

MARRUNG

ABORIGINAL EDUCATION PLAN 2016 – 2026

The Department of Education and Training acknowledges and pays respects to Elders and all Victorian Aboriginal communities. We honour and respect Traditional Owners, past and present, and value the rich culture and history of the First Peoples of this land.

Throughout this document the term Koorie is used to refer to both Aboriginal and Torres Strait Islander people. Use of the terms Aboriginal, Aboriginal and Torres Strait Islander and Indigenous are retained in the names of programs and initiatives and unless noted otherwise are inclusive of all Aboriginal and Torres Strait Islander peoples.

MARRUNG (pron: MA-roong): Wemba Wemba word for the Murray Cypress pine tree (*Callitris columellaris*) – representing branches of education and knowledge. We thank the Wemba Wemba people for allowing the use of their language in the naming of Marrung.

Artwork: The stories painted on the timber bollards were designed as part of the Spreading the Message project which brought together a group of Koorie young people from Northern Bay P-12 College to share their experiences and stories through art. Their art illustrates the diversity of Koorie young people, their understanding of culture and aspirations for connections to family and community. This project has opened a dialogue between Koorie and non-Koorie young people in their local school community, a fundamental step to building relationships that break down stereotypes and progress reconciliation.

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CONTENTS

INTRODUCTION	5
MINISTERS' FOREWORD	6
OUR VISION	8
ACHIEVING THE VISION	8
Our starting point	8
Policy context	11
Improving outcomes – our strategic approach	12
The principles by which we will work	14
PLAN OVERVIEW: OUTCOMES AND ACTIONS	15
Vision	15
Key System Enablers	15
Excellence in Teaching, Learning and Development	15
CREATING A POSITIVE CLIMATE FOR LEARNING AND DEVELOPMENT	17
The outcomes we want	17
Further action	18
BUILDING COMMUNITY ENGAGEMENT IN LEARNING & DEVELOPMENT	20
The outcome we want	20
Further action	21
BUILDING A CULTURE OF PROFESSIONAL LEADERSHIP	22
The outcome we want	22
Further action	23
EXCELLENCE IN TEACHING, LEARNING AND DEVELOPMENT: EARLY CHILDHOOD	24
The outcomes we want	24
Further action	25
EXCELLENCE IN TEACHING, LEARNING AND DEVELOPMENT: THE SCHOOL YEARS	27
The outcome we want	27
MARRUNG ABORIGINAL EDUCATION PLAN 2016 – 2026	

Further action	29
EXCELLENCE IN TEACHING, LEARNING AND DEVELOPMENT: HIGHER EDUCATION AND SKILLS	30
The outcomes we want	30
Further action	31
HOLDING OURSELVES ACCOUNTABLE	32
Further action	32
Governance structure	33
Target and measures	34
Acronyms	35

INTRODUCTION

It is with pleasure that I speak to Victoria's Koorie community, as the President of the Victorian Aboriginal Education Association Incorporated (VAEAI), to introduce Victoria's new Aboriginal education plan, Marrung.

VAEAI has worked with unwavering commitment for many years to improve educational access, experiences, and outcomes for Koorie children, young people and families.

The Victorian Government, through the Department of Education and Training, has worked with the Victorian Koorie community to develop Marrung.

We acknowledge the important contribution of the Victorian Aboriginal Child Care Agency and the Victorian Aboriginal Community Controlled Health Organisation in informing this plan, as well as our own network of Local Aboriginal Education Consultative Groups who work hard at the local level to support better outcomes for our Koorie learners.

Marrung sets out a 10 year vision and identifies the significant actions for its achievement. From this plan there will be some ground-breaking change.

The Government has listened and has heard.

The principles of self-determination underpin Marrung. Local communities are to have a recognised voice and 'place at the table' to provide advice to local service providers of what the community wants. This is community self-determination in action where it counts, in day to day life.

Koorie culture, our rich and vibrant heritage, is recognised as an integral part of Victoria's identity.

Accordingly, this plan is a turning point. Exclusion and absence from consideration are no longer accepted in service provision anywhere across the State.

The Marrung; Aboriginal Education Plan 2016–2026 will ensure that Koorie families, and Aboriginal or Torres Strait Islander people from other parts of Australia who live in Victoria, have the doors held wide open to all learning and development services, from early childhood onwards.

We aspire for success for every Koorie child in education, achieving their developmental potential and their ambitions for life.

I commend Marrung to you and I thank the three Ministers for their vision.

Geraldine Atkinson
President
Victorian Aboriginal Education Association Incorporated

MINISTERS' FOREWORD

“Education is the roadmap to reducing Aboriginal disadvantage – it should be the essence of our effort.” – Premier of Victoria, the Hon. Daniel Andrews MP.

This plan, Marrung, will deliver on our shared vision for Victoria: a state where the rich and thriving culture, knowledge and experience of First Nations peoples are celebrated by all Victorians; where our universal service systems are inclusive, responsive and respectful of Koorie people at every stage of their learning and development journey; and where every Koorie person achieves their potential, succeeds in life, and feels strong in their cultural identity.

We are establishing Victoria as the Education State – delivering excellence in outcomes and services for every child and every learner regardless of background, place or circumstance.

Marrung underpins the delivery of the Education State to Koorie learners, ensuring opportunities exist to secure the full benefits of Education State reforms for Koorie Victorians. It is a long-term plan designed to achieve an aspirational vision to deliver the ambitious Education State targets and will underpin Victoria’s strong and steadfast commitment to close the gap in educational outcomes between Koorie and non-Koorie Victorians. In particular, actions in the plan will contribute to commitments in the Victorian Aboriginal Affairs Framework 2013–2018 and national Closing the Gap targets.

It requires all services to embed Koorie aspirations and outcomes as core business, including early childhood services, schools and training providers.

We have seen much improvement in recent times, and many Koorie children, young people and adult learners are thriving and achieving success. Koorie families are accessing the learning and development opportunities provided by early childhood services through to tertiary education in increasing numbers, and experiencing improved learning and life outcomes as a result. We have a good foundation and commitment to build on.

In 2015, the Victorian Government affirmed its commitment to the principle of self-determination, including strengthening the role and influence of Aboriginal people, communities and organisations, particularly in their relationships with Government. Consistent with this principle of self-determination, Marrung has been developed together with the Victorian Government’s principal partner in Koorie education, the Victorian Aboriginal Education Association Incorporated, along with the Victorian Aboriginal Child Care Agency and the Victorian Aboriginal Community Controlled Health Organisation. As with the Education State, Koorie families and communities are partners in its implementation and success.

We should not forget that Victorians from non-Koorie backgrounds have much to learn from Koorie communities. As the longest continuous culture in the world, Victoria’s Koorie communities have a considerable depth of knowledge and experience we can draw upon. Marrung; built on a partnership with Koorie Victorians, has drawn on this knowledge and experience to collectively position our community for a changing education environment.

