/policy>> and [Annual Implementation Plan](http://www2.education.vic.gov.au/pal/annual-implementation-plan/policy) <<http://www2.education.vic.gov.au/pal/annual-implementation-plan/policy>> , schools can collaborate with staff, students, families, carers and communities whenever appropriate to:

- review data to identify and address potential systemic biases, such as disciplinary practices disproportionately affecting specific groups of students
- identify how bias, including unconscious bias, may be impacting procedures and practices

- monitor and review the impact of revised procedures and practices and allow for ongoing improvement
- review relevant policies, such as Child Safety and Wellbeing, Complaints, Statement of Values and School Philosophy, Bullying Prevention, Child Safety Responding and Reporting Obligations, Student Wellbeing and Engagement to ensure they promote anti-racism approaches and cultural safety and inclusion
- develop an anti-racism action plan to support the implementation of this policy.

Resources such as the Multicultural Inclusion Reflection Tool (within

the [Student Leaders for Multicultural Inclusion guide \(PDF\)](#) ,

https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/multicultural/Student_Leaders_for_Multicultural_Inclusion-2023.pdf),

the [School-based audit tool \(PDF\)](#) ,

[https://www.vichealth.vic.gov.au/sites/default/files/VH_LEAD-](https://www.vichealth.vic.gov.au/sites/default/files/VH_LEAD-Toolkit_schools_FORM.pdf)

[Toolkit_schools_FORM.pdf](#) from VicHealth, and the [Centre for Multicultural](#)

[Youth's Collective Assessment](#)  [https://www.cmy.net.au/schools-standing-](https://www.cmy.net.au/schools-standing-up-to-racism/collective-assessment/)

[up-to-racism/collective-assessment/](#) and [Reflection Tool for Staff \(PDF\)](#) ,

[https://cmy.wpenginepowered.com/wp-content/uploads/2023/09/Reflection-](https://cmy.wpenginepowered.com/wp-content/uploads/2023/09/Reflection-tool_staff.pdf)

[tool_staff.pdf](#) can support schools to review and assess school practices



using an inclusion lens.


Communicate zero tolerance of racism

Consistently promoting zero tolerance for racism and religious intolerance is everyone's responsibility and reinforces the school's values and culture.



In addition to adding a link to this policy on their website (refer to [School website content – template \(DOCX\)](#) ,

<https://content.sdp.education.vic.gov.au/media/addressing-racism-school-website-content-template-3111>), schools should routinely communicate their commitment to addressing racism to the school community by:

- newsletters (refer to [School newsletter content – template \(DOCX\)](#)  <https://content.sdp.education.vic.gov.au/media/addressing-racism-school-newsletter-content-template-3110>) to clearly communicate efforts to prevent, respond to and report racism, emphasising that it is not tolerated
- encouraging students, families and carers to report any incidents of racism, including providing details of the [Report Racism hotline](#)  <https://www.vic.gov.au/report-racism-or-religious-discrimination-schools> if they are not comfortable reporting to the school
- where there is an anti-racism action plan, sharing this on the school website with the state-wide policy and in relevant school and families' meetings
- making anti-racism a standing agenda item on school council meetings and assemblies

- inviting community leaders, KESOs and Marrung Leads (where schools have them), to advise and collaborate on anti-racism and culturally safe and responsive approaches and programs
- organising gatherings such as [Campfire Conversations \(PDF\)](https://www.education.vic.gov.au/Documents/Strengthening-Aboriginal-Self-Determination-Education.pdf)  [<https://www.education.vic.gov.au/Documents/Strengthening-Aboriginal-Self-Determination-Education.pdf>](https://www.education.vic.gov.au/Documents/Strengthening-Aboriginal-Self-Determination-Education.pdf) where families and community members discuss processes and supports for addressing racism
- inviting community organisations, such as Centre for Multicultural Youth, and/or engaging MEAs to support school staff to understand cross-cultural communication approaches to build trust and enhance stronger connections and communication between students, families, carers and the broader school community
- communicating the school's zero tolerance for racism at appropriate school events
- communicating this policy in staff handbooks and during staff inductions
- communicating this policy to new families, carers and students during the enrolment process
- using the [Annual Report](http://www2.education.vic.gov.au/pal/annual-report-schools-community/policy) [<http://www2.education.vic.gov.au/pal/annual-report-schools-community/policy>](http://www2.education.vic.gov.au/pal/annual-report-schools-community/policy) to highlight steps the school is taking to improve cultural safety and prevent racism in line with Child Safe Standards.

Celebrate diversity




Schools may consider how physical environments and school activities can be enhanced to celebrate students' identities and be culturally safe and welcoming for all students (refer to [Child Safe Standard 1, Schools – culturally safe and environments guidance](https://www.vic.gov.au/schools-culturally-safe-environments-guidance#examples-of-actions-to-support-cultural-safety)  [<https://www.vic.gov.au/schools-culturally-safe-environments-guidance#examples-of-actions-to-support-cultural-safety>](https://www.vic.gov.au/schools-culturally-safe-environments-guidance#examples-of-actions-to-support-cultural-safety) and [Child Safe Standard 5, Schools – diversity and equity guidance](https://www.vic.gov.au/schools-diversity-equity-guidance)  [<https://www.vic.gov.au/schools-diversity-equity-guidance>](https://www.vic.gov.au/schools-diversity-equity-guidance)). To achieve this, schools may consider:



- doing an Acknowledgment of Country prior to meetings, events, lessons and assemblies
- celebrating cultural events and recognising and celebrating diversity during Cultural Diversity Week (including Harmony Day/International Day for the Elimination of Racism), NAIDOC Week, National Reconciliation Week and Refugee Week
- displaying signs, visual art and artifacts, representing different cultures and languages, being mindful of context and aware that some objects (such as flags) may create concerns with some communities
- providing spaces for staff and students to practice their culture and religion, such as prayer rooms for individual use. Refer to the [Supervision of Students policy](http://www2.education.vic.gov.au/pal/supervision-students/policy) [<http://www2.education.vic.gov.au/pal/supervision-students/policy>](http://www2.education.vic.gov.au/pal/supervision-students/policy)
- offering culturally appropriate food in school canteens and at events.

Promote cultural diversity and inclusion in teaching and learning

Teach cultural diversity and inclusion through the curriculum

The Victorian Curriculum F–10 Version 2.0 supports schools in developing teaching and learning programs that promote social cohesion and cultural awareness across curriculum areas through:

- [Intercultural Capability](https://f10.vcaa.vic.edu.au/capabilities/intercultural-capability/introduction)  [<https://f10.vcaa.vic.edu.au/capabilities/intercultural-capability/introduction>](https://f10.vcaa.vic.edu.au/capabilities/intercultural-capability/introduction), which is required to be taught across learning areas
- the cross-curriculum priority [Aboriginal and Torres Strait Islander Histories and Cultures](https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/introduction)  [<https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/introduction>](https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/introduction)
- the cross-curriculum priority [Asia and Australia's Engagement with Asia](https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/asia-and-australias-engagement-with-asia/introduction)  [<https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/asia-and-australias-engagement-with-asia/introduction>](https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/asia-and-australias-engagement-with-asia/introduction)
- [Holocaust Education](http://www2.education.vic.gov.au/pal/holocaust-education-delivery-requirements/policy) [<http://www2.education.vic.gov.au/pal/holocaust-education-delivery-requirements/policy>](http://www2.education.vic.gov.au/pal/holocaust-education-delivery-requirements/policy), which is a part of the [History curriculum](https://f10.vcaa.vic.edu.au/learning-areas/humanities/history/introduction)  [<https://f10.vcaa.vic.edu.au/learning-areas/humanities/history/introduction>](https://f10.vcaa.vic.edu.au/learning-areas/humanities/history/introduction), and must be taught in all Victorian government secondary schools.


