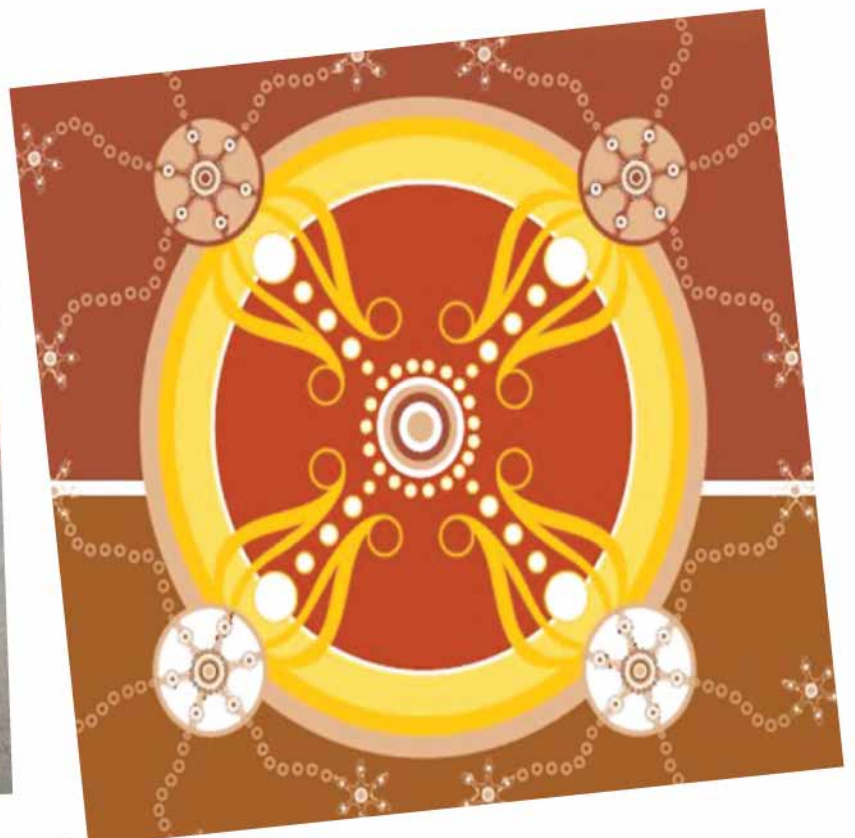


Wannik

Koorie Education Learning Plan

KELP

Resource





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System Policy Division
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Victoria 3002 Australia

February 2012

www.education.vic.gov.au/about/directions/wannik/

Wannik would like to acknowledge the work of the Northern Metropolitan Region Koorie Project Team, schools in the region and the Victorian Aboriginal Education Association Inc. (VAEAI) for the development of the Koorie Education Learning Plan.

Artwork on cover by Reanna Bono, a Wiradjuri and Wemba Wemba woman from Echuca in Northern Victoria.

The cover artwork represents different communities coming together to share knowledge. The central circle represents the knowledge, with the dots coming out from the centre reaching out to all areas in the community. Knowledge is then passed on between the different communities, sharing it amongst each other.

Note: In Victoria the term 'Koorie' is used to identify Victorian Indigenous peoples. In using this terminology we are embracing all Aboriginal and Torres Strait Islander people living in Victoria.

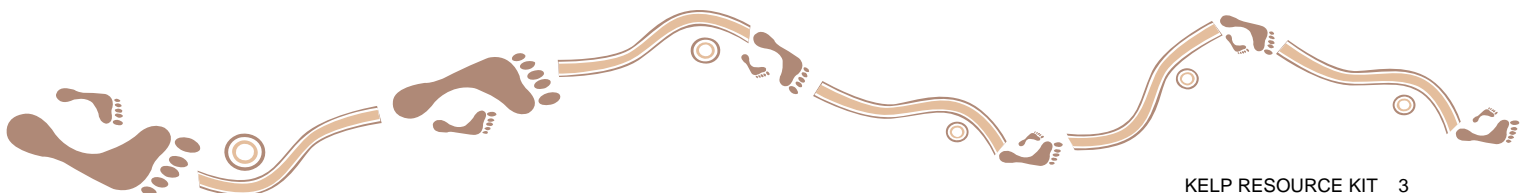
System Policy Division
Office for Policy, Research & Innovation
Department of Education and Early Childhood Development
Melbourne

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Foreword

Wannik Learning Together – Journey to Our Future

Closing the gap between the educational outcomes of Indigenous and non-Indigenous students is a national priority. Governments have endorsed the *Aboriginal and Torres Strait Islander Education Action Plan (2010-2014)* outlining actions to be undertaken at the national, state and local level.

These actions are linked to six priority areas that have the most impact on closing the gap:

- Readiness for school
- Engagement and connections
- Attendance
- Literacy and numeracy
- Leadership, quality teaching and workforce development
- Pathways to further education, training and employment outcomes

Victoria's *Wannik Education Strategy for Koorie Students* is well positioned to address many of the goals and targets in the National Action Plan. Wannik seeks to embed within the system comprehensive reforms fostering a new culture of high expectations for Koorie students thus delivering the best possible education to meet these expectations and close the gap. These reforms include an increased emphasis on accountability at the school, regional and system levels, strong leadership and better engagement so that partnerships can be developed with Koorie families and community.

This will create an education system that respects, recognises and celebrates cultural identity.

Koorie students attend more than 1100 Victorian Government schools but often in such small numbers that their particular needs are easy to overlook. In 2011 there were over 9,200 Koorie students enrolled across the state with student numbers increasing each year.

The success of the Wannik strategy relies most heavily on the skills and capabilities of the education workforce and school leaders. The Koorie Education Workforce (KEW) plays a vital role in engaging families and supporting Koorie young people in early childhood and through their schooling and key transition points.



As a system, every region has developed an implementation plan for Wannik and is supported by its own KEW. The KEW has new roles and functions and are better positioned to provide services across their region according to need. This responsiveness by regions is an important element of support for each school and their Koorie families.

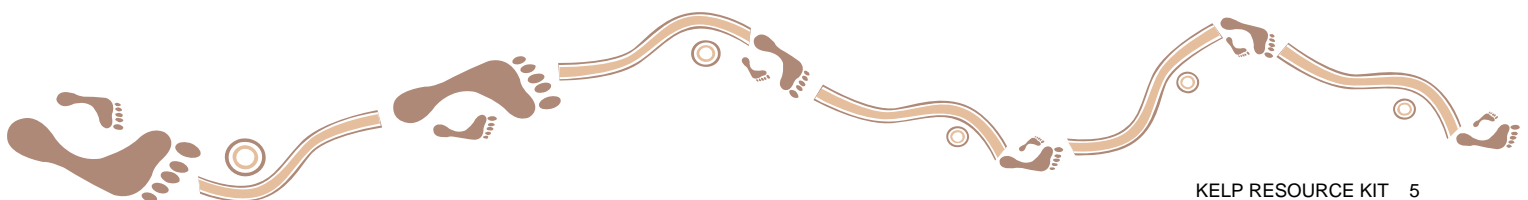
The Koorie Education Learning Plan (KELP) is an online tool that will help schools to work with their Koorie families to address literacy and numeracy outcomes of Koorie young people.

The KELP was developed in Northern Metropolitan Region by James Atkinson, the Koorie Education Coordinator, with support from Ralph Bamblett and April Pender, Koorie Engagement Support Officers.

Underpinning the KELP is the understanding that its development represents a partnership between the school and the family. This partnership develops a positive learning experience in a supportive environment, nurtures each Koorie child's learning ability and includes support from the regional KEW to assist families and schools.

This Resource provides information about how principals and teachers develop KELP with Koorie students at their school.