MARRUNG ABORIGINAL EDUCATION PLAN 2016 – 2026

We believe that education has a critical role to play in the realisation of genuine reconciliation between Koorie and non-Koorie Victorians. Marrung will make a strong and positive contribution to this goal.

The Hon. James Merlino MP
Deputy Premier
Minister for Education

The Hon. Jenny Mikakos MP
Minister for Families and Children

The Hon. Steve Herbert MP
Minister for Training and Skills

OUR 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; where our universal service systems are inclusive, responsive and respectful of Koorie people at every stage of their learning and development journey; and where every Koorie person achieves their potential, succeeds in life, and feels strong in their cultural identity.

ACHIEVING THE VISION

OUR STARTING POINT

The Victorian Government has a strong commitment to improving Koorie education outcomes and closing the gap in educational achievement. This is evidenced by our commitment to the Victorian Aboriginal Affairs Framework 2013–2018(VAAF) - Victoria's overarching strategic framework for working with Koorie Victorians to drive action and improve outcomes and our continuing support for the national Closing the Gap Reform Agenda.

This commitment is further strengthened through the Education State, which provides every Victorian the opportunity to succeed in life, regardless of background, place or circumstance. Marrung is an integral element in building the Education State, and will support the achievement of its key reforms and targets.

Access to high-quality education provides significant short-term and lifelong benefits, not just in terms of academic outcomes, but also in terms of resilience, creativity, health and wellbeing, and economic participation. Education is the cornerstone of economic development and self-determination. Education increases a person's opportunity and choice in life, equipping them with personal and practical skills to get the jobs they want and live healthier and more prosperous lives. Marrung promotes lifelong learning for Koorie Victorians by making services inclusive, responsive and respectful, and through supporting culturally safe environments and celebrating the cultural identity of Koorie learners.

We have travelled a long way in recent times, and despite the clear need for continued improvement, we start from a position of some success.

- Between 2009 and 2015, the proportion of Koorie children identified as developmentally 'on-track' in all five domains has increased, as assessed through the Australian Early Development Census (AEDC).
- In 2005, there were 465 Koorie four-year-olds enrolled in a funded kindergarten program. In 2015 there were 1100. The Koorie kindergarten participation rate climbed from 66 per cent to 82.2 per cent in that time.

- At school, Koorie students in Years 5–9 are increasingly positive about teacher empathy, and progress has also been made in the proportion of Koorie students in all year levels from 5–12 feeling safer and more connected to their school.
- The Year 7–10 apparent retention rate for Koorie students in Victorian government schools has increased from approximately 77 per cent in 2005 to 97 per cent in 2014 and Year 10–12 retention rates are also increasing.
- There has been an increase in the number of Koorie students completing the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning or VET in School Certificate, up from 175 in 2005 to 560 in 2015.
- In 2009, 29 per cent of Koorie Year 12 graduates enrolled in university and by 2014 the figure had reached 33 per cent.
- In 2014, 62 per cent of enrolments by Koorie students in government subsidised training were in Certificate III and above levels, up from 42 per cent in 2009.

Despite these successes a gap in learning and development outcomes between Koorie and non-Koorie learners has persisted over time. There remains a clear need for continued improvement requiring an increased and re-focused effort to improve outcomes for Koorie learners.

- Koorie participation in Maternal and Child Health (MCH) service visits is up to 18 percentage points lower than it is for all children.
- Koorie participation in four-year-old kindergarten is 15.9 percentage points lower, compared to all children.
- There has been an increased performance gap between Koorie and non-Koorie students across some measures of the National Assessment Program - Literacy and Numeracy (NAPLAN). In 2015, the gap between Koorie and non-Koorie students at or above the National Minimum Standard ranged from 8.3 percentage points for Year 7 reading and numeracy to 13.6 percentage points for Year 9 reading.
- The average high school attendance rate for Koorie students in 2014 was 60.5 percentage points, 24.7 percentage points less than the average for all Victorian students.
- Although the rate of Aboriginal people achieving an Australian Tertiary Admissions Rank (ATAR) of 50.00 or above has been increasing, the gap between Aboriginal and non-Aboriginal people achieving this ATAR has widened from 33.6 to 37.0 percentage points since 2009.

This plan demonstrates the Victorian Government's strong commitment to improving performance and success of Koorie learners and close the gap in Koorie education outcomes where these exist. Marrung will leverage the Education State reform agenda across early childhood, schools and vocational education and training. It will build culturally responsive and inclusive services and provide for targeted Koorie initiatives, including initiatives to support learners with additional needs to meet educational benchmarks.

We look to the future with confidence that our vision will be achieved through the commitment and determination of our government, our service providers and our communities. This includes recognition of the importance of working collaboratively across government and service systems, and leveraging opportunities through shared actions, including through the Aboriginal Justice Agreement 3, Victorian Aboriginal Economic Strategy, Koolin Balit: the Victorian Government's Strategic Directions for Aboriginal Health and the Indigenous Family Violence 10 Year Plan. We will

achieve better outcomes for Koorie Victorians by working together, in partnership with the Koorie community.

At first glance, while some of the percentage increases required to close the gap may seem large, the improvement required in absolute numbers to have Koorie Victorians achieving at the same or better level than non-Koorie Victorians is often quite small. While we face a significant challenge, it is measurable and within our reach to address, and address now. For example:

- an additional 46 Koorie children participating in the Maternal and Child Health (MCH) home consultation would result in full participation (2014–15)
- a further 218 Koorie children participating in the eight month MCH key age and stage consultation would close the participation gap (2014–15)
- 150 more Koorie children on track in the communication and general knowledge domain (Australian Early Development Census) would close the gap in that domain (2015)
- 197 more Koorie children enrolling in kindergarten would close the gap in four-year-old kindergarten participation (2015)
- an extra 103 Koorie children achieving at or above the NAPLAN minimum standard would close the gap in Year 3 reading.

Our knowledge of what affects outcomes for all learners, including Koorie people, is increasing all the time. We are far more aware of the corrosive impact of racism and discrimination and what has been called the soft bigotry of low expectations, and how we might counter this. As a result of national attention, there is growing literature on ‘what works’ in improving education and development outcomes, which was not available to government and community a decade ago.

We also have many of the structures in place to continue the improvement in learning and development outcomes for Koorie Victorians. Victorian Governments have worked in partnership with the Victorian Aboriginal Education Association Incorporated (VAEAI) for over 30 years, and the Government is proud of its continuing support of this important community advocacy organisation.

We also work closely with key Koorie stakeholders including the Victorian Aboriginal Child Care Agency (VACCA) and the Victorian Aboriginal Community Controlled Health Organisation Inc. (VACCHO), and with their continued support we are confident we can further improve learning and development outcomes for Koorie Victorians.

POLICY CONTEXT

Marrung acknowledges that learning outcomes for all Koorie learners are greatly improved with strong partnerships and connections to and with their families and communities. Success can be linked to culturally supportive and responsive learning environments from early childhood, through to school and higher education and training.