Schools can access [Arc's](https://arc.educationapps.vic.gov.au/home)  [<https://arc.educationapps.vic.gov.au/home>](https://arc.educationapps.vic.gov.au/home) curriculum-aligned resources to ensure staff follow protocols for teaching Aboriginal and Torres Strait Islander cultures. Teachers can also use resources from the [Languages and Multicultural Education Resource Centre \(LMERC\)](https://www.schools.vic.gov.au/languages-and-multicultural-education-resource-centre)  [<https://www.schools.vic.gov.au/languages-and-multicultural-education-resource-centre>](https://www.schools.vic.gov.au/languages-and-multicultural-education-resource-centre) to support these curriculum priorities.

Schools should include First Nations and culturally, linguistically and religiously diverse voices, texts, cultures, histories and experiences in lesson plans.

Refer to [Teaching and Learning Resources – Selecting Appropriate Materials](http://www2.education.vic.gov.au/pal/selecting-suitable-teaching-resources/policy) [<http://www2.education.vic.gov.au/pal/selecting-suitable-teaching-resources/policy>](http://www2.education.vic.gov.au/pal/selecting-suitable-teaching-resources/policy) for policy and guidance on selecting suitable teaching and learning resources for students to avoid using culturally insensitive imagery or content. For example, avoid conveying images and caricatures of the Prophet Muhammad.

Include anti-racism in teaching and learning

Teaching about anti-racism is an effective way to promote an inclusive, safe and respectful school culture where racism is not tolerated.









Refer to the Resources tab – [Promoting cultural diversity and inclusion in teaching and learning](https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#promoting-cultural-diversity-and-inclusion-in-teaching-and-learning)  <<https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#promoting-cultural-diversity-and-inclusion-in-teaching-and-learning>> for more teaching and learning resources to support teachers to build students' capacity to help prevent racism and discrimination, and to promote students' voice and leadership in anti-racism.

Responding to and reporting racism

Responding to and reporting racism

Encourage students, families and carers to report racism

To enhance a safe, inclusive and welcoming school environment, it is essential to promote clear and supportive processes for responding to, and reporting incidents of racism and religious intolerance:

- Encourage staff, students, families, carers and communities to report incidents of racism or religious intolerance, and regularly promote reporting pathways (Refer to [Report racism or religious discrimination in schools](https://www.vic.gov.au/report-racism-or-religious-discrimination-schools)  <https://www.vic.gov.au/report-racism-or-religious-discrimination-schools> for more information).
- Clearly communicate the responding and reporting process to students, families, carers and communities, for example, using the [School website content – template \(DOCX\)](https://content.sdp.education.vic.gov.au/media/addressing-racism-school-website-content-template-3111)  <https://content.sdp.education.vic.gov.au/media/addressing-racism-school-website-content-template-3111> and [School newsletter content – template \(DOCX\)](https://content.sdp.education.vic.gov.au/media/addressing-racism-school-newsletter-content-template-3110)  <https://content.sdp.education.vic.gov.au/media/addressing-racism-school-newsletter-content-template-3110> .
- Assure staff, students, families, carers and communities of the school's support, that reports will be taken seriously, and updates on the school's response will be provided.
- Communicate to staff, students and families and carers that if they are uncomfortable reporting incidents of racism or religious intolerance to the school, or are dissatisfied with the school's response, they can report the incident through the [Report Racism hotline](https://www.vic.gov.au/report-racism-or-religious-discrimination-schools)  <https://www.vic.gov.au/report-racism-or-religious-discrimination-schools> :
 - staff, students, families and carers can report their own experience
 - families and carers can report on behalf of the student.
- Staff, students, families and carers can also make a complaint to the [Victorian Equal Opportunity and Human Rights Commission](https://www.humanrights.vic.gov.au/for-individuals/racial-and-religious-vilification/#What-can-I-do-if-I'm-vilified-because-of-my-race-or-religion)  <https://www.humanrights.vic.gov.au/for-individuals/racial-and-religious-vilification/#What-can-I-do-if-I'm-vilified-because-of-my-race-or-religion> , the [Australian Human Rights Commission](https://humanrights.gov.au/complaints/make-complaint)  <https://humanrights.gov.au/complaints/make-complaint> , the [Victorian Aboriginal Education Association Inc. \(VAEAI\)](https://www.vaeai.org.au/)  <https://www.vaeai.org.au/> or [Islamic Council of Victoria \(ICV\)](https://icv.org.au/islamophobia-support/)  <https://icv.org.au/islamophobia-support/> .

Safely and inclusively respond to and report incidents of racism

The department's [Managing and Reporting School Incidents \(Including Emergencies\) policy](http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy) <<http://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/policy>> requires schools to manage and respond to all reported incidents of racism that occur in school. Schools may be required to offer support and implement safety measures for students affected by racism incidents occurring outside of school, if those incidents are impacting students at school.

In alignment with these policies in responding to incidents of racism, schools should do the following.

1. Identify the incident and immediate response


Assess and ensure safety

- Be student focused. Reassure the student (or parent/carer) that the school believes their report and that it will be taken seriously. Focus on the impact on the student, which may be different than the intent of the person who displayed the racism.
- Respond promptly. Remove the student from immediate risk or harm, such as separating them from the person who displayed the racism, or removing any offensive images or messages (take a photo for records before removing).
- Be mindful that incidents of racism can also be traumatic for witnesses and those who are listening and who have lived experience of racism.
- Ensure any questions or conversations have a calm and supportive tone to minimise students feeling interrogated.
- Engage wellbeing support if required.

Engage trusted parties and safely record evidence

- Involve people trusted by the student to foster safety and promote culturally appropriate responses. This might include a trusted staff member, family and/or community member.
- Offer interpreting services if required for communication.
- Keep a safe and accurate record of the incident and responses, ensuring privacy is maintained.



2. Report the incident

- Schools must report incidents of racism in either eduSafe Plus or by calling the Incident Support and Operations Centre (ISOC – [1800 126 126](tel:1800126126)).
- Use the [Managing Incidents in My School guide \(staff login required\)](https://eduvic.sharepoint.com/sites/SchoolsSecure/SharedDocuments/managing-incidents-in-my-school.pdf?CID=36e0b211-a331-4847-9693-97a61688d1ed)  <<https://eduvic.sharepoint.com/sites/SchoolsSecure/SharedDocuments/managing-incidents-in-my-school.pdf?CID=36e0b211-a331-4847-9693-97a61688d1ed>> to determine the severity of the incident.