Tim Fitzgerald
Wannik Director



Introduction

Closing the Gap in Literacy and Numeracy

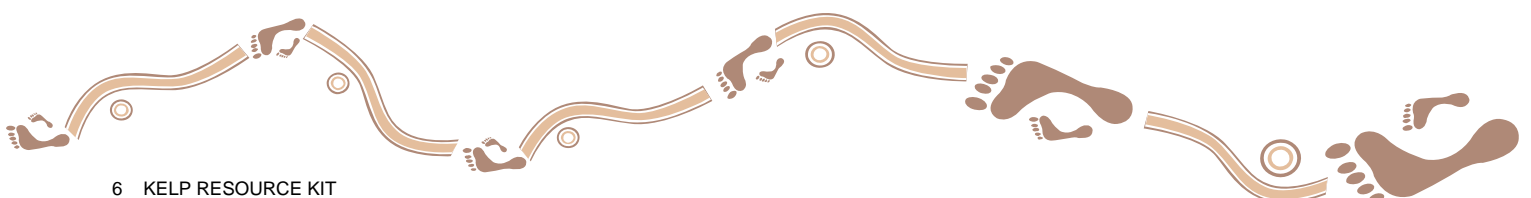
All Australian Governments have agreed to close the gap between the educational outcomes of Indigenous and non-Indigenous Australians. As an initial focus, governments will be pursuing the achievement of the following targets:

1. Closing the life expectancy gap within a generation
2. Halving the gap in mortality rates for Indigenous children under five within a decade (2018)
3. Ensuring all Indigenous four years olds in remote communities have access to early childhood education within five years (2013)
4. Halving the gap for Indigenous students in reading, writing and numeracy within a decade (2018)
5. Halving the gap for Indigenous students in equivalent attainment of a senior secondary qualification or a VET certificate at AQF Level II or higher by 2020
6. Halving the gap in employment outcomes between Indigenous and non-Indigenous Australians within a decade (2018).

In April 2010, the Ministerial Council for Education, Early Childhood Development and Youth Affairs endorsed the *Aboriginal and Torres Strait Islander Education Action Plan (2010-2014)*. The plan builds on commitments by governments to introduce substantial structural and innovative reforms in early childhood education, schooling and youth. The plan outlines how governments will work together to achieve the Closing the Gap targets.

This national action plan outlines actions to be undertaken at the national, state and local level. These actions are linked to six priority domain areas that evidence shows will have the most impact on closing the gap:

- Readiness for school
- Engagement and connections
- Attendance
- Literacy and numeracy
- Leadership, quality teaching and workforce development
- Pathways to further education, training and employment outcomes.



The Wannik Education Strategy

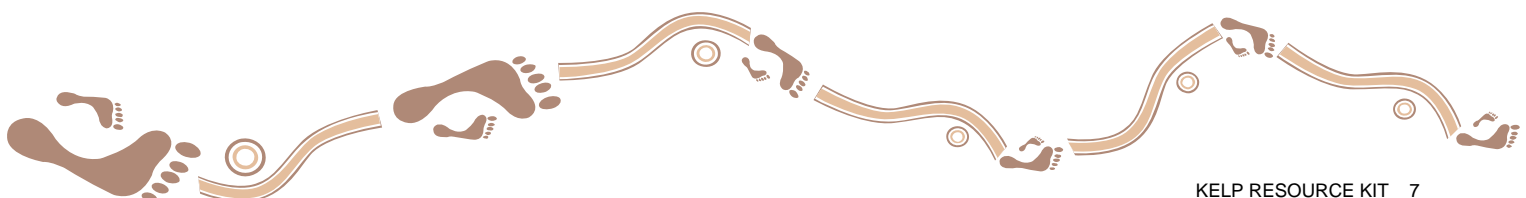
The *Wannik Education Strategy for Koorie Students*, established in 2008, is designed to improve outcomes for Koorie students across the whole Victorian Government school system by:

- Repositioning the education of Koorie students within all government schools through strong leadership that creates a culture of high expectations and individualised learning for Koorie students
- Underpinning explicit accountability mechanisms for improvement in outcomes for Koorie students across all levels of the school education system
- Creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- Reinforcing the responsibility of all government schools to meet the needs of all students by moving away from strategies designed around inadequacies rather than strengths.

Wannik requires that the relationships between schools and Koorie families be given top priority across the system. Schools are required to work in partnership with Koorie communities to develop an understanding of Koorie culture and be responsive to community needs at the local level.

The *Strategy* is designed so that Victoria's Koorie students reap the full benefits of the Victorian Government's reform agenda in education. Individual student learning goals and targets expressed within a Career Action Plan are aimed at helping students progress and excel thereby ensuring continued success in and engagement with education and training.

<p>Koorie Individual Education Plan (paper based template) can be used to plan learning for:</p> <ul style="list-style-type: none">○ Foundation to Year 10 VELS○ Every learning domain of VELS○ All VCE, VET, VCAL School based Apprenticeship/Traineeship○ All school reporting, data, transition plans○ Wannik tutorial○ MIPS in Years 8-12 and CAPS in Years 7-12 (introduced in 2012).	<p>Koorie Education Learning Plan (online tool) can be used to plan learning for:</p> <ul style="list-style-type: none">○ Foundation to Year 10 English and Mathematics○ All school reporting data, transition plans○ MIPS in Years 8-12
<p>IEP and KELP are not designed for use with students with special learning needs. DEECD provides support through its Program for Students with Disabilities to develop individual education plans. CAPS (will be available in KELP in 2012)</p>	



Supporting greater student engagement

The Wannik education strategy for Koorie students requires all government schools to develop an Individual Education Plan (IEP) for every Koorie student in their school. The school will develop this in partnership with the student, their parent or caregiver and, if required, a Koorie support worker. Each plan will cover key transition points (pre-school to school; primary to secondary; compulsory to post-compulsory) and will be linked to the Career Action Plan.

The following describes Individual Education Plans (IEP) and Koorie Education Learning Plans (KELP):

Individual Education Plans for all Koorie students

This forms part of a school's accountability process and the number of Koorie students with an IEP is reported on annually through the August school census. The IEP encourages schools to pay attention to each Koorie student's needs. It is one of the primary strategies improving learning outcomes and addressing the education gap.

Each Koorie child's IEP must be developed in partnership with the student, their parent/guardian and Koorie Engagement Support Officer (KESO). It should cover key transition points (pre-school to school, primary to secondary, compulsory to post-compulsory), and be linked to every Managed Individual Pathway (MIP) plan for Years 8-12. The CAP (soon to be introduced) is an overall planning document for transition in the post-compulsory years incorporating the new Victorian Careers Curriculum Framework Career Action Plan and need to be incorporated

Appendix 1 Outlines the principles to be employed in an IEP

Koorie Education Learning Plan

The Koorie Education Learning Plan (KELP) – in summary is an online tool for:

- Foundation to Year 10 in the Victorian Essential Learning Standards (VELS) learning domains for English and Mathematics only
- Foundation to Year 12 to develop a Student Aspirational Learning Plan (SALP).

KELP is not for use with Koorie students with special learning needs. The Department provides Individual Education Plan for use with eligible students with disabilities in regular and specialist schools through its *Program for Students with Disabilities*.

Schools should use the *Programs for Students with Disabilities Handbook*, and the process for enhanced transition to school for children with severe disabilities. The Kindergarten Inclusion support package is available at:

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/default.htm>

The Department also provides career support for students with a disability who are exploring future pathways. See *Careers and Planning for the Future – Career Support for Students with a Disability* at <http://www.education.vic.gov.au/aboutschool/careers/disability.htm>