The recognition of the role of the Koorie community throughout Marrung is consistent with the Government's self-determination agenda. This agenda will involve changing the way Government engages with Aboriginal Victorians and strengthening their voice within government policies and practices.

Importantly, Marrung aligns with broader state and national strategies and frameworks designed to improve the lives of Koorie Victorians and their communities.

These include:

- *The Victorian Aboriginal Affairs Framework 2013–2018 (VAAF)*, which brings together Government commitments and efforts to create a better future for and with Koorie Victorians. It focuses effort and resources on six strategic action areas that are central to delivering whole of life, whole-of-community outcomes for and with Koorie people over the long term. The VAAF identifies, as key priorities, the need to build prosperity through economic participation; protect and support vulnerable children and families; and ensure access to services that meet the needs of Koorie people across the State.
- *The Roadmap for Reform: strong families, safe children (Roadmap for Reform)*, which focuses on prevention, early intervention, and creating services that are co-ordinated and work together to meet the needs of vulnerable families and children. The Roadmap for Reform also recognises the importance of taking action to ensure self-determination for Aboriginal communities in the care of their children and families, and supports children and families to be involved in decision making about the services and supports they need.
- *The Victorian Aboriginal Economic Strategy 2013–2020 (VAES)*, delivers on a VAAF commitment to make economic participation and development a central priority in Aboriginal affairs. The vision of the VAES is to build opportunity and economic prosperity for all Koorie Victorians and build on the strengths of Koorie Victoria's long history of enterprise and trade as part of their own economic systems. It has three clear, integrated goals, focused on: strong foundations in education and training; jobs with career pathways; and enterprise through sustainable businesses.
- The Council of Australian Governments' (COAG) commitment through the National Indigenous Reform Agreement (NIRA) to 'closing the gap' between Aboriginal and non-Aboriginal Australians by establishing targets across health, education, life expectancy, early childhood development, and employment. In Victoria, the VAAF provides the framework for achieving

the COAG targets and sets out Victoria's commitment to joint effort with the Commonwealth to deliver priority outcomes.

IMPROVING OUTCOMES – OUR STRATEGIC APPROACH

It is our universal services (such as MCH services, kindergartens, schools, training and higher education providers), underpinned by programs providing additional support for those with higher needs, that will provide the foundations for improved outcomes for Koorie Victorians.

In the past these services have not always gained the confidence of the Koorie community, or have not been responsive to Koorie Victorians' needs, and as a result the benefits derived from accessing services throughout life have not been available to Koorie people.

Many previous approaches to improving this situation have focused on simply adding programs to the existing service platform, thus avoiding the system-wide issue rather than addressing it at its core. What is more, these programs have almost always been "deficit" driven, rather than concentrating on the achievement of success and the pursuit of excellence.

Marrung seeks to leverage existing universal early childhood and education platforms in recognition that all services have a responsibility to meet the learning and development needs of Koorie Victorians. Marrung also recognises the importance of tailored program responses, including those led by the Koorie community, which can provide targeted effort to achieving full potential and excellence.

There are many enhancements to our universal service systems already underway, including as part of building the Education State, that will benefit Koorie Victorians. These include the Koorie Kids Shine at Kindergarten campaign, a pilot to pre-purchase kindergarten places for children who might otherwise miss out on kindergarten, significantly increased equity funding to schools, LOOKOUT and Navigator initiatives, assistance to deliver the new Victorian Curriculum, Primary Maths and Science Specialists and the Secondary Science, Technology, Engineering and Maths (STEM) Catalyst initiatives.

The Department of Education and Training's (the Department) new area model facilitates a stronger, more place-based and joined-up approach to child and learner outcomes. Multidisciplinary teams will facilitate local networks and develop relationships and partnerships to support successful transitions across services, and encourage collective responsibility for all learners in the community.

An important focus of Marrung will be to leverage these enhancements, and any future enhancements such as those stemming from the Government Schools Funding Review, to deliver maximum benefit to Koorie learners, ensuring universal services are welcoming, and responsive to Koorie learners.

The actions included in Marrung are informed by a strong evidence base. We are building on successes to date, with excellence as our overarching objective. Our approach is framed by the four priority areas of the Framework for Improving Student Outcomes (FISO), enabling us to deliberately

concentrate on those approaches that the evidence shows will have the highest impact on learning outcomes.

Marrung seeks to respond to advice from Koorie stakeholders, and in the long-term contribute to:

- empowerment and self-determination of Koorie parents and carers in their child's education, with strong connections between service providers and the community;
- a Victorian community that values and respects Aboriginal and Torres Strait Islander cultures, including through embedding Aboriginal perspectives in the Victorian Curriculum;
- an education system, from the early years onwards, that views Koorie culture as an asset which supports Koorie learners to be confident in their culture and identity;
- teaching practices and learning pathways that put the learner at the centre of decisions, and provide for a response that meets the needs of each individual; and
- availability of data regarding Koorie education outcomes that is easy to access, and which supports a shared conversation between local Koorie communities and education providers regarding how to improve outcomes for Koorie learners across the State.

Marrung has been informed by the VAAF service access criteria to support more effective access to services and programs that meet the needs of Koorie Victorians.

VAAF key access criteria for effective service design –

Cultural Safety: The service provider understands client needs, including cultural needs

Affordability: Clients can afford to use required services

Convenience: Clients can get to the service easily

Awareness: Current and potential clients are informed about the availability of the service and its value

Empowerment: Current and potential clients know which services they are entitled to seek

Availability: Services that a client needs are accessible

Respect: The service provider treats the client with respect

THE PRINCIPLES BY WHICH WE WILL WORK

The following principles underpin the approach that will be employed to achieve Marrung's vision.

- We recognise the unique status of Aboriginal and Torres Strait Islander people as Australia's First Peoples, and seek to enrich our whole society with an improved knowledge, understanding and appreciation of Koorie history and culture.
- We recognise the cultural distinctiveness and diversity within Victoria's Koorie population, and will work with all Koorie communities across Victoria.
- Victoria's Koorie communities will be empowered to become equal partners in early childhood development, schooling and further education, drawing upon local knowledge and expertise to inform local, place-based action.
- We maintain high aspirations and high expectations for the development and educational achievement of Koorie learners.
- We value close collaboration with VAEAI as our principal partner in Koorie education and training, other Koorie organisations, Koorie communities, local government, and providers of early childhood services, schooling, training and tertiary education to improve outcomes for Koorie Victorians.
- We will hold all those responsible for improving Koorie learning and development outcomes clearly accountable for achieving success for Koorie Victorians.

PLAN OVERVIEW: OUTCOMES AND ACTIONS

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; where our universal service systems are inclusive, responsive and respectful of Koorie people at every stage of their learning and development journey; and where every Koorie person achieves their potential, succeeds in life, and feels strong in their cultural identity.