3. Ongoing support and recovery

- Work with the wellbeing and year level coordinators, teachers and relevant staff (such as Multicultural Education Aides and Koorie Engagement Support Officers) to monitor short to long term mental health needs of all involved, including victims, witnesses and those who displayed the racism.
- Engage regional or external support services if required. For example, [Koorie Engagement Support Officer](https://www.schools.vic.gov.au/koorie-engagement-support-officers) <https://www.schools.vic.gov.au/koorie-engagement-support-officers> , [Health, Wellbeing Key Contact](http://www2.education.vic.gov.au/pal/health-wellbeing-inclusion-workforces/guidance/HWKC-function) <http://www2.education.vic.gov.au/pal/health-wellbeing-inclusion-workforces/guidance/HWKC-function> or [Student Support Services Key Contact](http://www2.education.vic.gov.au/pal/student-support-services/guidance/sss-key-contact) <http://www2.education.vic.gov.au/pal/student-support-services/guidance/sss-key-contact> .
- Use educative approaches to help all involved understand the impact of their actions.
- Use [Trauma-informed approaches](https://www.vic.gov.au/trauma-informed-practice-berry-street-education-model) <https://www.vic.gov.au/trauma-informed-practice-berry-street-education-model> and/or [Restorative practice](https://www.vic.gov.au/restorative-practice) <https://www.vic.gov.au/restorative-practice> to work towards repairing relationships, support de-escalation, and promote trust.
- If appropriate, consider disciplinary action for the person who displayed the racism, such as detention, withdrawal of privileges or other measures consistent with the department's [Behaviour – Students policy](http://www2.education.vic.gov.au/pal/behaviour-students/policy) <http://www2.education.vic.gov.au/pal/behaviour-students/policy> and your own local school policy on Student Wellbeing and Engagement. Suspension must only be considered when it is consistent with the department's [Suspensions policy](http://www2.education.vic.gov.au/pal/suspensions/policy) <http://www2.education.vic.gov.au/pal/suspensions/policy> .
- If appropriate, use the department's [Complaint Resolution policy](http://www2.education.vic.gov.au/pal/complaint-resolution/policy) <http://www2.education.vic.gov.au/pal/complaint-resolution/policy> to manage and resolve complaints raised by complainants including parents/carers, students, their representatives, and school community members in a fair and transparent manner, with a focus on student wellbeing, student engagement in learning, and a continual improvement mindset.
- If the incident occurs in the classroom, address the issue with the classroom group. Reinforce expectations of mutual respect and explain why certain behaviours are racist. Refer to [Key terminology and examples of forms of racism](http://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/guidance/key-terminology-and-examples-of-forms-of-racism) <http://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/guidance/key-terminology-and-examples-of-forms-of-racism> to support identifying, preventing and addressing racism.
- Meet with students, families and carers to set clear expectations for future interactions.
- Update staff on the incident and actions to be taken and set out expectations for the management of any future incidents.
- In cases where racism affects the broader school community, which may be related to tensions between cultural groups, remind families, carers and communities of the school's values of cultural inclusion and anti-racism. Encourage families, carers and communities to reinforce the school's values at home, reinforce reporting processes (for example, promote the availability

of the [Report Racism hotline](https://www.vic.gov.au/report-racism-or-religious-discrimination-schools)  <<https://www.vic.gov.au/report-racism-or-religious-discrimination-schools>>) and highlight any relevant available support services.

- Use the [School newsletter content – template \(DOCX\)](https://content.sdp.education.vic.gov.au/media/addressing-racism-school-newsletter-content-template-3110)  <<https://content.sdp.education.vic.gov.au/media/addressing-racism-school-newsletter-content-template-3110>> to communicate with families and carers about this policy, and promote any actions your school is taking to address racism and/or be culturally safe and inclusive. For example, consider providing a list of school-based roles and responsibilities that promote upstander behaviour.
- If the incident occurs online, refer to [Advice sheets for school staff and families regarding cybersafety and cyberbullying](https://www.vic.gov.au/advice-sheets-adults)  <<https://www.vic.gov.au/advice-sheets-adults>> .

4. Inform affected parties of the response and outcome



- Keep affected parties informed throughout the response and reporting process, while recognising that some information will need to be kept confidential in alignment with the [Privacy and Information Sharing policy](http://www2.education.vic.gov.au/pal/privacy-information-sharing/policy) <<http://www2.education.vic.gov.au/pal/privacy-information-sharing/policy>> .
- Communicating with affected parties will reassure them that the school responded and will give confidence in the importance of reporting racism.

5. Incident review and closure

- Take time after an incident response to debrief and reflect on it in leadership or staff meetings, identify learnings, and discuss improvements that should be made to school policies, processes and practices to prevent similar incidents.
- Use de-identified incidents as case studies to build staff capabilities and enhance responses to racism.
- Ask: Does school data and the incident highlight bigger systemic issues that require further intervention beyond addressing the specific incident? For example, inclusive communication, discriminatory practices and opportunities to build staff skills and capabilities.

6. Analyse and learn

- Regularly review racism incident reports to identify learnings and help monitor:
 - number and type of racism incidents
 - cohorts impacted
 - trends and challenges to inform system-level preventative measures and supports
 - impact and effectiveness of existing anti-racism efforts
 - school needs to access regional assistance and external supports.







- Identify relevant professional learning for staff or education programs for students to prevent racism. Refer to the Resources tab – [Preventing racism](https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#preventing-racism)  [<https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#preventing-racism>](https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#preventing-racism) and [Responding to and reporting racism](https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#responding-to-and-reporting-racism)  [<https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#responding-to-and-reporting-racism>](https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#responding-to-and-reporting-racism)
 - If data indicates a systemic issue, review relevant local school policies, such as Child Safety and Wellbeing, Complaints, Statement of Values and School Philosophy, Bullying Prevention, Child Safety Responding and Reporting Obligations, Student Wellbeing and Engagement.
 - Consider how anti-racism could be embedded in the School Strategic Plan and Annual Implementation Plan.
-