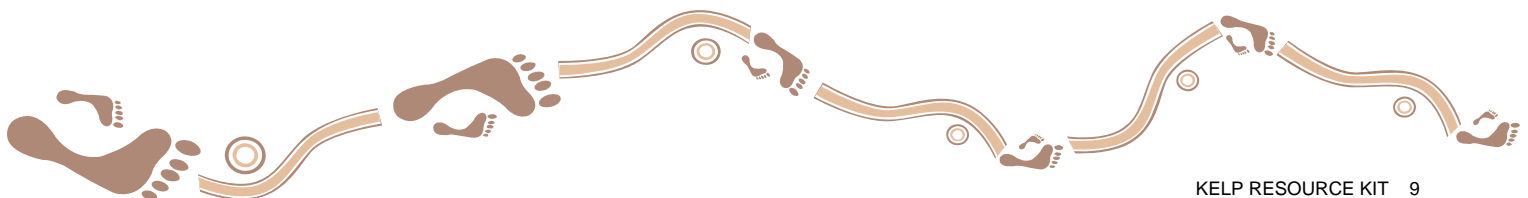
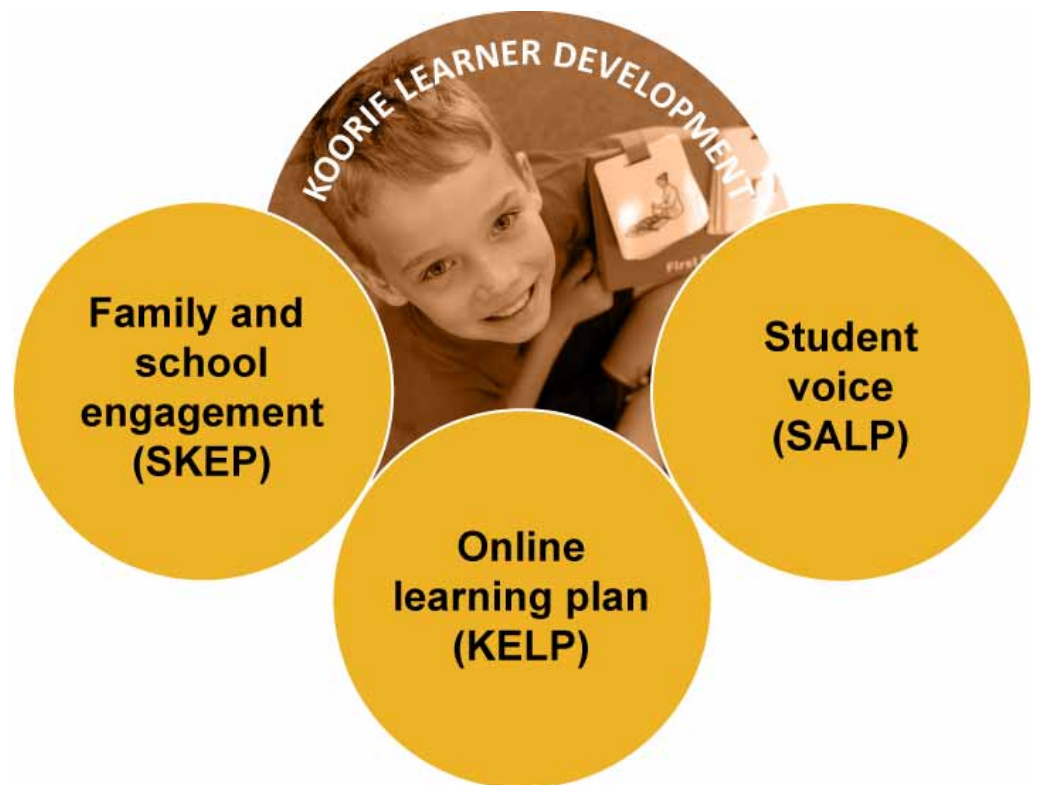


Koorie Education Learning Plan (KELP)

The Koorie learner is at the centre supported by a family and school engagement (SKEP), the online learning plan (KELP) and student voice (SALP).

Student at the centre

- Family and school engagement (SKEP)
- Online learning plan (KELP)
- Student voice (SALP)



1. Family and School Engagement (SKEP)

The School Koorie Education Partnership (SKEP) focuses on a formal whole of school partnership with Koorie families and community. This ongoing partnership focuses on school and parents'/caregivers' engagement in developing strategies in learning, cultural engagement, awareness, attendance and well-being to support Koorie students.

2. Online Learning Plan (KELP)

The KELP focuses on the learning goals of each Koorie student's English and Maths levels. The school, the teacher, the student and their family engage in developing an Individual Education Plan (IEP) that continually plans learning goals and reviews progress against the VELs levels.

3. Student Voice (SALP)

A Student Aspiration Learning Plan (SALP) helps students to identify the learning goals needed to improve their educational outcomes and progression through the VELs in Foundation to Year 10 and senior secondary options of a senior secondary qualification (Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) or Vocational Education and Training (VET) certificate at AQF Level II or higher) SALP helps families and students see progress and plan for the future.



What success will look like?

Koorie students, families of a Koorie child and members of the broader Koorie community can expect that principals and teachers in government schools are working with them to improve the educational outcomes for Koorie young people.

As a Koorie student you can expect:

- That your school will have a School Koorie Education Partnership (SKEP) that encourages family and school engagement
- To have a Koorie Education Learning Plan (KELP) that is developed online and builds on and recognises your individual strengths for English and Mathematics
- To have a voice about your learning needs, and be supported to achieve your goals, aspirations and career development including at key transition points in your early, middle and senior years of schooling
- That your teachers will respond by providing learning that is tailored to meet each of your learning needs for English and Mathematics in Foundation to Year 10
- That you will be supported if you are not making progress in English or Mathematics
- That you and your family can be supported to understand your performance level with the support of a *regional Koorie Engagement Support Officer (KESO) where necessary*.

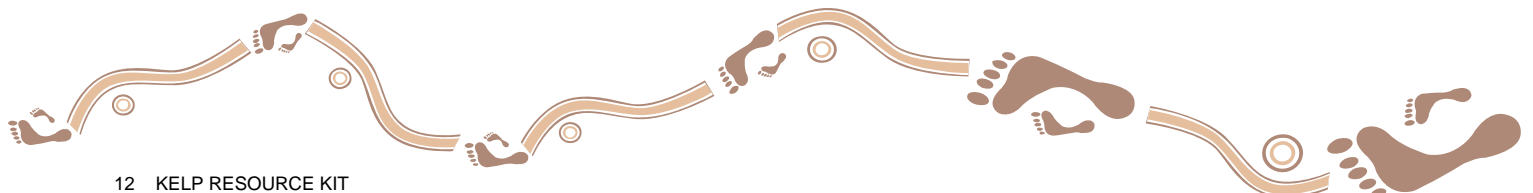
As a parent or family member you can expect:

- That your school will have a School Koorie Education Partnership (SKEP) that supports school and family engagement
- Have online access to your child's Koorie Education Learning Plan (KELP) and be involved in regular discussions with the school in regards to your child's progress
- Have your child's voice heard in their learning goals, aspirations and career development
- Understand how your child will be supported at key transition points in early, middle and senior years of schooling
- Be supported to understand the learning needs of your child for English and Mathematics in the compulsory years of Foundation to Year 10
- Be supported when required by a regional *KESO*.



As a teacher you can expect:

- To collaborate with the Principal to develop school and family engagement by developing a School Koorie Education Partnership
- To be provided with the *KELP* online tool to assist the school in compiling all relevant plans, programs and data to help uncover trends, inform the learning plan to provide a basis for reflecting on and reviewing data for VELS levels in English and Mathematics
- To have students have a voice about their aspirations and career development needs to enhance Koorie student engagement with their learning
- Be supported by the KEW/KESOs in your region to engage with families where required
- To work with a school-based learning plan manager.



Family and School Engagement

School Koorie Education Partnership (SKEP)

The introduction of a SKEP is an essential component of KELP. It is a formal whole school partnership with Koorie families and community. The partnership focuses on schools and a family discussing each child's learning goals and progress.

Attachments 1-4 are samples of a partnership agreement, sample news story to communicate with the school community, a sample letter to families and a memo to staff about the partnership and the KELP.



Online Learning Tool

The Online Learning Tool has a number of steps and capabilities with the diagram below demonstrating these. This should be viewed in collaboration with The Online User Manual.



1. **Establish the KERP**
2. **KERP Timeline**
3. **Current Performance**
4. **Setting Goals**
5. **Selecting Strategies**
6. **Student Voice (SALP)**
7. **Reviewing the KERP**



Establish the KELP

Once the School has forged a School Koorie Education Partnership (SKEP) with a Local Aboriginal Education Consultative Group (LAECG) the establishment of the KELP can begin.

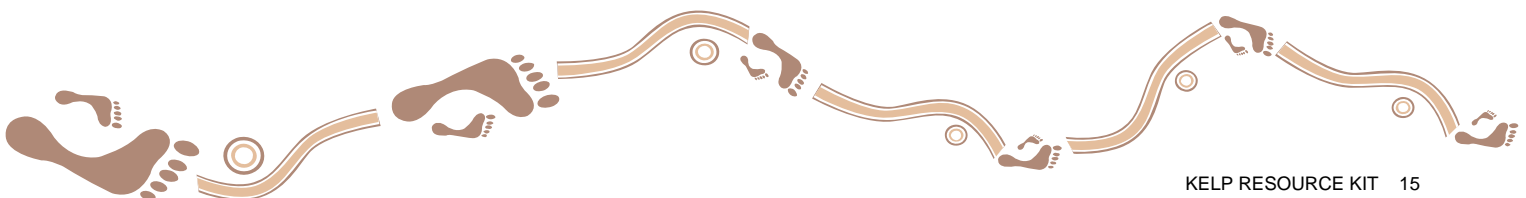
The first step in establishing the KELP is for the school to appoint a Learning Plan Manager and KELP team. This will enhance the schools capacity to implement the KELP, develop sustainability, and assist with forward planning and communication with the regional Koorie Education Workforce (KEW).