KEY SYSTEM ENABLERS

Positive Climate for learning and development –

Outcomes:

- Koorie children and learners of all ages are strong in their identity within all services
- All Victorians understand and respect Koorie culture and history

Actions:

1. We will improve the cultural inclusivity of service providers
2. We will support sectors to enhance learners' understanding of Koorie culture and history

Community engagement in learning and development –

Outcome:

- Services and Koorie communities work together on local, place-based approaches to improving learning outcomes

Actions:

3. We will increase opportunities for Koorie people to participate in decision making that affects them

A culture of professional leadership –

Outcome:

- Success for Koorie Victorians is core business for all educational leaders

Actions:

4. We will further develop our leaders in the early childhood, schools and VET sectors

EXCELLENCE IN TEACHING, LEARNING AND DEVELOPMENT

Early childhood –

Outcomes:

- Young Koorie children are on track in their health, development and wellbeing
- The early learning experience for Koorie children sets them up for life

Actions:

5. We will further support Koorie parents as first educators of their children
6. We will improve access to and participation in early childhood services including MCH, supported playgroups and kindergarten programs

Schools –

Outcome:

- Koorie students engage fully throughout their schooling years, and gain the knowledge and skills to excel at Year 12 or its equivalent

Actions:

7. We will support schools to better support their Koorie students

Higher education and skills –

Outcomes:

- Koorie learners transition successfully into further education and development
- Koorie people have opportunities to access education at all stages of life

Actions:

8. We will provide improved support for all Koorie learners undertaking further education and training

CREATING A POSITIVE CLIMATE FOR LEARNING AND DEVELOPMENT

THE OUTCOMES WE WANT

Koorie children and learners of all ages are strong in their identity within all services.

All Victorians understand and respect Koorie culture and history.

Actions will contribute to the following targets:

- 95 per cent enrolment for all Aboriginal four-year-olds in early childhood education (2025) (COAG)
- The proportion of students who report high resilience will grow by 20 per cent (Education State in Schools)
- The proportion of students who leave education early will fall by 50 per cent (Education State in Schools)
- Close the gap between Aboriginal and non-Aboriginal school attendance within five years (2018) (COAG)

We will also continue to track the following measures:

- Retention of Aboriginal students to Year 10 (VAAF)
- Number of Aboriginal three-year-old children participating in a kindergarten program (VAAF)

* Reporting against relevant future measures and targets will also be accommodated as part of Marrung's accountability framework

A positive climate is a prerequisite for good learning and development outcomes. For Koorie learners this includes an environment where they are able to feel proud and strong in their cultural identity – evidenced through an environment where Koorie culture is acknowledged, respected and, above all, valued.

Establishing such a positive climate starts with non-Koorie people recognising and respecting the distinctive aspects of Koorie cultures and identities. This can be achieved in a variety of ways, for example:

- services giving local Koorie history and culture a higher level of visibility;
- improving the capacity of our various workforces to engage with Koorie people with sensitivity and understanding of culture; and
- drawing on the knowledge of local Koorie communities and the Koorie Education Workforce to support Aboriginal and Torres Strait Islander perspectives in the curriculum.

Some of this is occurring already. For instance, a number of kindergartens incorporate Koorie perspectives in their programs, acknowledge Traditional Owners including through the display of plaques, use Koorie curriculum resources and engage Koorie speakers. School census data indicates all Victorian government schools have been provided with an Aboriginal flag, with 61 per cent of

schools flying it on a regular basis. Sixty-seven per cent of schools have an Acknowledgement of Country at major events, but only 22 per cent have a sign acknowledging the Traditional Owners. Clearly we can improve by providing greater support to education providers to recognise First Nations people through the provision of flags and plaques and actively promote and celebrate examples of good practice.

We can also contribute to creating a positive climate by specifically teaching all students about the history and culture of Australia's First Peoples. School census data indicates 87 per cent of government schools incorporate Aboriginal and Torres Strait Islander perspectives into their curriculum. VAEAI has developed community agreed Protocols for Koorie Education in Victorian Primary and Secondary Schools to support schools to provide a welcoming environment for Koorie communities.

The new Victorian Curriculum defines the knowledge and skills we expect of all Victorian students. The Victorian Government is investing \$21.6 million to support teachers and schools to implement the new curriculum, which includes Aboriginal and Torres Strait Islander histories and culture. The Department has also developed Koorie Cross-Curricular Protocols for schools to seek a way to protect the integrity of Koorie cultural expressions and as a way in which Victorians can engage respectfully and feel connected to Koorie culture. We will improve the support we provide to schools to deliver an inclusive curriculum to all students, including supporting the active involvement of local Koorie communities.

There are also some national vocational training qualifications that contain specific units or qualifications highly relevant to Koorie learners, for example units associated with cultural safety or communicating in an Aboriginal language. In Victoria there are specific accredited courses available that support learners to explore Koorie identity and strengthen community connections.

FURTHER ACTION

1. We will improve the cultural inclusivity of service providers by:
 - a. making ongoing and high-quality cultural awareness training available for service leaders and practitioners in the early childhood, school, and training sectors;
 - b. supporting education providers to recognise and engage with First Nations peoples as Traditional Owners including through the display of the Aboriginal and Torres Strait Islander flags, plaques, the establishment of cultural hubs, and celebrating and promoting examples of good practice;
 - c. working with the Victorian Institute of Teaching and providers of initial teacher education programs to strengthen the integration of Koorie culture across all learning disciplines; and
 - d. requiring cultural inclusion strategies to be embedded in government school and TAFE planning processes, and supporting other Department-funded services to demonstrate good practice by embedding cultural inclusion strategies within their planning processes.
2. We will support sectors to enhance learners' understanding of Koorie culture and history by:

- a. further strengthening the Victorian Early Years Learning and Development Framework to guide professional practice in regards to equity, diversity and high expectations for all children, including Koorie children and families;
- b. supporting the development of both statewide and locally tailored curriculum resources for early childhood services, including supported playgroups and kindergartens, schools and vocational education providers, in partnership with local Koorie communities; and
- c. increasing the number of Koorie language programs in Victorian kindergartens and schools, by supporting community efforts at language learning through working with VAEAI and the Victorian Aboriginal Corporation for Languages, and providing assistance to support Koorie community members to undertake relevant language and teacher training courses.

BUILDING COMMUNITY ENGAGEMENT IN LEARNING AND DEVELOPMENT

THE OUTCOME WE WANT

Services and Koorie communities work together on local, place-based approaches to improving learning outcomes.

Actions will contribute to the following targets:

- The proportion of students who leave education early will fall by 50 per cent (Education State in Schools)
- Close the gap between Aboriginal and non-Aboriginal school attendance within five years (2018) (COAG)
- The proportion of students who report high resilience will grow by 20 per cent (Education State in Schools)

We will also continue to track the following measures:

- Proportion of Aboriginal children attending maternal and child health services at key age milestones (VAAF)
- Retention of Aboriginal students to Year 10 (VAAF)

* Reporting against relevant future measures and targets will also be accommodated as part of Marrung's accountability framework.