Resources



Resources







Preventing racism

Understand racism and its impacts

- [Anti-racism eLearning course](https://elearning.humanrights.gov.au/register?tenancyId=35) 
<https://elearning.humanrights.gov.au/register?tenancyId=35> , Australian Human Rights Commission – the course increases participants' understanding of race in the Australian context and teaches skills to address and respond to racism. Schools can promote this course to staff using these resources: [flyer](https://content.sdp.education.vic.gov.au/media/anti-racism-elearn-flyer-3357)  <https://content.sdp.education.vic.gov.au/media/anti-racism-elearn-flyer-3357> , [poster](https://eduvic.sharepoint.com/sites/SchoolUpdate/Shared Documents/Forms/AllItems.aspx?id=/sites/SchoolUpdate/Shared%20Documents/Anti-Racism%20Training%20Poster.pdf&parent=/sites/SchoolUpdate/Shared%20Documents)  <https://eduvic.sharepoint.com/sites/SchoolUpdate/Shared Documents/Forms/AllItems.aspx?id=/sites/SchoolUpdate/Shared%20Documents/Anti-Racism%20Training%20Poster.pdf&parent=/sites/SchoolUpdate/Shared%20Documents> and [promotional video](https://eduvic.sharepoint.com/sites/SchoolUpdate/_layouts/15/stream.aspx?id=/sites/SchoolUpdate/Shared%20Documents/AHRC%20Anti-Racism%20video%20SUBTITLED.mp4&referrer=StreamWebApp.Web&referrerScenario=AddressBarCopied.view.43c8d0d9-bfd9-404b-8439-1d5464c4682c)  <https://eduvic.sharepoint.com/sites/SchoolUpdate/_layouts/15/stream.aspx?id=/sites/SchoolUpdate/Shared%20Documents/AHRC%20Anti-Racism%20video%20SUBTITLED.mp4&referrer=StreamWebApp.Web&referrerScenario=AddressBarCopied.view.43c8d0d9-bfd9-404b-8439-1d5464c4682c>
- [Key terms](https://itstopswithme.humanrights.gov.au/commit-to-learning/key-terms)  <https://itstopswithme.humanrights.gov.au/commit-to-learning/key-terms> , Australian Human Rights Commission – understanding key terms can help schools have conversations about racism and strengthen their understanding of how racism shapes society.
- [An Anti-Racism Framework: Voices of First Nations Peoples](https://humanrights.gov.au/our-work/race-discrimination/publications/anti-racism-framework-voices-first-nations-peoples)  <https://humanrights.gov.au/our-work/race-discrimination/publications/anti-racism-framework-voices-first-nations-peoples>
- [National Anti-Racism Framework](https://humanrights.gov.au/anti-racism-framework)  <https://humanrights.gov.au/anti-racism-framework>
- [Victoria's anti-racism strategy 2024 – 2029](https://www.vic.gov.au/victorias-anti-racism-strategy-2024-2029)  <https://www.vic.gov.au/victorias-anti-racism-strategy-2024-2029>

Building school capability


- [Multicultural education programs and resources](https://www.schools.vic.gov.au/multicultural-education-programs-resources)  <https://www.schools.vic.gov.au/multicultural-education-programs-resources> – resources and information to help schools build intercultural capability and strengthen inclusion
- [Schools Standing Up to Racism](https://www.cmy.net.au/schools-standing-up-to-racism/)  <https://www.cmy.net.au/schools-standing-up-to-racism/> , Centre for Multicultural Youth (CMY) – a suite of resources to support schools to address racism and discrimination




- [Australian Institute of Aboriginal and Torres Strait Islander Studies \(AIATSIS\)](https://aiatsis.gov.au/about/what-we-do/core-cultural-learning)  <https://aiatsis.gov.au/about/what-we-do/core-cultural-learning> , Core Cultural Learning – an online course developed to strengthen an organisation's cultural capability
- [Student Leaders for Multicultural Inclusion \(PDF\)](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/multicultural/Student_Leaders_for_Multicultural_Inclusion-2023.pdf)  <https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/multicultural/Student_Leaders_for_Multicultural_Inclusion-2023.pdf> – a resource intended for staff and students to use together as a collaboration tool to discuss and improve multicultural awareness and inclusion in their schools through student voice, agency and leadership
- [Preventing racist bullying – planning tool for schools](https://www.vic.gov.au/racist-bullying#department-resources-and-supports)  <https://www.vic.gov.au/racist-bullying#department-resources-and-supports> , Bully Stoppers – the checklist outlines the key steps for schools in preventing and responding to racist bullying
- [Localities Embracing and Accepting Diversity School based audit tool](https://www.vichealth.vic.gov.au/sites/default/files/VH_LEAD-Toolkit_schools_FORM.pdf)  <https://www.vichealth.vic.gov.au/sites/default/files/VH_LEAD-Toolkit_schools_FORM.pdf> , VicHealth – for use in assessing current school policies, procedures and practices that support diversity and address race-based discrimination
- [Inclusive language and practice in schools \(PDF\)](https://www.humanrights.vic.gov.au/static/adb73a6c15d1c5b885552f946eb14e39/Resource-Toolkit-Human_rights_schools-Professional_learning_activity_2.pdf)  <https://www.humanrights.vic.gov.au/static/adb73a6c15d1c5b885552f946eb14e39/Resource-Toolkit-Human_rights_schools-Professional_learning_activity_2.pdf> , Victorian Equal Opportunity and Human Rights Commission – a professional learning resource that aims to develop knowledge and application of inclusive language and practice for school staff
- [Let's talk race: A guide on how to conduct conversations about racism](https://itstopswithme.humanrights.gov.au/resourcehub/lets-talk-race-guide)  <https://itstopswithme.humanrights.gov.au/resourcehub/lets-talk-race-guide> , Australian Human Rights Commission – a guide to assist schools and other organisations in conducting meaningful and productive conversations about racism

Creating a culturally safe and inclusive environment

Providing cultural safety for First Nations students

The following resources will help build school leader and staff capacity to provide culturally safe and inclusive school environments, while promoting self-determination for First Nations students, families, carers and communities:

- [Indigenous cultural responsiveness self-reflection tool](https://www.aitsl.edu.au/tools-resources/resource/indigenous-cultural-responsiveness-self-reflection-tool)  <https://www.aitsl.edu.au/tools-resources/resource/indigenous-cultural-responsiveness-self-reflection-tool> , Australian Institute for Teaching and School Leadership (AITSL) – provides a guided process of critical reflection on assumptions, attitudes, beliefs and biases in relation to First Nations peoples, histories, languages and cultures. It develops awareness and understanding of how these may impact on teaching practice and learner outcomes

- [Koorie teaching resources](https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/koorieresources.aspx) 
<https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/koorieresources.aspx> – these resources include the Welcome to Country and Acknowledgment of Country guide, protocols for teaching First Nations cultures, resources for holding events on National Aboriginal and Torres Strait Islander Children’s Day, and resources on teaching Aboriginal languages
- [Guide to evaluating and selecting education resources](https://aiatsis.gov.au/publication/118125) 
<https://aiatsis.gov.au/publication/118125> , Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) – a guide for schools with information about choosing appropriate resources for teaching First Nations histories, cultures, and languages respectfully and effectively
- [Building Aboriginal cultural competency and safety training for organisations](https://kht.org.au/visit-us/cultural-experiences/cultural-competency/) 
<https://kht.org.au/visit-us/cultural-experiences/cultural-competency/> , Koorie Heritage Trust – professional learning workshops to enhance understanding of Victoria’s Aboriginal peoples and cultures and strengthen workplace cultural safety.

For advice to schools about how to establish and maintain culturally inclusive learning environments, see [Koorie Education Workforce \(KEW\)](https://www.vic.gov.au/koorie-education-coordinator-contact-details) 

<https://www.vic.gov.au/koorie-education-coordinator-contact-details> , the

[Victorian Aboriginal Education Association Inc. \(VAEAI\)](https://www.vaeai.org.au/wp-content/uploads/delightful-downloads/2023/11/PRINT_ResourceBooklet_28112023.pdf) 

<https://www.vaeai.org.au/wp-content/uploads/delightful-

downloads/2023/11/PRINT_ResourceBooklet_28112023.pdf> and the [PROTECT](https://www.vic.gov.au/protect)

[guidance](https://www.vic.gov.au/protect)  <https://www.vic.gov.au/protect> on [Child Safe Standard 1:](https://www.vic.gov.au/schools-culturally-safe-environments-guidance)


[Establish a culturally safe environment](https://www.vic.gov.au/schools-culturally-safe-environments-guidance)  <https://www.vic.gov.au/schools-cul-

turally-safe-environments-guidance> and [Child Safe Standard 5: Equity is](https://www.vic.gov.au/schools-diversity-equity-guidance)


[upheld and diverse needs are respected in policy and practice](https://www.vic.gov.au/schools-diversity-equity-guidance) 

<https://www.vic.gov.au/schools-diversity-equity-guidance> .






