




Help for Non-English Speakers

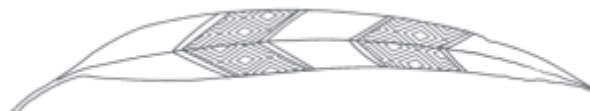
If you need help to understand the information in this policy please contact Kalinda Primary School on (03) 9876 3289.

ABORIGINAL EDUCATION PLAN

Kalinda Primary School is located on the land of the Wurundjeri people of the Kulin Nation.

We acknowledge the Wurundjeri Woi Wurrung People of the Kulin nation; past, present and those who will walk with us into the future.

We acknowledge the rich and unique cultural and spiritual relationships to the land, waters and seas, educational practices and the hopes of all First Nations Peoples. We do this in the spirit of reconciliation as we move to a place of justice and partnership - together we work, learn, play and care for one another and this land. 



Wominjeka yearmann koondée biik Wurundjeri balluk
Welcome to the land of the Wurundjeri people.

BACKGROUND

The Victorian Government, through the Department of Education and Training, has worked with the Victorian Koorie community to develop '**Marrung**'. The Government has listened and has heard and **Marrung** sets out a ten-year vision.

Victoria will be a state where:

- the rich and thriving culture, knowledge and experience of our First Nations peoples are celebrated by all Victorians
- our universal service systems are inclusive, responsive and respectful of Koorie people at every stage of their learning and development journey
- every Koorie person achieves their potential, succeeds in life, and feels strong in their cultural identity.



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The **Marrung** Aboriginal Education Plan 2016 to 2026, was developed in partnership with the Victorian Aboriginal Education Association Incorporated (VAEAI) and is consistent with the principle of self-determination of Aboriginal peoples.

PURPOSE

The purpose of this policy is to support Kalinda Primary School (Kalinda PS) in providing quality and meaningful education to Koorie students; where Koorie students engage fully in their early schooling years and gain the knowledge and skills so they can excel at Year 12 or its equivalent.

Kalinda PS wishes to also build strong partnerships with the Koorie community that be the foundation for achieving outcomes for Koorie students.

Programs and Reforms

Programs and actions under **Marrung** include:

- extending the Early Years Koorie Literacy and Numeracy support to Koorie students not meeting Year 3 reading and numeracy benchmarks in Years 4, 5 and 6
- working with local Primary Schools with high Koorie absences and sharing effective practice
- reviewing the Koorie Academy of Excellence and exploring opportunities to implement best practice at Kalinda PS
- using Individual Education Plans, including trialling Koorie student and family support plans through the Framework for Improving Student Outcomes (FISO)
- undertaking research to identify factors that contribute to academic achievement (including higher NAPLAN and ATAR score) and implement supporting strategies
- providing 'Marrung Education Scholarships' for high achieving Aboriginal students studying

Definitions

Koorie

The term Koorie is used inclusively and refers to both Aboriginal and Torres Strait Islander people living in Victoria.

The term is used throughout education documentation.

Koorie is a contemporary collective group term and may not be familiar to all Aboriginal and Torres Strait Islander peoples. As such, it is important to be respectful of how individual students, their families and community refer to themselves, and use this to guide the language used when referring to individuals or Community.

Aboriginal, Aboriginal and Torres Strait Islander, Indigenous and First Nations Peoples

Terms such as Aboriginal, Aboriginal and Torres Strait Islander, Indigenous and First Nations Peoples are also commonly used in teaching and learning resources and practice guidance.

Welcome to Country

A [Welcome to Country](#) is delivered by Traditional Owners, or Aboriginal and Torres Strait Islander peoples who have been given permission from Traditional Owners to welcome visitors to their Country.

Protocols for welcoming visitors to Country have always been a part of Aboriginal and Torres Strait Islander cultures. Boundaries were clear and crossing into another group's Country required a request for permission to enter. When permission was granted the hosting group would welcome the visitors, offering them safe passage and protection of their spiritual being during the journey. Visitors had to respect the protocols and rules of the landowner group while on their Country.



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Today, while these protocols have been adapted to contemporary circumstances, the essential elements remain: welcoming visitors and respect for Country.

This is different from an Acknowledgement of Country which anyone can perform. A Welcome to Country can take many forms including singing, dancing, a smoking ceremony or a speech in traditional language or English.

Acknowledgement of Country

An Acknowledgement of Country is an act of respect for the continuing connection of Aboriginal or Torres Strait Islander Traditional Owners and Custodians to the land on which your school or early learning service stands. Encourage staff and students to think about what it means to acknowledge Country and provide everyone the opportunity to do so at meetings and events throughout the year.

Incorporating Acknowledgement of Country and Welcome to Country into meetings, gatherings, and events shows respect by upholding Aboriginal and Torres Strait Islander cultural protocols.

An Acknowledgement of Country is an opportunity for anyone to show respect for Traditional Owners and the continuing connection of Aboriginal and Torres Strait Islander peoples to Country.

POLICY

Kalinda PS undertakes *Narragunnawali* (Reconciliation in Education) in which we will develop environments that foster a high level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions.