In secondary schools this might include staff with responsibility for the current Managed Individual Pathways Program (MIPs), Wannik Tutorial Programs, Careers Development Programs and Student Wellbeing.

The role of the Learning Plan Manager and the KELP team is to:

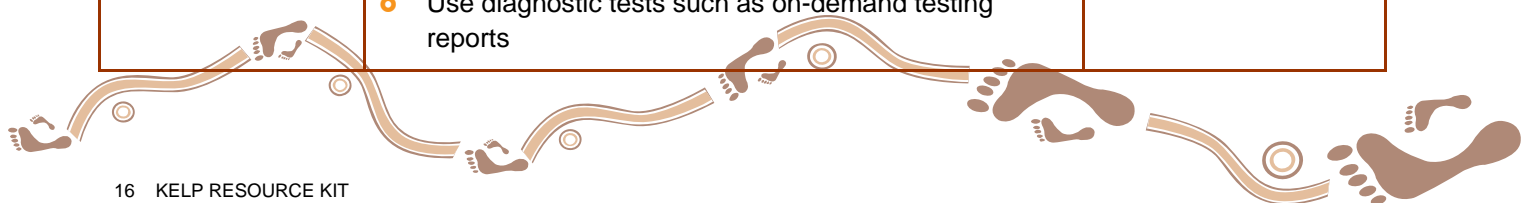
- Contact the region to meet with Koorie Education Workforce (KEW) members who can provide support in establishing a framework, training staff to use the online tool, and assisting families
- Undertake training to become proficient in using the KELP as an Online Learning Tool and the principles underlining the KELP.
- Ensure that there is an alignment between the key objectives of the KELP, the school strategic planning documents and government priorities
- Develop an implementation timeline
- Professional development for teachers
- Consult with Koorie families' local Koorie community
- Align reporting, planning and program resources
- Collect student learning data about current performance
- Set-up the KELP online (Refer to the User Manual for more Information).

While the Learning Plan Manager and KELP team are expected to take responsibility for these roles, the KELP is meant to be a collaborative process where all the relevant stakeholders (family, student, teachers and KEW) take an active role in establishing the KELP.

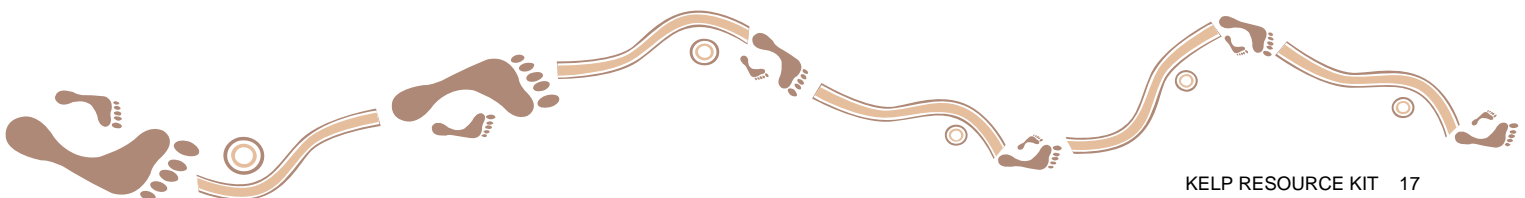


The table below outlines the roles in more details and which stakeholders are/ can be involved.

What	Task	Who
Alignment of Key Documents	<p>Examine and align:</p> <ul style="list-style-type: none"> ○ Annual implementation plan ○ School strategic plans and priorities ○ Indigenous Commonwealth and State goals, targets and polices ○ Regional business plans, priorities and policies 	Learning Plan Manager and KELP Team Teacher(s)
Plan a timeline	<ul style="list-style-type: none"> ○ Work with teachers and tutorial staff to understand their role in developing the KELP ○ Clarify timetable requirements such as: <ul style="list-style-type: none"> ~ Staff planning dates ~ Teaching and learning planning/curriculum meetings and days ~ Career development activities ~ Assessment schedules ~ Family parent/teacher interviews and community involvement 	Learning Plan Manager and KELP Team
Professional development for teachers	<ul style="list-style-type: none"> ○ Manage the collection, recording and reporting of data for the online KELP in classroom ○ Ensure teachers know how to use the KELP online tool ○ Develop and approach to discuss the KELP with student and families ○ Identify teaching and learning practices to be evaluated and reviewed for staff planning and curriculum days 	Learning Plan Manager and KELP Team Professional Development Leader
Consult with Koorie families local Koorie community	<ul style="list-style-type: none"> ○ Promote information sessions about the KELP ○ Meet with families and community with the involvement of KEW members ○ Run a staff information session with school staff supporting Koorie students ○ Ensure that school staff working with community have an appropriate level of cultural awareness 	Koorie Families and Community Regional KEW Learning Plan Manager and KELP Team Teacher(s)
Align reporting, planning and program resources	<ul style="list-style-type: none"> ○ Analyse transition plans from early childhood to primary school ○ Align IEPs and processes within how the school develops learning goals ○ Analyse data attendance data available from the Ultranet ○ Use diagnostic tests such as on-demand testing reports 	Principal Learning Plan Manager and KELP Team Relevant Teachers KEW (region based)



What	Task	Who
	<ul style="list-style-type: none"> ○ Use specific teaching and learning strategies for literacy and numeracy in place such as Reading Recovery ○ Use the Student Mapping Tool ○ Use the Victorian Careers Curriculum Framework ○ Align with Managed Individual Pathways (MIPs) program and Career Action Plan (Years 7-12) ○ Undertake appropriate Assessments – cognitive, speech, occupational therapy ○ If Family Court documentation is available it may be beneficial to make a note of this within the KELP online tool 	
Collect student learning data about current performance	<p>Ensure that all available student data sources are used to develop goals and targets including:</p> <ul style="list-style-type: none"> ○ NAPLAN ○ On-demand testing ○ VELS teacher judgements ○ Student self-assessment ○ Common Assessment Tasks ○ Classroom assessment ○ Work requirements and curriculum assessment tasks ○ Work experience reports ○ Attendance data ○ Wannik tutorial information ○ Student Mapping Tool data 	Learning Plan Manager and KELP Team
Setting up the KELP online (Refer to the User Manual for more Information)	<ul style="list-style-type: none"> ○ Add new staff member ○ Add new student to a KELP ○ Enter attendance data ○ If applicable enter Wannik Tutorial information 	Created by the staff Families and students can view this information



Resources to assist students and families

Attachments

Attachment 1: Family and School Engagement

Attachment 2: Sample News Story

Attachment 3: Sample Letter to Family

Attachment 4: Sample Memo to Staff

Attachment 5: The Victorian Essential Learning Standards Strands of Learning Foundation - Year 10

Attachment 6: Progression Points – Victorian Essential Learning Standards (VELS) Foundation - Year 10 Strands of Learning

Attachment 7: Post-compulsory Learning Pathways

Attachment 8: The Mapping Tool

Attachment 9: Information for Parents on Careers and Transitions

Appendices

Appendix 1: Principles to Employ in a Koorie Education Learning Plan

Appendix 2: The Koorie Education Workforce

Appendix 3: The Victorian Essential Learning Standards (VELS)

Appendix 4: Outlines the Victorian Student Number, the Ultranet and On-Track tools and data sources

Appendix 5: Outlines the transition plans, Student Mapping Tool, MIPs/Career Action Plans and Wannik Tutorial Programs that can align with the development of a KELP

Appendix 6: Outlines the cultural responsiveness that will support staff working with the KELP



KELP Timeline

The KELP is designed for a whole school calendar year. However, students' learning needs can change over the year including the need to review learning goals for students who move schools.