Providing cultural safety for students from African backgrounds

- [Victorian African Communities Action Plan](https://www.vic.gov.au/empowering-african-communities-victoria) 
<https://www.vic.gov.au/empowering-african-communities-victoria> – initiatives to empower African young people to have a strong sense of belonging, connection and inclusion. The plan includes funding for School Community Liaison Officers, who act as a positive conduit between schools, families, carers and students; and Homework Club Grants, which fund African-Australian-led community organisations to deliver culturally appropriate homework support and after-school activities




Providing cultural safety for students from Pasifika backgrounds

- [Case study: Cranbourne West Secondary College \(DOCX\)](https://content.sdp.education.vic.gov.au/media/cranbourne-west-secondary-college-case-study-3108) 
<https://content.sdp.education.vic.gov.au/media/cranbourne-west-secondary-college-case-study-3108> – best practice example of a school implementing cultural safety initiatives for Pasifika students

Providing cultural safety for students from refugee backgrounds

- [Supporting students from refugee backgrounds](https://www.schools.vic.gov.au/supporting-students-refugee-backgrounds)  <https://www.schools.vic.gov.au/supporting-students-refugee-backgrounds> – information for schools about how to support students from refugee backgrounds
- [School's In for Refugees](https://sifr.foundationhouse.org.au/)  <https://sifr.foundationhouse.org.au/> , Foundation House – guidance, [professional learning resources](https://sifr.foundationhouse.org.au/professional-learning-resources/)  <https://sifr.foundationhouse.org.au/professional-learning-resources/> and [workshops](https://sifr.foundationhouse.org.au/education-calendar/?event-filter-traversablecategories=41)  <https://sifr.foundationhouse.org.au/education-calendar/?event-filter-traversablecategories=41> for school staff, including Multicultural Education Aides, to support refugee students to thrive at school
- [Refugee Education Support Program](https://sifr.foundationhouse.org.au/about-us/refugee-education-support-program-resp/)  <https://sifr.foundationhouse.org.au/about-us/refugee-education-support-program-resp/> , co-delivered by Foundation House and the Centre for Multicultural Youth – a 2-year intensive capacity-building program aimed at assisting schools to identify and implement strategies which have a positive impact on the achievement, engagement and wellbeing outcomes of students from refugee backgrounds and their families



Providing cultural safety for students of Jewish, Islamic or other faiths








- [Learning and Responding to Antisemitism videos](https://arc.educationapps.vic.gov.au/providers/MCRS)  <https://arc.educationapps.vic.gov.au/providers/MCRS> – a series of video resources for teachers developed in collaboration with the Jewish Community Council of Victoria, the Jewish Museum of Australia and the Ark Centre
- [A discussion with Adel Salman – President of Islamic Council of Victoria](https://arc.educationapps.vic.gov.au/event/6516)  <https://arc.educationapps.vic.gov.au/event/6516> – a video introducing Islamic Faith for use as part of General Religious Education
- [What is Islamophobia](https://lmerc.softlinkhosting.com.au/oliver/learnpath/guide/PreventingAddressingRacism)  <https://lmerc.softlinkhosting.com.au/oliver/learnpath/guide/PreventingAddressingRacism> – a video teaching resource to support teachers in addressing the Christchurch attacks safely and with educational value

Promoting cultural diversity and inclusion in teaching and learning











Cultural diversity and inclusion

The following teaching and learning resources support teachers to build students' capacity to strengthen cultural inclusion.

- [Intercultural Capability](https://f10.vcaa.vic.edu.au/capabilities/intercultural-capability/introduction)  <https://f10.vcaa.vic.edu.au/capabilities/intercultural-capability/introduction> , Victorian Curriculum F–10 Version 2.0 – this capability enables students to explore their own and others' cultural practices and cultural diversity in Australian society. [Resources to support teachers](https://f10.vcaa.vic.edu.au/capabilities/intercultural-capability/resources)  <https://f10.vcaa.vic.edu.au/capabilities/intercultural-capability/resources> are also available

- [Aboriginal and Torres Strait Islander Histories and Cultures](https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/introduction) 
<https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/introduction> , Victorian Curriculum F–10 Version 2.0 – this cross-curriculum priority deepens students’ knowledge and understanding of Australia by learning about the histories and cultures of strong, resilient, rich and diverse Aboriginal and Torres Strait Islander communities
- [Asia and Australia’s Engagement with Asia](https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/asia-and-australias-engagement-with-asia/introduction) 
<https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/asia-and-australias-engagement-with-asia/introduction> , Victorian Curriculum F–10 Version 2.0 – this cross-curriculum priority enables students to learn about societies, beliefs, histories, cultures, languages and environments of Asian nations, and develop knowledge, skills, capabilities and attitudes to effectively navigate and contribute to our regional neighbourhood and to emerge as active and informed global citizens
- [Culturally responsive pedagogies and high-ability](https://www.education.vic.gov.au/school/teachers/teachingresources/high-ability-toolkit/Pages/culturally-responsive-pedagogies-and-high-ability.aspx) 
<https://www.education.vic.gov.au/school/teachers/teachingresources/high-ability-toolkit/Pages/culturally-responsive-pedagogies-and-high-ability.aspx> – an instructional video outlining the clash between some of the pedagogies considered appropriate for high ability students and the cultural backgrounds of some of the students in schools
- [Culturally Responsive Pedagogy](https://culturallyresponsivepedagogy.com.au/) 
<https://culturallyresponsivepedagogy.com.au/> – a web-based resource for school leaders and educators who are interested in becoming culturally responsive
- [Languages and Multicultural Education Resource Centre \(LMERC\)](https://www.schools.vic.gov.au/languages-and-multicultural-education-resource-centre) 
<https://www.schools.vic.gov.au/languages-and-multicultural-education-resource-centre> – a specialised library providing resources and advice to support the fields of Languages, EAL, Multicultural Education and the cross-curriculum priority areas and capabilities. Their catalogue includes curated lists for culturally diverse text selection and to support the intercultural capability
- [Learning about world views and religions \(PDF\)](https://victoriancurriculum.vcaa.vic.edu.au/static/docs/Learning%20about%20World%20Views%20and%20Religions.pdf) 
<https://victoriancurriculum.vcaa.vic.edu.au/static/docs/Learning about World Views and Religions.pdf> , Victorian Curriculum F–10 – guide to teachers and schools to provide opportunities for learning about world views and religions across the curriculum, to enable students to be informed and engaged at both a local and global level, supporting an understanding of the perspectives of diverse local communities and the beliefs and practices of diverse traditions
- [Holocaust Education – Delivery Requirements](http://www2.education.vic.gov.au/pal/holocaust-education-delivery-requirements/policy)
<http://www2.education.vic.gov.au/pal/holocaust-education-delivery-requirements/policy> – all Victorian government school students must be taught about the Holocaust as part of the school’s Level 9 and 10 World War II History curriculum program
- [Understanding the Holocaust, Melbourne Holocaust Museum](https://arc.educationapps.vic.gov.au/learning/resource/6292c970-681f-4668-) 
<https://arc.educationapps.vic.gov.au/learning/resource/6292c970-681f-4668->

bff1-1f80af4058e7?fuse=1> – experiential programs for students to better understand the events and significance of the Holocaust