Kalinda PS will use the Reconciliation Action Plan (RAP) for the basis of enacting the Aboriginal Education Plan. The RAP Model is a formal commitment to reconciliation. It documents how Kalinda PS will strengthen relationships, respect and opportunities in the classroom, around the school and with the community.

To ensure that Kalinda PS advances reconciliation within the school the six steps of RAP will be enacted. These include:

1. a working group that:
 - a. meets regularly
 - b. has broad representation (Principal, staff, students, parents and community)
2. regular reflection surveys to understand the current state of reconciliation at Kalinda PS
3. the publication of the Reconciliation Vision on the Kalinda PS website
4. enacting the 14 compulsory commitments of RAP and other actions as required
5. liaising with Reconciliation Australia
6. undertaking reviews of RAP enactment and progress

Kalinda PS will also develop a Narragunnawali RAP framework that outlines a sustainable, holistic approach to driving reconciliation at the school by building relationships, respect and opportunities:

- in the classroom (in teaching, learning and curricula)
- around the school (in the ethos and activities within the wider school or service environment)
- with the community (in the partnerships that extend beyond the school or service gates).

Kalinda PS will also embed the 40 Actions of RAP in the following areas through:

- relationships in the classrooms
- relationships around the school
- relationships with the community



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- respect in the classroom
- respect around the school
- respect with the community
- opportunities in the classroom
- opportunities around the school
- opportunities with the community

Koorie Education Workforce

The Koorie Education Workforce will assist early and primary years at Kalinda PS by providing guidance to enhance cultural inclusion practices, and to support the engagement, attendance, wellbeing and achievement of Koorie learners.

The Regional Office Koorie Education Workforce includes:

- **Koorie Education Managers (KEM)**

The Koorie Education Manager for the North East Region works collaboratively with Kalinda PS to ensure delivery of consistently high quality and culturally inclusive practices across education settings for all learners.

At Kalinda PS the KEM leads cohesive, consistent and strategic implementation of Koorie Education priorities and provide programmatic and cross portfolio oversight and expertise in supporting learners at the school.

The KEM supports contextually informed and evidence-based practice to be embedded at Kalinda PS, and facilitates constructive relationships and collaborative networks through effective consultation, governance and in partnership with Local Aboriginal Education Consultative Group and other community agencies, government departments and local communities. This supports improved student learning outcomes for all Koorie learners at Kalinda PS.

- **Koorie Engagement Support Officer (KESOs)**

KESOs are area-based professionals who are members of the local Aboriginal community with an understanding of Aboriginal and Torres Strait Islander cultures and the histories.

KESOs provide:

- advice to schools about culturally inclusive learning environments
- coordination of services to facilitate improved engagement of Koorie children and young people
- play an integral role to engage families, communities, education and service providers to facilitate Aboriginal and Torres Strait Islander learners to participate fully in education
- support all learning settings to transition students and families across all learning stages where appropriate:
 - into early years
 - primary
 - secondary and further education.

Koorie Education Coordinator (KEC)

At Kalinda PS the Koorie Education Coordinator is the Assistant Principal. In the role of Koorie Education Coordinator the Assistant Principal will:

- lead consistent coordination and provision of support to year levels within the school from the regional Koorie Education Workforce and multi-disciplinary area teams of the Regional Office
- lead assistance with Koorie cultural inclusion, Koorie education guidance and support
- arrange for a Koorie Engagement Support Officer (KESO) to work with the school



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- provide guidance to enhance cultural inclusion practices, and to support the engagement, attendance and wellbeing of Koorie learners
- provide high level expertise to lead the implementation of education initiatives, Koorie specific programs and inclusive practices that privilege engagement with Koorie community
- support parent/carer partnerships in education
- engage with the Koorie Engagement Support Officer (KESOs).

Implementation

Kalinda PS will take steps to ensure the cultural safety of Aboriginal children. The school will implement the following Marrung programs and actions:

- work in partnership with the local Koorie community to develop place-based approaches to improving student outcomes
- support the development of high expectations and individualised learning for Koorie students
- create a learning environment for all students that acknowledges, respects and values Koorie cultures and identities
- view success for their Koorie students as core business.

Other initiatives accessed by Kalinda PS to support the learning, development and educational outcomes of Koorie learners include:

- Education State catch-up funding
- Education Justice Initiative
- Team Around the Learner
- School Wide Positive Behaviour Support
- LOOKOUT
- Navigator and Reconnect Programs may also be relevant for individual learners, dependent upon their context.

RELATED POLICIES

- Curriculum Framework Policy
- Ceremonies (ANZAC & Remembrance Days) Policy
- Child Safe Standards
- Student engagement and Wellbeing Policy
- Inclusion and Diversity Policy

DET POLICIES AND RESOURCES

- [Marrung](#)
- [Koorie Teaching Resources](#)

POLICY STATUS, REVIEW AND APPROVAL

This is a mandatory policy and will be reviewed as part of the school's three-year review cycle or if guidelines change (latest DET update mid-August 2020).

Policy created	March 2023
Consultation	Student representative groups, Consultative Committee, Parent groups, Kalinda PS council
Approved by	Principal - Shaun McClare
Date Approved	31 March 2023
Next scheduled review date	March 2025