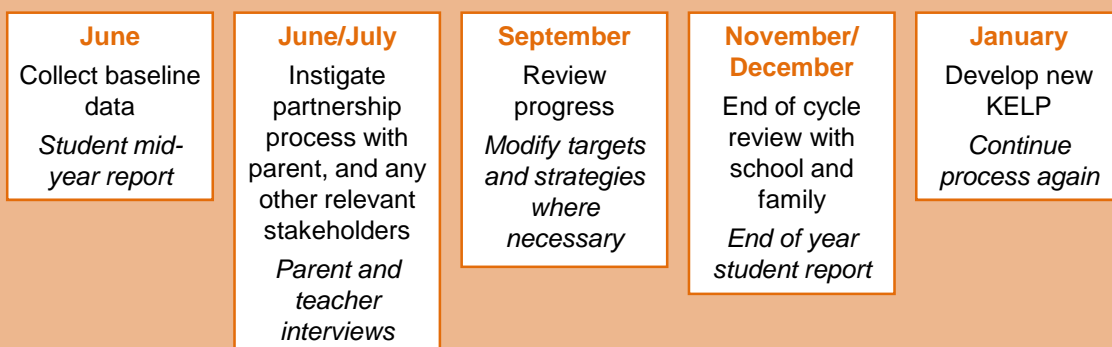
The process of developing learning goals requires that a decision be made about the length of time it will take to achieve a successful outcome. Timelines set to achieve learning goals can be short (one term) or medium (one semester/6 months) term. Occasionally, some more difficult/complex learning goals will be long term (one year).

No matter what timeline, progress towards learning goals should be reviewed regularly. The whole process is cyclic in nature with flexible start and end dates. This means that families can begin and review at any stage of the year when the learning goals and timelines are decided.

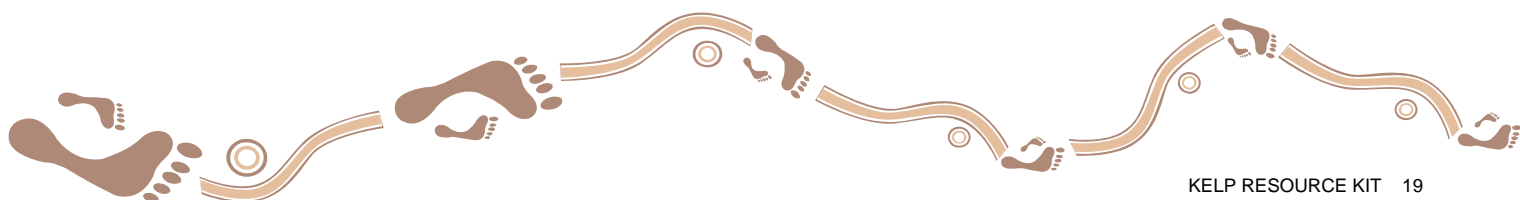
Example of SHORT TERM GOAL process – One term