- [Islamic Museum of Australia](#) 
<<https://education.islamicmuseum.org.au/Website/Resource?page=3>> – based in Coburg and including an [online education portal](#) 
<<https://education.islamicmuseum.org.au/>> (curriculum aligned), [SBS Learn](#) 
<<https://www.sbs.com.au/learn/resources/ramadan-and-eid/teacher-resource/>> (classroom resources about Ramadan and Eid) and [Winds of Change](#)  <<https://islamicmuseum.org.au/winds-of-change>> (a resource exploring Muslim Australian History), the Islamic Museum features a range of resources and professional learning to help build an understanding of Islamic faith in Australian schools, Islamophobia and misconceptions and facilitate meaningful discussions to achieve greater social cohesion
- [Jewish Museum of Australia](#) 
<<https://arc.educationapps.vic.gov.au/learning/resource/66801>> – based in St Kilda, the Jewish Museum develops and presents a range of innovative education programs for primary and secondary school students, for both Jewish and non-Jewish, that respond to the Victorian Curriculum and Jewish Studies curricula from Prep to Year 12
- [Melbourne Immigration Museum](#) 
<<https://arc.educationapps.vic.gov.au/learning/resource/66821>> – the museum also offers school visits and many online tools and resources for teachers and students
- [Global Learning and Engagement initiatives](#) 
<<https://www.study.vic.gov.au/en/global-learning-and-engagement>> – a suite of programs that foster curiosity and understanding about the world and contribute to the development of knowledge and skills for living and working in an interconnected global community
- [Respectful Relationships resources](#) 
<<https://arc.educationapps.vic.gov.au/learning/sites/respectful-relationships/1785/Respectful-Relationships-resources>> – to support the implementation of the Respectful Relationships initiative, including the delivery of respectful relationships education
- [Safe Schools](#)  <<https://www.vic.gov.au/safe-schools>> – this program helps schools foster a safe environment that is supportive and inclusive of LGBTIQA+ students, including LGBTIQA+ First Nations students and LGBTIQA+ students from culturally and linguistically diverse backgrounds. See also the [LGBTIQA+ Koorie Resource Guide](#) 
<https://www.vaeai.org.au/wp-content/uploads/delightful-downloads/2023/11/PRINT_ResourceBooklet_28112023.pdf> , from Victorian Aboriginal Education Association Inc. (VAEAI)

Anti-racism

The following teaching and learning resources support teachers to build students' capacity to prevent and respond to racism and discrimination.




- [Upstander Programs](#)  <<https://couragetocare.org.au/upstander-programs/>> , Courage to Care – workshops for students that offer practical tools to stand




up against racism, bullying and prejudice, and empower participants to take positive action – in the schoolyard, workplace, and our communities

- [Racism. No Way](https://racismnoway.com.au/)  <https://racismnoway.com.au/> – a national anti-racism education website with resources developed to support the delivery of anti-racism education in the classroom
- [Click Against Hate](https://www.clickagainsthate.org.au/)  <https://www.clickagainsthate.org.au/> – online platform offering ready-to-teach modules under four key topics: stereotypes and prejudice, media misrepresentation, discrimination, and online hate
- [Let's Talk About Racism](https://humanrights.gov.au/lets-talk-about-racism)  <https://humanrights.gov.au/lets-talk-about-racism> , Australian Human Rights Commission – mini clip accompanied by teacher lesson plans and classroom resources
- [Education, Action and Change](https://reconciliationsa.org.au/resources/education)  <https://reconciliationsa.org.au/resources/education> , Reconciliation South Australia – a resource for preschools, primary and secondary schools to support teaching and learning about racism and its impacts
- [Australians for Native Title and Reconciliation, Anti-racism Work](https://antar.org.au/issues/racism/anti-racism-work/)  <https://antar.org.au/issues/racism/anti-racism-work/> – a website including information of anti-racism work underway across Australia

Responding to and reporting racism

Building staff capability

- [Schools Standing Up to Racism workshops](https://www.cmy.net.au/schools-standing-up-to-racism/workshops/)  <https://www.cmy.net.au/schools-standing-up-to-racism/workshops/> , Centre for Multicultural Youth (CMY) – professional learning workshops to support implementation of the Schools Standing Up to Racism resources
- [Community Understanding and Safety Training \(CUST\)](https://www.schools.vic.gov.au/community-understanding-and-safety-training)  <https://www.schools.vic.gov.au/community-understanding-and-safety-training> – professional learning to empower school staff to foster culturally inclusive environments that enhance Koorie students' wellbeing
- Strengthening Professional Capability of Principals in Koorie Education (SPPIKE) – an intensive professional learning program that fosters greater cultural awareness and develops the skills of school leaders to promote positive, whole-school narratives for and about First Nations learners through understanding deficit discourse, unconscious bias and white privilege. Contact sppike@education.vic.gov.au <mailto:sppike@education.vic.gov.au> for more information
- Yan Ngitj Champions program, which supports participants to promote Aboriginal cultural safety amongst their workplaces. Contact marrung@education.vic.gov.au <mailto:marrung@education.vic.gov.au> for more information
- [Workforce diversity and inclusion training \(staff login required\)](https://eduvic.sharepoint.com/sites/CorporateNews/SitePages/New-workforce-diversity-and-inclusion-training.aspx)  <https://eduvic.sharepoint.com/sites/CorporateNews/SitePages/New-workforce-diversity-and-inclusion-training.aspx> includes Active Bystander Training, Anti-Racism Empowerment for corporate and school staff, and Inclusive Leadership




- [Schools Step-by-Step Guide: Responding to bullying \(PDF\)](https://www.education.vic.gov.au/Documents/school/principals/health/lolincidents.pdf)  [<https://www.education.vic.gov.au/Documents/school/principals/health/lolincidents.pdf>](https://www.education.vic.gov.au/Documents/school/principals/health/lolincidents.pdf) , [Bully Stoppers](https://www.vic.gov.au/bully-stoppers)  [<https://www.vic.gov.au/bully-stoppers>](https://www.vic.gov.au/bully-stoppers) – schools can use this guide to respond to racist bullying and incidents of interpersonal racism between students
- [Bullying behaviour response template](https://content.sdp.education.vic.gov.au/media/bullying-behaviour-response-template-3105)  [<https://content.sdp.education.vic.gov.au/media/bullying-behaviour-response-template-3105>](https://content.sdp.education.vic.gov.au/media/bullying-behaviour-response-template-3105) , [Bully Stoppers](https://www.vic.gov.au/bully-stoppers) – schools can use this template to document their responses to incidents of racism