Strengthening community action by establishing partnerships with Koorie families and communities to collaboratively determine educational experiences and expectations for their children and for themselves will be critical to our success in improving outcomes. This is particularly important in ensuring improved outcomes for vulnerable Koorie learners. Governments and services at all levels must collaborate in real partnership with Koorie people, so that they are able to shape the decisions that affect them.

Local collaboration with parents/carers and community organisations plays a key role in providing the structure and expertise to enable the learning and development of children, young people and adults. Through building trust and social capital these partnerships generate a culture of high expectations and shared responsibility for learning.

The Department's Koorie Education Workforce includes approximately 110 Koorie Engagement Support Officers, as well as Koorie Education Coordinators and Managers, Koorie Education. This workforce plays a key role in working with families, communities, education and service providers and government to improve education outcomes for Koorie children and young people. As a key part of the regional workforce, the Koorie Education Workforce will support the implementation of the new Learning Places regional operating model which allows for a greater focus on place, local communities and service integration.

The Victorian Government will continue to provide support to and work together with VAEAI, in line with the principle of self-determination, to ensure strong policy and advocacy on matters relating to Koorie education.

Education roundtables and provision of information to local communities on key aspects of the learning and development of Koorie children, young people and adults in their area will enhance Koorie communities' capacity to properly influence local education planning and decision making.

The Minister for Education, together with Minister for Families and Children and Minister for Training and Skills, will co-host an annual Roundtable with VAEAI to hear directly from stakeholders, including Koorie community members, about progress regarding the implementation of Marrung as well as identify and respond to emerging issues and priorities. This will ensure a direct voice to government regarding progress towards improving Koorie learning and development outcomes.

The annual ministerial Roundtable will complement the Aboriginal Children's Forum, co-chaired by the Minister for Families and Children. This forum includes Chief Executive Officers from Aboriginal Community Controlled Organisations, and community and government representatives. The forum focuses on reducing the over-representation of Koorie children in out-of-home care and progressing work on providing support for vulnerable Koorie children and young people.

Both the annual ministerial Roundtable and the Aboriginal Children's Forum will further enhance the Government's engagement with the Koorie community, which includes the new Victorian Government Ministerial Forum, convened by the Minister for Aboriginal Affairs which brings together various Ministers and Koorie peak and statewide service delivery agencies.

FURTHER ACTION

3. We will increase opportunities for Koorie people to participate in decision making that affects them by:
 - a. actively engaging families and carers to better support children's participation, retention and transition in education through the provision of targeted advice, including promoting opportunities to Koorie families to actively participate on relevant committees (i.e. Local Aboriginal Education Consultative Groups - LAECGs, parent groups, school councils, kindergarten committees) and involvement in curriculum development and delivery;
 - b. establishing Regional Partnership Forums comprised of key stakeholders including service providers, regional Department staff, and LAECG representatives to share relevant data to support place-based action to improve Koorie outcomes;
 - c. establishing a central governance mechanism co-chaired by the Department's Secretary and the President of VAEAI that includes representation from the Department's Executive, other key statewide Aboriginal organisations including VACCA and VACCHO, relevant government agencies and stakeholders to monitor progress against Marrung and provide strategic advice regarding initiatives and reforms that impact on Koorie children and learners; and
 - d. identifying opportunities to work in partnership with relevant place-based initiatives and mechanisms including Children and Youth Area Partnerships, Regional Aboriginal Justice Advisory Committees, Indigenous Family Violence Regional Action Groups, Local Aboriginal Networks and relevant health and human services regional committees.

BUILDING A CULTURE OF PROFESSIONAL LEADERSHIP

THE OUTCOME WE WANT

Success for Koorie Victorians is core business for all educational leaders.

Actions will contribute to the following targets:

- 95 per cent enrolment for all Aboriginal four-year-olds in early childhood education (2025) (COAG)
- Over the next five years 25 per cent more Year 5 students will reach the highest levels of achievement in reading and maths (Education State in Schools)
- Over 10 years 25 per cent more Year 9 students will reach the highest levels of achievement in reading and maths (Education State in Schools)
- Over 10 years 23 per cent more 15 year olds will reach the highest levels of achievement in science (Education State in Schools)
- More students will reach the highest levels of achievement in the arts, and critical and creative thinking (Education State in Schools)

We will also continue to track the following measures:

- Number of Aboriginal three-year-old children participating in kindergarten (VAAF)
- Proportion of Aboriginal children attending maternal and child health services at key age milestones (VAAF)

*Reporting against relevant future measures and targets will also be accommodated as part of Marrung's accountability framework

Improving Koorie outcomes relies on committed leaders who have high expectations of Koorie achievement and an understanding of the crucial role that Koorie culture plays in learning and self-determination.

Effective leaders demonstrate a vision for change, assist others to understand the importance of cultural inclusion, and invest the necessary time and resources to develop culturally inclusive environments and practices. They challenge racism, advocate for the inclusion of Aboriginal and Torres Strait Islander perspectives in curriculum, create opportunities for Koorie families to participate in their children's learning, and promote the recognition of local Koorie history, culture and Traditional Owners.

The Koorie population is highly dispersed across Victoria. This is evident across early childhood and education providers. For instance, in 2015, 541 funded kindergarten programs had Koorie children enrolled; of these 334 had one enrolment and only 9 kindergartens had 10 or more enrolments. In the school system where Koorie students are enrolled in over 1,600 government, Catholic and independent schools, in 2015, just 138 government schools had 20 or more Koorie students. As such, Koorie families may be overlooked and our education leaders may not consider Koorie identity or Koorie learning outcomes to be a priority.

Professional learning opportunities have been provided over a number of years to enhance the Koorie cultural understandings of school leaders. However, school census data indicates only 12 per cent of government school principals have a reference to improving Koorie student outcomes in their performance plan, and only 26 per cent of schools have undertaken professional learning around Koorie culture in the last two years. It is clear that we can provide more opportunities and support to education leaders to ensure Koorie outcomes are at the forefront when developing strategies to improve learning outcomes. We expect that when all leaders are reviewing the performance of their service that they will consider the relative achievement of their Koorie and non- Koorie learners and implement strategies to address any disparity. It is only when performance is analysed and action is taken at the local level that we will see the change needed to close the gap.

The Department's Koorie Education Workforce plays a critical role in embedding Koorie success as core business, both as a professional education workforce and as key advisors to other service providers. Together with Koorie workforces in early childhood and vocational education, they play an important role in supporting education providers to improve the outcomes of Koorie learners. The Victorian Government will continue to support these vital resources through the provision of ongoing professional development.

The VET Development Centre is funded to provide professional development programs and services to the Victorian VET sector. Programs and services offered cover a range of areas including supporting VET practitioners working with Koorie students. The VET Teacher Indigenous Capability Program provides VET practitioners with skills to build culturally inclusive learning environments and capability in responding to the needs of Koorie students.

