

DELACOMBE PS MARRUNG IMPLEMENTATION PLAN

The Marrung Aboriginal Education Plan

The Marrung Aboriginal Education Plan provides the policy framework for improving outcomes for Koorie children and young people in Victorian government schools and early childhood services.

Marrung is aligned with the Framework for Improving Student Outcomes (FISO), enabling schools to deliberately concentrate on the approaches that the evidence shows will have the highest impact on learning outcomes.

Purpose of this Action Plan

The purpose of this action plan is to enable your school to identify some clear actions and timeframes for implementing the Marrung Aboriginal Education Plan in your school.

The plan should be developed on completion of the Cultural Inclusion Survey that is available at this link:

<https://www.surveymonkey.com/r/SQPXV3G>. The survey is designed to help you identify opportunities for making your school more culturally inclusive and to meet your obligations for implementing Marrung.

It is intended that you will develop and implement your plan with the support of your Koorie Engagement Support Officer. You are encouraged to engage your leadership team (where one exists), members of staff and your Koorie parent/carer community in the development of the plan.

Implementation of the Plan should be included as a key action in your in your Annual Implementation Plan (AIP) and loaded onto the SPOT portal.

| FISO / Marrung Priority | Cultural Inclusion Survey Focus Area |
|---|---|
| Creating a positive climate for learning and development | Acknowledging and celebrating Koorie culture – symbolic approaches to cultural inclusion such as flags and Traditional Owner plaques and celebrate significant cultural events. Curriculum - teach all students the history and culture of Australia's First Peoples. |
| Building Community Engagement | Building and sustaining school-community partnerships – work in partnership with families and the local Koorie community to improve outcomes for Koorie students. |
| Professional Leadership | School leadership and strategic planning – actions to improve outcomes for Koorie students are embedded in school improvement plans. Professional development and employment – build the capacity of educators to improve outcomes for Koorie learners. School leadership. |
| Excellence in Teaching and Learning | Setting high expectations – teachers demonstrate high expectations for Koorie learners and celebrate learners' success. Student achievement – all Koorie learners have an ILP and that their achievement is closely monitored. Transitions – support Koorie learners to experience smooth transitions and receive quality careers advice. Promoting Health and wellbeing – recognise that culture and identity are important protective factors. |

MARRUNG

ABORIGINAL
EDUCATION PLAN
2016 - 2026

THE
EDUCATION
STATE



VICTORIA
State
Government

| FISO/Marrung Priority | CI Survey | Action | Responsibility | Timeframe |
|---|--|--|-----------------------------------|----------------------------|
| Create a positive climate for learning and development | Acknowledging and celebrating Koorie culture – symbolic approaches to cultural inclusion such as flags and Traditional Owner plaques and celebrate significant cultural events. | <i>Incorporate the flags at the front of the school.</i> | <i>Principal</i> | <i>By the end of 2019</i> |
| | | Develop a traditional owner plaque through the Integrated studies units and leading into NAIDOC week. | Principal and Koorie Co-ordinator | Term 2 2020 |
| | Curriculum - teach all students the history and culture of Australia's First Peoples. | Look at the History mural that recognises Australian and Koorie History. | <i>Principal</i> | <i>By Term 1 2020</i> |
| | | Ensure all year levels cover some history and culture. Consider a day that incorporates Aboriginal Culture. | T& L leader | By the end of 2020 |
| Building Community Engagement | Building and sustaining school-community partnerships – work in partnership with families and the local Koorie community to improve outcomes for Koorie students. | Begin with a Koorie Champions (Co-ordinator) role in the school. | Principal | <i>By the end of 2019</i> |
| | | Begin with a Koorie Champions lunchtime catch up. | Principal/KC | <i>By the end of 2019</i> |
| | 1. | Include a page on the school website | Principal/KC | <i>By the end of 2020</i> |
| | | Incorporate the Salt bush kitchen into the kitchen. Excursion to STEM to incorporate aboriginal links to it. | KC | <i>By the end of 2019.</i> |
| Professional Leadership | School leadership and strategic planning – actions to improve outcomes for Koorie students are embedded in school improvement plans. | All students are included in school improvements plans. Look to review the SSG meetings for Koorie families. | Principal/KC | <i>By the end of 2019</i> |
| | | EYKNP funding is used to support intervention needed for students that are below benchmarks. | Assistant Principal/KC | |

| | | | | |
|--|--|--|------------------------|---------------------------|
| | | | | |
| | Professional development and employment – build the capacity of educators to improve outcomes for Koorie learners. | Looking out for PD for staff that could assist. | Assistant Principal/KC | By the end of 2020 |
| | | Welfare team get some PD around best practice for Koorie support. | | |
| | | Building the knowledge of what we are celebrating and why in staff meetings and in bounce back sessions. | Assistant Principal/KC | <i>By the end of 2019</i> |
| Excellence in Teaching and Learning | Setting high expectations – teachers demonstrate high expectations for Koorie learners and celebrate learners' success. | Our expectation is that our Koorie learners are progressing by 12months every year. | Principal/KC | By the end of 2019 |
| | | Koorie Co-ordinator to look at very semester | | |
| | | That our Koorie students achieve high attendance levels. | Assistant Principal/KC | <i>By the end of 2019</i> |
| | Student achievement – all Koorie learners have an ILP and that their achievement is closely monitored. | All students at DPS have an ILP 3times a year. | Principal/KO | <i>By the end of 2019</i> |
| | Transitions – support Koorie learners to experience smooth transitions and receive quality careers advice. | Links up with Phoenix to create a better pathway. | Assistant Principal/KC | <i>By the end of 2019</i> |
| | | Look at what we are doing with our Prep students. Koorie buddies – introduce to the Koorie Co-ordinator | Principal/KC | <i>By the end of 2019</i> |
| | Promoting Health and wellbeing – recognise that culture and identity are important protective factors. | Look for ways in which we can create projects for our Koorie students in the school. | Principal/KO | <i>By the end of 2019</i> |
| Establish a Koorie garden in the school. | | | By the end of 2020. | |