Reporting racism

To report racism, students, families and carers can contact their school or the:

- [Report Racism hotline](https://www.vic.gov.au/report-racism-or-religious-discrimination-schools)  [<https://www.vic.gov.au/report-racism-or-religious-discrimination-schools>](https://www.vic.gov.au/report-racism-or-religious-discrimination-schools)
- [Victorian Aboriginal Education Association Inc. \(VAEAI\)](https://www.vaeai.org.au/)  [<https://www.vaeai.org.au/>](https://www.vaeai.org.au/)
- [Victorian Equal Opportunity and Human Rights Commission](https://www.humanrights.vic.gov.au/for-individuals/racial-and-religious-vilification/#What-can-I-do-if-I'm-vilified-because-of-my-race-or-religion)  [<https://www.humanrights.vic.gov.au/for-individuals/racial-and-religious-vilification/#What-can-I-do-if-I'm-vilified-because-of-my-race-or-religion>](https://www.humanrights.vic.gov.au/for-individuals/racial-and-religious-vilification/#What-can-I-do-if-I'm-vilified-because-of-my-race-or-religion)
- [Australian Human Rights Commission](https://humanrights.gov.au/complaints/make-complaint)  [<https://humanrights.gov.au/complaints/make-complaint>](https://humanrights.gov.au/complaints/make-complaint)

For additional support following an incident of racism:















- First Nations students, staff or families can contact [Victorian Aboriginal Education Association Inc. \(VAEAI\)](https://www.vaeai.org.au/)  [<https://www.vaeai.org.au/>](https://www.vaeai.org.au/)
- Jewish students, staff or families can contact the [Jewish Community Council of Victoria](https://jccv.org.au/)  [<https://jccv.org.au/>](https://jccv.org.au/)
- Muslim students, staff or families can contact the [Islamic Council of Victoria](https://icv.org.au/islamophobia-support/)  [<https://icv.org.au/islamophobia-support/>](https://icv.org.au/islamophobia-support/)
















For schools:
















- [eduSafe Plus](http://www2.education.vic.gov.au/pal/occupational-health-safety-wellbeing-management/guidance/edusafe-plus) [<http://www2.education.vic.gov.au/pal/occupational-health-safety-wellbeing-management/guidance/edusafe-plus>](http://www2.education.vic.gov.au/pal/occupational-health-safety-wellbeing-management/guidance/edusafe-plus)
















Communicating with your school community















Schools must share a link to the Preventing and Addressing Racism in Schools policy on their website and promote the reporting of racism. When appropriate, schools may also need to inform their communities about incidents. The following resources support culturally safe and inclusive communication with staff, students, families and carers, including suggested newsletter and school website content, as well as translated versions of the policy:














- the [Preventing and Addressing Racism in Schools policy](http://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/policy) <<http://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/policy>> is available in over 30 languages including easy English:
 - [Amharic \(PDF\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-amharic-3184)  <<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-amharic-3184>>
 - [Amharic \(DOCX\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-amharic-3183)  <<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-amharic-3183>>
 - [Arabic \(PDF\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-arabic-3186)  <<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-arabic-3186>>
 - [Arabic \(DOCX\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-arabic-3185)  <<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-arabic-3185>>
 - [Bengali \(PDF\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-bengali-3188)  <<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-bengali-3188>>
 - [Bengali \(DOCX\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-bengali-3187)  <<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-bengali-3187>>
 - [Burmese \(PDF\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-burmese-3190)  <<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-burmese-3190>>
 - [Burmese \(DOCX\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-burmese-3189)  <<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-burmese-3189>>
 - [Chinese – Simplified \(PDF\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-chinese-simplified-3192)  <<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-chinese-simplified-3192>>
 - [Chinese – Simplified \(DOCX\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-chinese-simplified-3191)  <<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-chinese-simplified-3191>>
 - [Chinese – Traditional \(PDF\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-chinese-traditional-3194)  <<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-chinese-traditional-3194>>
 - [Chinese – Traditional \(DOCX\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-chinese-traditional-3193)  <<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-chinese-traditional-3193>>
 - [Dari \(PDF\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-dari-3196)  <<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-dari-3196>>
 - [Dari \(DOCX\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-dari-3195)  <<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-dari-3195>>















- [Easy English \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-easy-english-3198>>
- [Easy English \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-easy-english-3197>>
- [Farsi \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-farsi-3200>>
- [Farsi \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-farsi-3199>>
- [Greek \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-greek-3202>>
- [Greek \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-greek-3201>>
- [Hakha Chin \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-hakha-chin-3204>>
- [Hakha Chin \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-hakha-chin-3203>>
- [Hakha Chinese \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-hakha-chinese-3206>>
- [Hakha Chinese \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-hakha-chinese-3205>>
- [Hazaragi \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-hazaragi-3208>>
- [Hazaragi \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-hazaragi-3207>>
- [Hindi \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-hindi-3210>>
- [Hindi \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-hindi-3209>>
- [Indonesian \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-indonesian-3212>>
















- [Indonesian \(DOCX\)](#) 
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- [Italian \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-italian-3214>>
- [Italian \(DOCX\)](#) 
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- [Karen \(PDF\)](#) 
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- [Khmer \(PDF\)](#) 
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- [Korean \(PDF\)](#) 
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- [Korean \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-korean-3219>>
- [Nepali \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-nepali-3222>>
- [Nepali \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-nepali-3221>>
- [Oromo \(PDF\)](#) 
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- [Oromo \(DOCX\)](#) 
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- [Pashto \(PDF\)](#) 
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- [Pashto \(DOCX\)](#) 
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- [Punjabi \(PDF\)](#) 
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- [Rohingya \(PDF\)](#) 
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- [Rohingya \(DOCX\)](#) 
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- [Spanish \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-spanish-3232>>
- [Spanish \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-spanish-3231>>
- [Sudanese Arabic \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-sudanese-arabic-3234>>
- [Sudanese Arabic \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-sudanese-arabic-3233>>
- [Swahili \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-swahili-3236>>
- [Swahili \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-swahili-3235>>
- [Tagalog \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-tagalog-3238>>
- [Tagalog \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-tagalog-3237>>
- [Tamil \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-tamil-3240>>
- [Tamil \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-tamil-3239>>
- [Urdu \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-urdu-3242>>












- [Urdu \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-urdu-3241>>
- [Vietnamese \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-vietnamese-3244>>
- [Vietnamese \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-policy-vietnamese-3243>>
- the [Preventing and Addressing Racism in Schools website content template \(DOCX\)](#)  <<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-3111>> is available in over 30 languages including easy English:
 - [Amharic \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-amharic-3246>>
 - [Amharic \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-amharic-3245>>
 - [Arabic \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-arabic-3248>>
 - [Arabic \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-arabic-3247>>
 - [Bengali \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-bengali-3250>>
 - [Bengali \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-bengali-3249>>
 - [Burmese \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-burmese-3252>>
 - [Burmese \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-burmese-3251>>
 - [Chinese – Simplified \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-chinese-simplified-3254>>
 - [Chinese – Simplified \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-chinese-simplified-3253>>