Example of MEDIUM TERM GOAL process – One semester OR six months

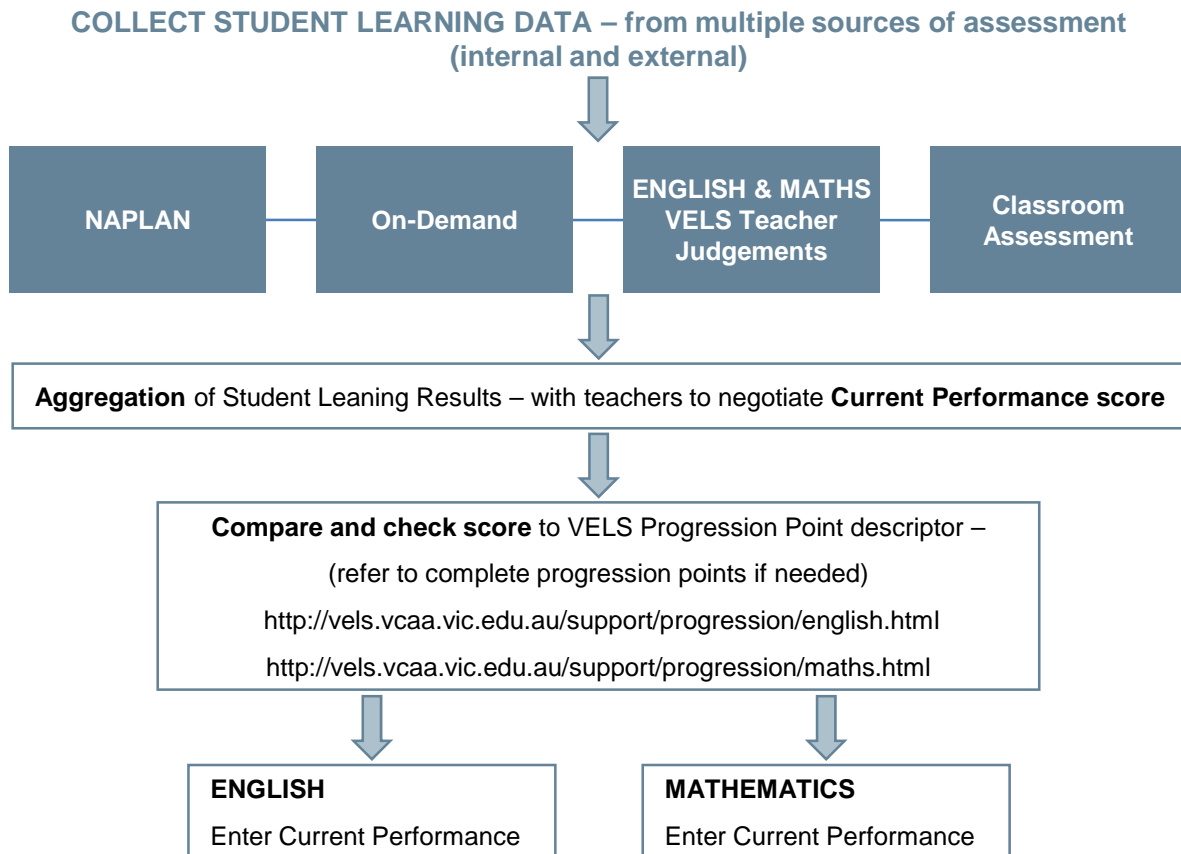


Example of LONG TERM GOAL process – One year



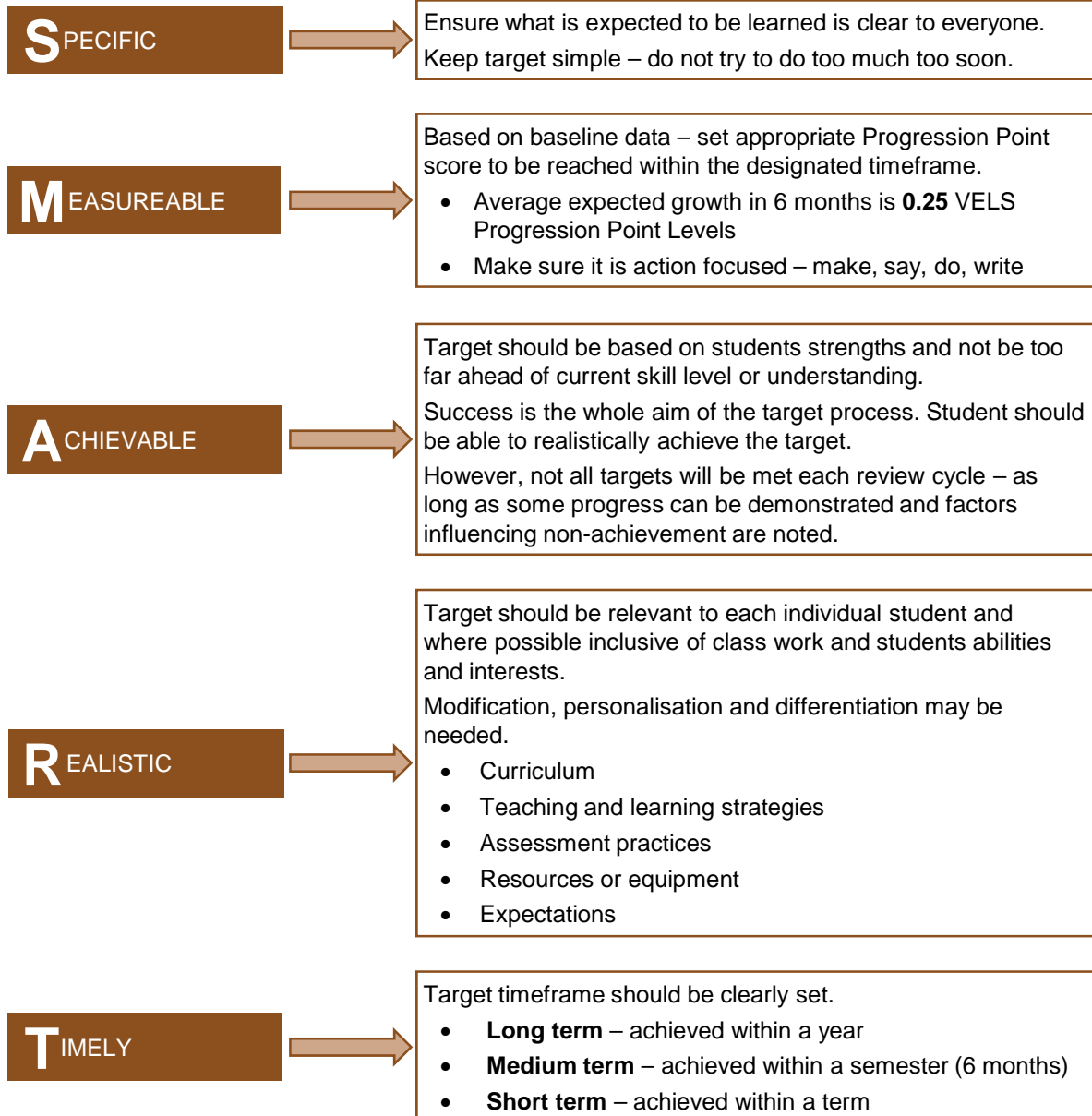
Current Performance

For Foundation Year 10 students, the Current Performance levels are based around the Victorian Essential Learning Standards (VELS) English and Mathematics domains with the recommended progression.

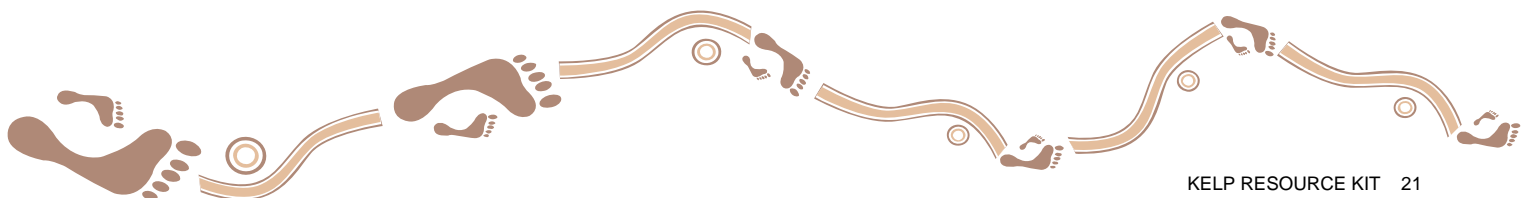


Setting Goals

Each Learning domain will need to have an appropriate
VELS Progression Point goal set for English and Mathematics



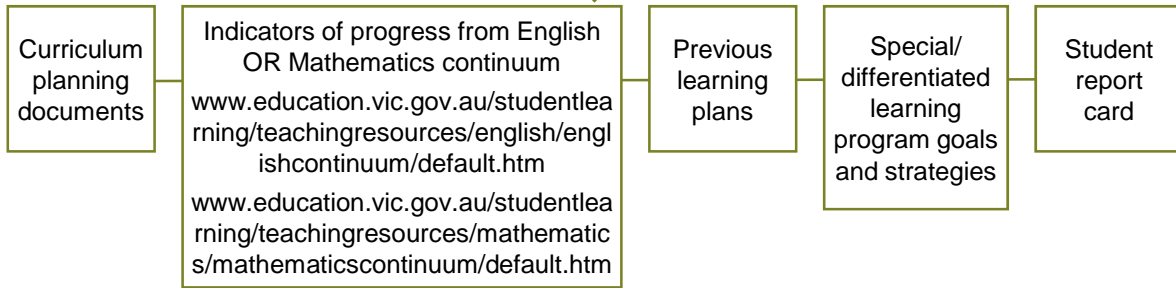
SAVE targets – the targets are then saved to the KELP automatically



Selecting Strategies

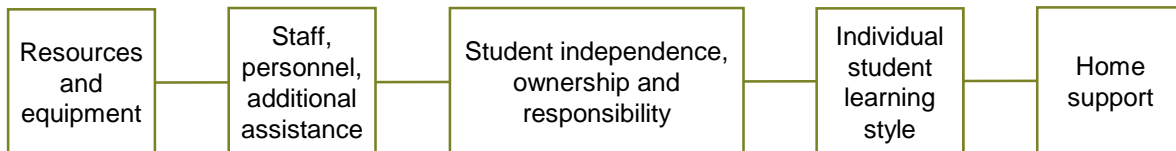
Once a VELS Progression Point goal for English and Maths is set select an appropriate STRATEGY to successfully achieve the goal.

These strategies may come from:



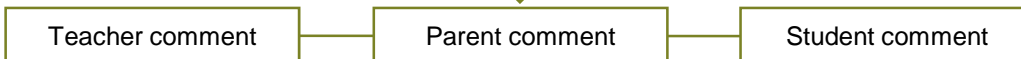
Where possible links between strategies and learning domains is desirable
 Also – strategies wherever possible should be kept as close as possible to classroom requirements and programs (inclusion rather than exclusion)

Other issues to consider:



Select timeframe for achieving target

- **Long term** (12 months)
- **Medium term** (one semester, 6 months)
- **Short term** (one term)



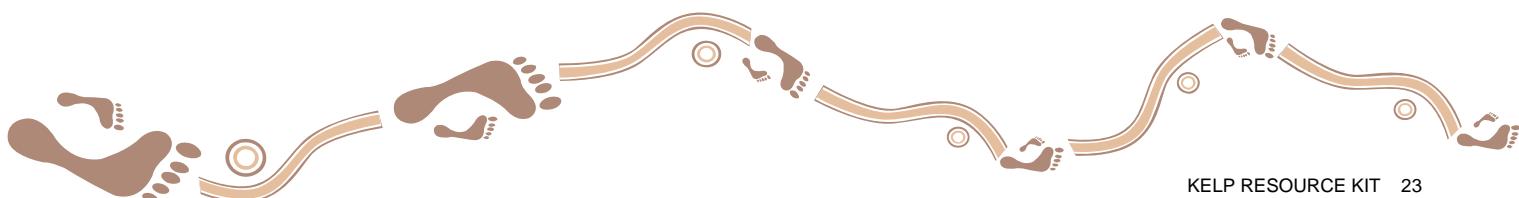
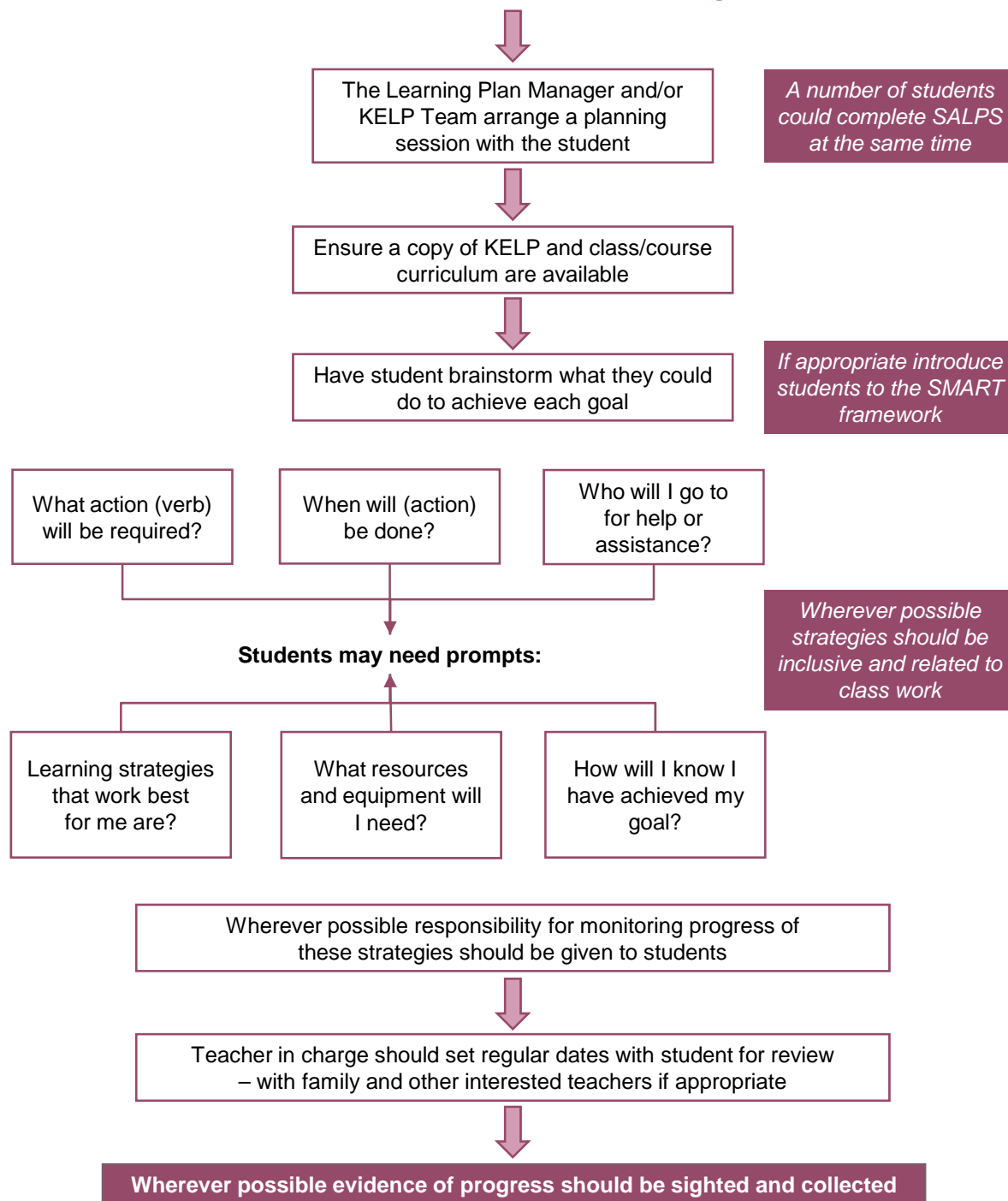
Strategies can be reviewed and rated by the school at any stage