FURTHER ACTION

4. We will further develop our leaders in the early childhood, schools and VET sectors by:
 - a. providing additional training for service leaders, with a focus on establishing a clear vision of inclusive practice, leading by example, and holding high expectations of themselves, their staff, and Koorie learners including vulnerable and disengaged learners, and learners with additional needs;
 - b. working with service leaders to leverage existing planning and improvement frameworks, including the Framework for Improving Student Outcomes, to implement strategies to improve Koorie outcomes and monitor progress;
 - c. implementing strategies (including mentoring and coaching by Koorie people) to attract and retain more Koorie people to work as teachers, and across the education sector, in consultation with relevant Koorie community organisations and tertiary providers;
 - d. continuing to provide professional development to the Koorie workforces to support the development of strategies to assist providers in improving outcomes for Koorie learners; and
 - e. developing stronger relationships between the MCH, early childhood and education sector workforces (including Koorie workforces) and health and allied health professionals (including those located in Aboriginal Community Controlled Organisations).

EXCELLENCE IN TEACHING, LEARNING AND DEVELOPMENT: EARLY CHILDHOOD

THE OUTCOMES WE WANT

Young Koorie children are on track in their health, development and wellbeing.

The early learning experience for Koorie children sets them up for life.

Actions will contribute to the following targets:

- 95 per cent enrolment for all Aboriginal four-year-olds in early childhood education (2025) (COAG)

We will also continue to track the following measures:

- Gap between Aboriginal and non- Aboriginal four-year-old children having access to a high-quality kindergarten program closed (VAAF)
- Proportion of Aboriginal children attending Maternal and Child Health services at key age milestones (VAAF)
- Number of Aboriginal three-year-old children participating in kindergarten (VAAF)

*Reporting against relevant future measures and targets will also be accommodated as part of Marrung's accountability framework

A child's initial learning experiences at home, and the role of parents as first teacher, are critically important. It is essential to recognise and further support the efforts of Koorie families in providing a strong foundation for their children's learning and development.

To improve outcomes, our universal services need to better connect with Koorie families as early childhood inequalities underpin the lifelong disparities in health, educational achievement and wellbeing.

We know:

- Children read to 6–7 times a week are more than twice as likely to record the highest reading test score as children read to 0–2 times per week.
- Going to MCH visits has a direct impact on health and wellbeing of mothers and babies, and also on the child's future development, while non-attendance at the three-and-a-half-year MCH check correlates with a 30 per cent higher risk of poor educational outcomes.
- Supported Playgroups, with qualified facilitators, allow children and their families to learn through structured play, supporting improved learning opportunities.
- Attendance at pre-school has a significant positive impact on later NAPLAN outcomes, particularly in the domains of Numeracy, Reading and Spelling.

- Over a quarter of young Koorie children have a health or development concern, and over one-fifth (21.9 per cent) have two or more concerns compared with a statewide figure of 14.7 per cent.

The Victorian Government is already working in partnership with Koorie communities to improve outcomes for Koorie children. In recognition of parents' important role as first educator, the Department contracts a number of parent support services from VACCA. In addition, the Department has investigated the reasons why MCH services are not engaging with Koorie mothers as much as non-Koorie mothers and the Koorie Kids Shine promotional campaign has been developed to raise awareness of the availability of free kindergarten for Koorie children. VAEAI has worked consistently to promote and encourage the availability of kindergarten places for three- and four-year-old Koorie children, and is also working to encourage and assist universal early childhood services to offer more welcoming environments to Koorie families.

The Koorie Education Workforce will continue to support participation by children and families in early childhood services as well as give advice to providers regarding culturally inclusive learning environments.

Kindergarten providers have also been invited to apply for pre-purchased places, to help ensure that places are available to children who often miss out due to families being unaware of, or unable to participate in, established enrolment processes.

Training of community service and health workers includes units that directly relate to Koorie communities, for example, units in cultural safety. This will contribute to building a workforce that has a better appreciation and understanding of Koorie culture and can improve their service and support to Koorie communities.

FURTHER ACTION

5. We will further support Koorie parents as first educators of their children by:
 - a. strengthening the suite of supports available to Koorie families including through an analysis of existing early years' service provision;
 - b. increasing participation of Koorie families in supported playgroups; and
 - c. increasing participation of Koorie families in parenting education and support programs (including provision to target fathers) including in communities with high rates of children living in out-of-home care.
6. We will improve access to and participation in early childhood services including MCH, supported playgroups and kindergarten programs by:
 - a. working with Koorie communities to co-design a MCH service delivery model to deliver more culturally responsive and high quality services, including through both Aboriginal Community Controlled Organisations and current service providers;
 - b. reviewing and strengthening the Transition: A Positive Start to School initiative and resources to include an increased focus on supporting Koorie children and families. This

- includes trialling and delivering statewide professional learning on transitions to Early Childhood Education and Care (ECEC) services and schools; and
- c. undertaking a Koorie early childhood workforce census to inform professional development and training options for Koorie people working, or considering a career, in early childhood development.

EXCELLENCE IN TEACHING, LEARNING AND DEVELOPMENT: THE SCHOOL YEARS

THE OUTCOME WE WANT

Koorie students engage fully throughout their schooling years, and gain the knowledge and skills to excel at Year 12 or its equivalent.

Actions will contribute to the following targets:

- Percentage of Aboriginal students above the bottom three bands for reading and numeracy in Years 3, 5, 7 and 9 (NAPLAN Testing) (BP3)
Halve the gap in reading, writing and numeracy achievements for Aboriginal students by 2018 (COAG and VAAF)
- Close the gap between Aboriginal and non-Aboriginal attendance within five years (COAG)
- Halve the gap for Aboriginal Australians aged 20–24 in Year 12 attainment or equivalent rates by 2020 (COAG and VAAF)
- Over the next five years 25 per cent more Year 5 students will reach the highest levels of achievement in reading and maths (Education State in Schools)
- Over the next 10 years 25 per cent more Year 9 students will reach the highest levels of achievement in reading and maths (Education State in Schools)
- Over the next 10 years 33 per cent more 15 year olds will reach the highest levels of achievement in scientific literacy (Education State in Schools)
- Over the next 10 years the proportion of students who report high resilience will grow by 20 per cent (Education State in Schools)
- Over the next 10 years the proportion of students who leave education early (between Years 9 and 12) will fall by 50 per cent (Education State in Schools)

We will also continue to track the following measures:

- Retention of Aboriginal students to Year 10 (VAAF)

* Reporting against relevant future measures and targets will also be accommodated as part of Marrung's accountability framework.

It's hard to stay engaged and complete school if you struggle with the fundamentals. Too many Koorie students start school behind non-Koorie students in literacy and numeracy, and end up staying behind. Despite the efforts of Koorie students, their families and schools, by the time many get to Year 7 their literacy and numeracy skills are on average the same as non-Koorie students in Year 5.