- [Chinese – Traditional \(PDF\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-chinese-traditional-3256) 
<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-chinese-traditional-3256>
- [Chinese – Traditional \(DOCX\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-chinese-traditional-3255) 
<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-chinese-traditional-3255>
- [Dari \(PDF\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-dari-3258) 
<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-dari-3258>
- [Dari \(DOCX\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-dari-3257) 
<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-dari-3257>
- [Easy English \(PDF\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-easy-english-3260) 
<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-easy-english-3260>
- [Easy English \(DOCX\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-easy-english-3259) 
<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-easy-english-3259>
- [Farsi \(PDF\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-farsi-3262) 
<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-farsi-3262>
- [Farsi \(DOCX\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-farsi-3261) 
<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-farsi-3261>
- [Greek \(PDF\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-greek-3264) 
<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-greek-3264>
- [Greek \(DOCX\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-greek-3263) 
<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-greek-3263>
- [Hakha Chin \(PDF\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-hakha-chin-3266) 
<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-hakha-chin-3266>
- [Hakha Chin \(DOCX\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-hakha-chin-3265) 
<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-hakha-chin-3265>
- [Hakha Chinese \(PDF\)](https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-hakha-chinese-3268) 
<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-hakha-chinese-3268>

- [Hakha Chinese \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-hakha-chinese-3267>>
- [Hazaragi \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-hazaragi-3270>>
- [Hazaragi \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-hazaragi-3269>>
- [Hindi \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-hindi-3272>>
- [Hindi \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-hindi-3271>>
- [Indonesian \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-indonesian-3274>>
- [Indonesian \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-indonesian-3273>>
- [Italian \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-italian-3276>>
- [Italian \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-italian-3275>>
- [Karen \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-karen-3278>>
- [Karen \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-karen-3277>>
- [Khmer \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-khmer-3280>>
- [Khmer \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-khmer-3279>>
- [Korean \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-korean-3282>>

- [Korean \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-korean-3281>>
- [Nepali \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-nepali-3284>>
- [Nepali \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-nepali-3283>>
- [Oromo \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-oromo-3286>>
- [Oromo \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-oromo-3285>>
- [Pashto \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-pashto-3288>>
- [Pashto \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-pashto-3287>>
- [Punjabi \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-punjabi-3290>>
- [Punjabi \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-punjabi-3289>>
- [Rohingya \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-rohingya-3292>>
- [Rohingya \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-rohingya-3291>>
- [Spanish \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-spanish-3294>>
- [Spanish \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-spanish-3293>>
- [Sudanese Arabic \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-sudanese-arabic-3296>>
- [Sudanese Arabic \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-ad->

dressings-racism-in-schools-website-content-template-sudanese-arabic-3295>









- [Swahili \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-swahili-3298>>
- [Swahili \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-swahili-3297>>
- [Tagalog \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-tagalog-3300>>
- [Tagalog \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-tagalog-3299>>
- [Tamil \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-tamil-3302>>
- [Tamil \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-tamil-3301>>
- [Urdu \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-urdu-3304>>
- [Urdu \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-urdu-3303>>
- [Vietnamese \(PDF\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-vietnamese-3306>>
- [Vietnamese \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-website-content-template-vietnamese-3305>>
- [Preventing and Addressing Racism in Schools newsletter content template \(DOCX\)](#)  <<https://content.sdp.education.vic.gov.au/media/preventing-and-addressing-racism-in-schools-newsletter-content-template-3110>>

Case studies

There is excellent anti-racism work taking place in schools across Victoria, including:

- [Braybrook College \(DOCX\)](#) 
<<https://content.sdp.education.vic.gov.au/media/braybrook-college-case-study-3112>> – an example of a whole-school approach to anti-racism,

including building staff capability and student voice, and development of strong reporting and response mechanisms:

- Watch [Braybrook College and the Power Collective on Vimeo](https://vimeo.com/1064933879/69e8bc36a9)  [<https://vimeo.com/1064933879/69e8bc36a9>](https://vimeo.com/1064933879/69e8bc36a9) – a student led anti-racism program that promotes student empowerment and agency
- Cardinia Network Marrung Steering Committee (CNMSC) – made up of school leaders from 26 schools, the CNMSC has significantly improved inclusive teaching and wellbeing outcomes for First Nations students by implementing the Marrung Aboriginal Education Plan 2016–2026. Through strong partnerships with Koorie communities and integration of First Nations cultures and voices, the CNMSC has led to increased student attendance, achievement, and engagement across the region:
 - Watch [Highlights of the 2023 'Deadly Day' on Vimeo](https://vimeo.com/874232212/1c25efcdfc)  [<https://vimeo.com/874232212/1c25efcdfc>](https://vimeo.com/874232212/1c25efcdfc)
 - Watch [Marrung in Practice 2024, highlights of the work and outcomes of the initiatives on Vimeo](https://vimeo.com/995260596/608cf8417d)  [<https://vimeo.com/995260596/608cf8417d>](https://vimeo.com/995260596/608cf8417d)
- [Coburg High School \(DOCX\)](#)  [<https://content.sdp.education.vic.gov.au/media/coburg-high-school-case-study-3113>](https://content.sdp.education.vic.gov.au/media/coburg-high-school-case-study-3113) – an example of building staff capability, partnering with families, carers and communities, and using data-driven approaches to inform first steps of anti-racism work
- [Cranbourne West Secondary College \(DOCX\)](#)  [<https://content.sdp.education.vic.gov.au/media/cranbourne-west-secondary-college-case-study-3108>](https://content.sdp.education.vic.gov.au/media/cranbourne-west-secondary-college-case-study-3108) – an example of creating culturally safe environments and boosting engagement of Pasifika students through cultural initiatives led by bicultural education support staff
- [Horsham West and Haven Primary School \(DOCX\)](#)  [<https://content.sdp.education.vic.gov.au/media/horsham-west-haven-ps-case-study-3114>](https://content.sdp.education.vic.gov.au/media/horsham-west-haven-ps-case-study-3114) – an example of addressing racism through a whole-school approach and improving reporting processes working with students, families, carers, staff and communities, which has led to a safer, more respectful environment where diversity is valued
- [Northern Bay P-12 College \(DOCX\)](#)  [<https://content.sdp.education.vic.gov.au/media/northern-bay-p-12-college-case-study-3115>](https://content.sdp.education.vic.gov.au/media/northern-bay-p-12-college-case-study-3115) – an example of a school that supports a dedicated team of Multicultural Education Aides and a School Community Liaison Officer to foster culturally safe, inclusive learning environments by supporting culturally, linguistically and religiously diverse students, families and carers, challenging racism, and strengthening engagement across the school community
- [Sydney Road Community School \(DOCX\)](#)  [<https://content.sdp.education.vic.gov.au/media/sydney-road-community-college-case-study-3116>](https://content.sdp.education.vic.gov.au/media/sydney-road-community-college-case-study-3116) – an example of a school responding to the needs of their community by developing an integrated, culturally responsive curriculum focusing on First Peoples' perspectives, which has fostered greater cultural safety, reduced racism, and increased engagement from First Peoples students, families, carers and the broader community

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