Student Voice in Learning (SALP)

An initial Student Aspiration Learning Plan (SALP) is developed and a further SALP reflection will occur at a later stage of the overall plan.

Once a KELP is completed a Student Aspiration Learning Plan (SALP) is to be developed. This will outline WHAT the student will do to achieve the targets within the KELP.



Reviewing the KELP

The Learning Plan Manager and/or KELP team meet with the student and their family

Student and teacher should be encouraged to collect and bring evidence of progress

Focus on successes – what is going well, what has been achieved successfully

Sample questions:

What strategies have helped your learning?

What successes have been achieved?

What aspects need to be further improved?

What will your next step be?

What further help is required?

Discuss any problems or obstacles to success – offering additional support, strategies and solutions

Review what support has been provided from **school**

Review what support has been provided from **student**

Review what support has been provided at **home**

Review targets – **Were they met?** Why or why not

Rate success of strategies

Make note and comment on evidence of achievements

Parent, student and teacher – are encouraged to add comments

Capitalise upon successes – set new targets and strategies

Edit strategies or targets not met

Enter and save new targets and strategies into new KELP online template

Set next review date in online calendar with all partnership members



Attachments and Appendices

Attachment 1: Family and School Engagement

School Koorie Education Partnership (SKEP)

Agreement

[School Name] would like to acknowledge the [xxxx people], the Traditional Owners of the land on which [school name] resides and pay our respects to their Elders both past and present.

The Principal commits the school to implementing the agreed strategies and actions outlined in this Koorie Education Learning Plan Framework (KELP). The school commits to engage in a partnership with students and families that is respectful of Koorie culture and is open and transparent. Effective engagement and commitment to the strategies and actions outlined in the KELP should deliver improved academic outcomes for students.

Specifically, this agreement reflects an undertaking between the school and Koorie families and community to support the learning needs and outcomes of Koorie students enrolled at the school.

We agree to:

- Share responsibility of learning for all Koorie students with as many teachers and schools as possible
- Strengthen links between the school and Koorie families and community and to develop a positive learning focus
- Ensure a rigorous 'learning' culture
- Improve retention rates for Koorie students
- Cater for the needs of all Koorie students including high performing and at-risk students
- Monitor Koorie students' progress and proactively identify learning needs
- Encourage students to develop higher academic ambitions
- Promote student responsibility for connectedness to their learning.

Signed on behalf of each community

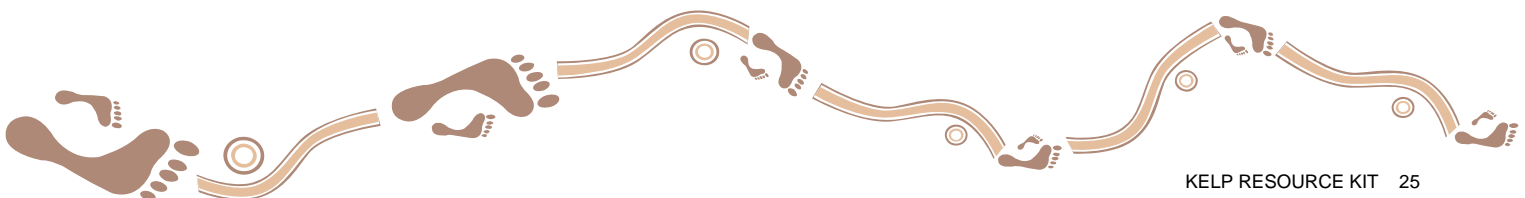
Principal _____

School Council President _____

School Parent Council _____

LAECG _____

Date _____



Attachment 2: Sample News Story

Koorie Education Learning Plan (KELP)

The KELP is being introduced to our school. The KELP places the Koorie learner at the centre and requires collaboration between the school and home in developing learning goals and aspirations. There are three components of the KELP:

- **Family and school engagement** – through a School Koorie Education Partnership (SKEP)
- **Online Learning Tool** – through a KELP for VELS levels in Foundation to Year 10 for English and Mathematics
- **Student voice**– through a Student Aspiration Learning Plan (SALP) Foundation - Year 12

The KELP provides opportunities for teachers, families and students to work together to improve outcomes and foster a culture of high expectation for Koorie students. It is the barometer of a learner's educational journey. It plans and tracks their progress of achievements throughout their levels of schooling and shows key transition points: pre-school to school, primary to secondary, early secondary to senior secondary and from senior secondary to further education, training and employment.

The KELP links Victorian Essential Learning Standards English and Mathematics in Foundation-Year 10, teaching and learning strategies, attendance data, and aspiration plans in order to develop learning goals. It also supports schools in understanding data about each student's learning and engagement.

The KELP is currently available to Koorie students in Foundation to Year 12 and can be transferred to any government school in the state.

A KELP Resource has been developed to provide background information to assist schools develop plans, use the online tool and engage with families.

The KELP will be implemented in (insert school name) in the coming months. As part of this process the school has signed a partnership with the local Koorie community. This agreement is an undertaking between the school and Koorie families and community to support the learning needs and outcomes of Koorie students enrolled at our school.

The regional Koorie Education Workforce will coordinate with our school to facilitate the implementation of KELP. They will also assist us to better understand how to engage with Koorie families.

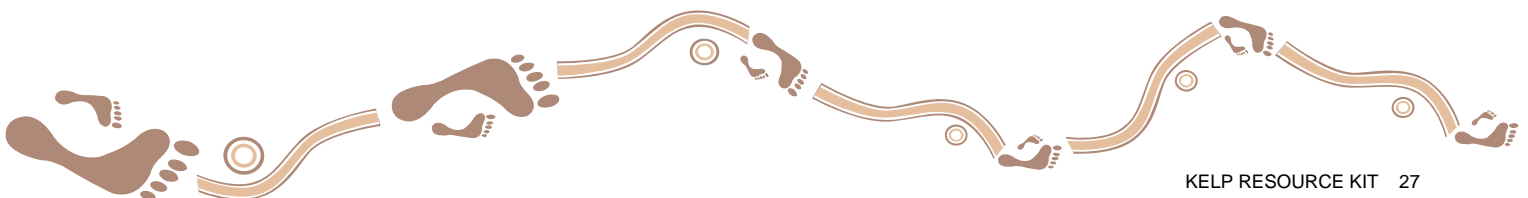


The KERP can be accessed online by the school, the family and the student. The family is able to view and discuss their child's educational journey through a regular dialogue with our school. The student is able to take ownership of their data and be individually supported to reach their SALP goals.