The Early Years Koorie Literacy and Numeracy Program provides support for Year P-3 Koorie students who are struggling. In addition, as part of building the Education State the Government is providing increased assistance to students at risk of falling behind. \$566 million of additional needs-based funding will be distributed to schools over the next four years. The new funding will take into account a range of factors to enable schools to better respond to every student's needs in both

MARRUNG ABORIGINAL EDUCATION PLAN 2016 – 2026

primary and secondary school. Koorie students are expected to benefit from this extra funding as schools, using the Department's Framework for Improving Student Outcomes, will be supported to focus on initiatives and supporting strategies that deliver improved student outcomes.

Attendance is important to ensure the best results for any student. Every week missed corresponds with a commensurate loss in learning compared to students who are attending school, and a decrease in the NAPLAN reading score the following year. Forty per cent of Koorie students are away from school for between 4 and 16 weeks a year (compared to 23 per cent of non-Koorie students).

The Department has in place an extensive set of resources and advice for schools to use in developing strategies to improve attendance for all students, including specific guidance for encouraging Koorie students to attend school regularly. For example, the Every Day Counts resources include Koorie-specific resources and are available to all schools, emphasising the importance of children and young people attending school every day. The Department has developed attendance and enrolment guidelines to assist schools to create and maintain environments where students feel safe and supported.

The Koorie Education Workforce will continue to strategically support schools to develop strategies to improve student engagement, retention, achievement and wellbeing, including through assisting schools to build relationships with Koorie families, children and communities. The Workforce will also work with service providers and government departments to ensure that children and young people with additional needs, or who are at risk of disengagement, including those in out-of-home care, are supported to continue in education.

The Department will continue to support programs that provide formal and informal mentoring opportunities to Koorie students. The Koorie Academy of Excellence assists Koorie students to remain engaged in education and complete Year 12, and to excel and pursue their desired tertiary pathways, while regional programs such as the Clontarf Academies for boys and Dance Academies for girls build students' confidence and cultural connections. The Department will continue to work collaboratively across government and with the Koorie community to further embed mentoring opportunities.

We will leverage existing initiatives, such as Team Around the Learner (which initiates an approach to provide existing or additional wrap-around services to support students to engage or re-engage with learning) and School-wide Positive Behaviour Support, as well as new initiatives such as LOOKOUT and Navigator to deliver improved outcomes for Koorie students. In particular, LOOKOUT Education Support Centres, to be established in each of the Department's four regions, will advocate and support all children and young people in out-of-home care within the education system. The LOOKOUT team, which includes a Koorie Cultural Advisor, will work in partnership with schools and carers to support students' improved school attendance, engagement and achievement.

The Education Justice Initiative provides education and/or training referral for young people appearing before the Children's and Koori Children's Courts. The Department has employed officers to attend court sessions to provide education and training advocacy and referral to local education providers.

One specific approach that has had some success in re-engaging students involved with the justice system in an educational pathway has been the provision of an outreach worker to the Koori Children's Courts. These workers support young offenders through the court process and broker their enrolment in a suitable school.

FURTHER ACTION

7. We will support schools to better support their Koorie students by:
 - a. implementing agreed strategies and actions in the Victorian Commonwealth Bilateral Plan that focus on improving Koorie student attendance, including working with schools with high Koorie absences and sharing effective practice;
 - b. reviewing the Koorie Academy of Excellence that currently operates in northern Melbourne, and exploring the possibility of rolling out an expanded model across all of the Department's regions;
 - c. extending the Early Years Koorie Literacy and Numeracy Program to provide literacy and numeracy support to Koorie students not meeting Year 3 reading and numeracy benchmarks in Years 4 and 5;
 - d. embedding the education outreach program to cover all of the Koori Children's Courts;
 - e. supporting Koorie students to achieve their maximum potential by assisting schools to use Individual Education Plans, including trialling Koorie Student and Family Support Plans through the Framework for Improving Student Outcomes, and using progress of the trial to inform broader implementation including in early childhood settings; and
 - f. undertaking research to identify factors that contribute to academic achievement (including higher NAPLAN and ATAR scores) and implement supporting strategies.

EXCELLENCE IN TEACHING, LEARNING AND DEVELOPMENT: HIGHER EDUCATION AND SKILLS

THE OUTCOMES WE WANT

Koorie learners transition successfully into further education and employment.

Koorie people have opportunities to access education at all stages of life.

Actions will contribute to the following targets:

- Halve the gap for Aboriginal Australians aged 20–24 in Year 12 attainment or equivalent rates by 2020 (COAG and VAAF)

We will also continue to track the following measures:

- Rate of transition of Aboriginal young people aged 18–24 to employment and/ or further education (VAAF)

* Reporting against relevant future measures and targets will also be accommodated as part of Marrung’s accountability framework.

Education and training are vital to achieving better life outcomes for all young people. Strong learning and development foundations are essential to ensuring Koorie learners have access to the full range of higher education and training pathways, and subsequent economic opportunities, in order to lead healthier and more prosperous lives.

Against a backdrop of strong increases in recent years of Koorie participation in VET, in 2014 there were fewer enrolments in government subsidised training by people who often face barriers to education including Koorie learners. Despite this decrease the number of enrolments in Certificate III and above courses increased by seven per cent. There have also been changes in where Koorie learners are choosing to study, with the majority now undertaking their training in non-TAFE settings. As a result we need to ensure Koorie learners are supported within the training system regardless of where they choose to study.

The Government currently funds 21 Koorie Liaison Officer (KLO) positions to work with TAFE and dual sector institutes to provide advice for Koorie students on training courses and pathways. They also provide mentoring and cultural support as required.

Eight Wurreeker Broker positions are funded through VAEAI to facilitate community engagement with training providers and industry and identify employment trends, opportunities and information related to Koorie education and training participation and outcomes.

An independent VET Funding Review has provided advice to Government on how to improve the quality, stability and sustainability of the Victorian training market. The Government’s response to the Review outlines three overarching objectives for the sector: deliver quality training that meets

current and future industry need; grow employment and further education outcomes; and promote equity and address disadvantage.

The Government will ensure its response to the Review delivers real benefits for Koorie learners. This includes ensuring the development of new approaches to better support learners with higher needs is inclusive of Koorie learners.

FURTHER ACTION

8. Provide improved support for all Koorie learners undertaking further education and training by:
 - a. developing options for a revised approach to supporting Koorie learners to engage and participate successfully in vocational education and training (VET) through the redesign of the existing Koorie VET workforce;
 - b. developing and promoting strategies (including mentoring, targeted careers advice for students and families and access to support services) to strengthen pathways into post-compulsory education (including university), training and employment, including development of targeted initiatives with Learn Local providers;
 - c. working collaboratively with VAEAI to continue to strengthen and expand initiatives under the Toorong Marnong Higher Education Accord to support improved Koorie outcomes and enhance engagement with Koorie communities; and
 - d. actively support Koorie young people to transition from education into an education, training or employment pathway, including through the provision of case management and career services assistance to Koorie students who complete Year 12.

The actions for early childhood, schools and training, together with cross cutting actions relating to building a positive climate for learning and development, community engagement and a culture of professional leadership will be critical to improving educational outcomes for all Koorie learners.

HOLDING OURSELVES ACCOUNTABLE

Generating improved outcomes for Koorie learners, and sustaining them over time, will only be achieved if we are very clear about what success looks like, who is responsible for contributing in particular ways to that success, and how we will monitor and report on progress.

This requires an accountability framework in which the Department:

- holds itself to account at a system and service level for the achievement of Victorian and national targets; and
- is in turn held to account by the community for a demonstrable improvement in the learning and development outcomes of Koorie people.

The construction of such an accountability framework requires a succinct and focused set of performance measures, the capacity for relevant data and information to be provided to local communities to better inform conversations about progress to date and forward action, and a mechanism for feedback from communities.

A governance committee with regular reporting to the Education State Board, the key Department advisory body that oversees the Education State agenda, will be established to oversee Marrung, monitor progress against key targets and indicators and provide strategic advice on programs and policy reform. This will ensure Koorie outcomes are core departmental business. The committee will be co-chaired by the Department's Secretary and VAEAI, the Department's principal partner, and include representatives from VACCA, VACCHO, Department's senior Executive and relevant government agencies and stakeholders.

The VAAF includes targets across early childhood, schools and training, and the Department collects data and reports progress regularly against these targets, including through the annual Victorian Government Aboriginal Affairs Report. In addition, the Victorian Government has signed up to targets as part of COAG's commitment to close the gap in outcomes between Aboriginal Australians and other Australians.

The Education State reform includes a set of targets that focus on the achievement of excellence and equity for Victorian learners. This includes schools targets. The accountability framework for Marrung will also accommodate reporting against relevant future measures and targets that are developed as part of the Education State.

FURTHER ACTION

- The new governance committee established to oversee Marrung will regularly reflect on progress towards the targets and its implementation. Based on progress towards the targets, we will refine existing actions and identify any further actions necessary to reach our goal.

- We will identify ways in which Koorie student outcomes can be included in existing performance accountability frameworks of relevant staff (appropriate to each school's circumstances), and investigate how Koorie participation and outcomes can be included in service agreements with funded agencies, and supported in Education State initiatives (e.g. LOOKOUT and Navigator).
- Annual statements of expectations provided to TAFE Institutes will include requirements to improve participation and outcomes for Koorie learners. Opportunities to expand such requirements to non-government VET providers will also be explored.

GOVERNANCE STRUCTURE

- Local Aboriginal Education Consultative Groups (LAECGs)
- Koorie Education Roundtables: Chaired by VAEAI, includes LAECGs, community members, local Koorie organisations.
- Regional Partnership Forums: Co-chaired by DET and VAEAI, includes DET Regions, LAECGs and service providers.
- Marrung Governance Committee: Co-chaired by DET Secretary and VAEAI, includes VACCA, VACCHO, DET, Government agencies, other key stakeholders.
- Education State Board: Chaired by DET Secretary, includes Deputy Secretaries, Regional Directors, CEO VCAA.

Annual Ministerial Roundtable

- Monitor progress against key targets and measures
- Identify and respond to emerging issues and priorities

A review of progress against Marrung, in relation to identified actions and targets, will take place three years following its release. This will be completed under the guidance of the governance committee with findings to be reported at the annual ministerial Roundtable.

TARGETS AND MEASURES

Education State in Schools Targets

Over the next five years:

- 25% more Year 5 students will reach the highest levels of achievement in reading and maths.

Over the next 10 years:

- 25% more Year 9 students will reach the highest levels of achievement in reading and maths.
- 33% more 15 year olds will reach the highest levels of achievement in scientific literacy.
- More students will reach the highest levels of achievement in the arts.
- More students will reach the highest levels of achievement in critical and creative thinking.
- The proportion of students who report high resilience will grow by 20%.
- The proportion of students doing physical activity for an hour a day, five times a week, will grow by 20%.
- The proportion of students who leave education early (between Years 9 and 12) will fall by 50%.

Budget Paper 3 Targets

- Percentage of Aboriginal students above the bottom three bands for reading and numeracy in Years 3, 5, 7 and 9 (NAPLAN testing).

COAG Targets

- 95 per cent enrolment for all Aboriginal four year olds in early childhood education (2025)
- Close the gap between Aboriginal and non-Aboriginal school attendance within five years (2018)
- Halve the gap in reading, writing and numeracy achievements for Aboriginal students (2018)*
- Halve the gap for Aboriginal Australians aged 20-24 in Year 12 attainment or equivalent attainment rates (2020)*

*Also a VAAF target

VAAF Targets

- Close the gap between Aboriginal and non-Aboriginal 4 year old children having access to a high quality kindergarten program (2014)

Other measures reported on as part of the VAAF that support improved outcomes include:

- The proportion of Aboriginal children attending Maternal and Child Health services at key age milestones
- The number of Aboriginal 3 year old children participating in a kindergarten program
- The retention of Aboriginal students in school to Year 10
- The school attendance rates for Aboriginal students

- The transition rate of Aboriginal young people aged 18–24 years to employment and/or further education
- The representation of Aboriginal people on boards and committees

Reporting against relevant future measures and targets will also be accommodated as part of Marrung’s accountability framework.

ACRONYMS

ACCO - Aboriginal Community Controlled Organisation

ACF - Aboriginal Children’s Forum

AEDC - Australian Early Development Census

AJA - Aboriginal Justice Agreement

ATAR - Australian Tertiary Admissions Rank

BP3 - Budget Paper No 3: Service Delivery

COAG - Council of Australian Governments

DET - Department of Education and Training

ECEC - Early Childhood Education and Care

FISO - Framework for Improving Student Outcomes

KAE - Koorie Academy of Excellence

KEC - Koorie Education Coordinators

KESO - Koorie Engagement Support Officers

KEW - Koorie Education Workforce

KLO - Koorie Liaison Officer

LAECG - Local Aboriginal Education Consultative Group

LAN - Local Aboriginal Network

MCH - Maternal and Child Health

NAPLAN - National Assessment Program – Literacy and Numeracy

NIRA - National Indigenous Reform Agreement

MARRUNG ABORIGINAL EDUCATION PLAN 2016 – 2026

STEM - Science, Technology, Engineering and Mathematics

TAFE - Technical and Further Education

VAAF - Victorian Aboriginal Affairs Framework 2013–2018

VACCA - Victorian Aboriginal Child Care Agency

VACCHO - Victorian Aboriginal Community Controlled Health Organisation

VACL - Victorian Aboriginal Corporation for Languages

VAEI - Victorian Aboriginal Education Association Incorporated

VAES - Victorian Aboriginal Economic Strategy 2013–2020

VCAA - Victorian Curriculum and Assessment Authority

VCAL - Victorian Certificate of Applied Learning

VCE - Victorian Certificate of Education

VET - Vocational Education and Training

VIT - Victorian Institute of Teaching