A KERP Team with a Learning Plan Manager will be appointed to have lead responsibility for the implementation and ongoing success of the KERP. The KERP Team will work in collaboration with all relevant English and Mathematics staff to ensure that it is a living document and reflects the partnership between the Koorie families and their school.

Principal _____

School Name _____



Attachment 3: Sample Letter to Family

Koorie Education Learning Plan (KELP)

Dear Parents

As part of our commitment to improving outcomes for Koorie students, (insert school name) will be introducing the Koorie Education Learning Plan (KELP). The KELP is an online tool that is a barometer of a learner's educational journey – it plans and tracks their progress of achievements throughout their levels of schooling.

The KELP can be accessed online by the school, the family and the student. The family is able to view and discuss their child's educational journey through a regular dialogue with schools. The student is able to take ownership of their data and be individually supported to reach their goals.

In order to foster a culture of high expectation for Koorie students, all Koorie students enrolled in our school will have a KELP regardless of their performance level.

For further information on the KELP please contact the Learning Plan Manager (Insert name and contact details).

Kind regards

**Principal
School**



Attachment 4: Sample Memo to Staff

The Koorie Education Learning Plan (KELP)

The KELP is being introduced to our school.

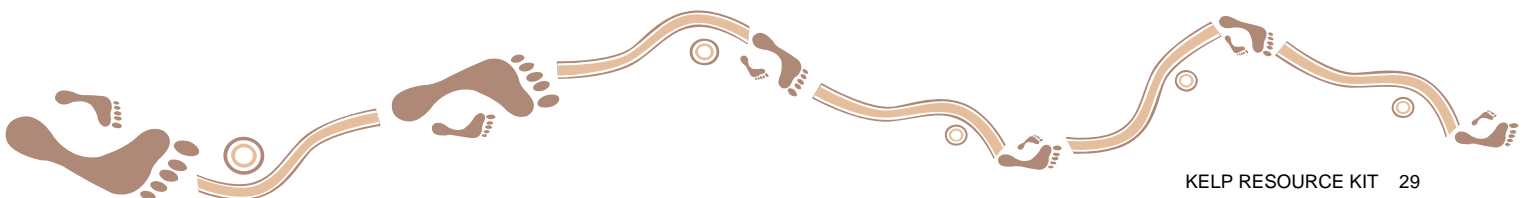
The KELP provides opportunities for teachers, parents and students to work together to improve outcomes and foster a culture of high expectation for Koorie students. As part of this process, the school has signed a partnership with the local Koorie community to reflect an undertaking between the school and Koorie families and community to support the learning needs and outcomes of Koorie students enrolled at our school.

The KELP is a barometer of a learner's educational journey – it plans and tracks their progress of achievements throughout their levels of schooling. It is currently available to Koorie students in Foundation -Year 12 and can be transferred to any government school in the state.

The framework places the Koorie learner at the centre and requires collaboration between the school and home in developing learning goals and aspirations. There are three components of the framework:

- **Family and school engagement** – through a School Koorie Education Partnership (SKEP)
- **Online Learning Tool** – through a KELP for VELS levels in Foundation to Year 10 for English and Mathematics
- **Student voice**– through a Student Aspiration Learning Plan (SALP) Foundation - Year 12

The regional Koorie Education Workforce (KEW) can help the school develop components of the KELP Framework and offer teachers' assistance when needed to engage with families.



Implementation

The KERP will be implemented in (insert school name) in the coming months.

A KERP Team with a Learning Plan Manager will be appointed to have lead responsibility for the implementation and ongoing success of the KERP. The KERP Team will work in collaboration with all relevant literacy and numeracy staff to ensure that it is a living document and reflects a partnership between the Koorie families and their school.

The regional KEW will coordinate with our school to facilitate the implementation of KERP. They will also assist us to better understand how to engage with Koorie families.

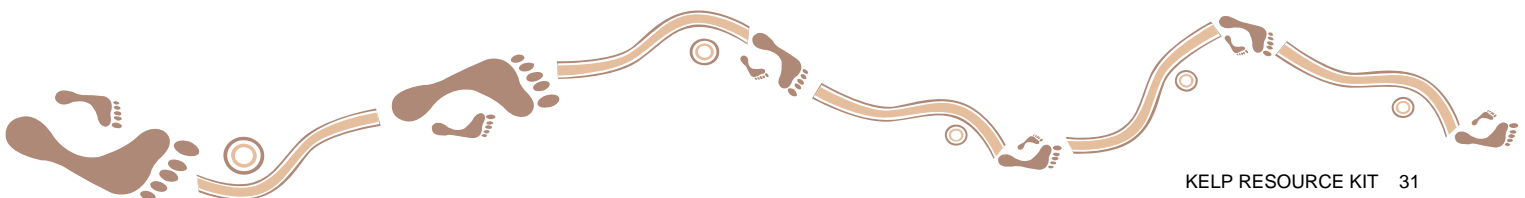
Principal
School Name



Attachment 5: The Victorian Essential Learning Standards Strands of Learning Foundation -Year 10

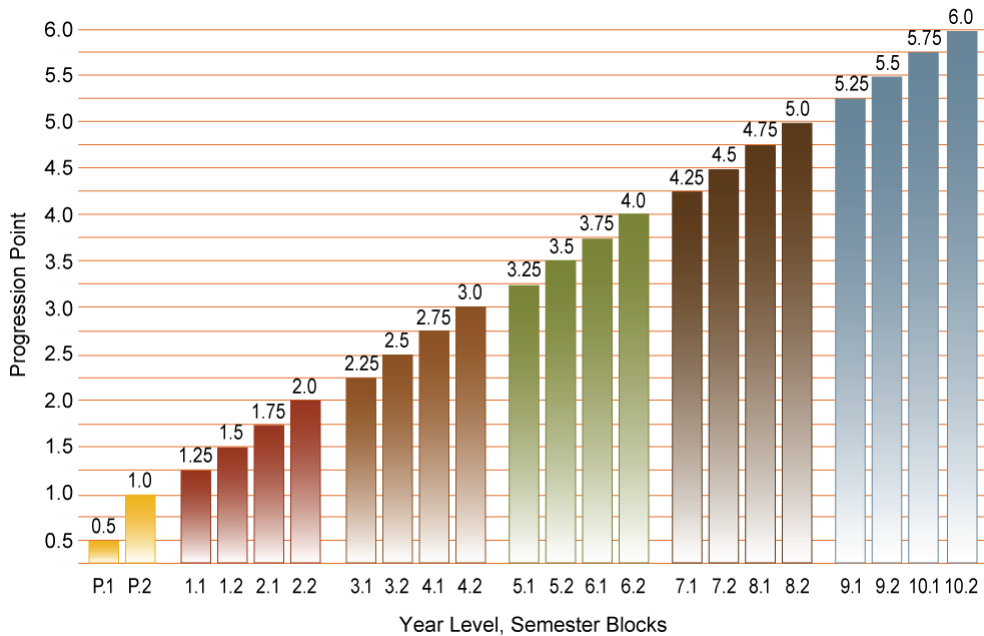
		1 Physical, Personal and Social Learning Strand	2 Discipline-based Learning Strand	3 Inter-disciplinary Learning Strand	
Educational Year Level Blocks	Primary	Prep	Inter-personal Development Health & Physical Education	Mathematics English The Arts	
		Grades 1 & 2	Inter-personal Development Health & Physical Education	Mathematics Domain English The Arts	Information Communication Technology
		Grades 3 & 4	Inter-personal Development Personal Development Health & Physical Education Inter-personal Development	Mathematics English Science Humanities The Arts	Thinking Processes Information Communication & Technology Design, Creativity & Technology
		Grades 5 & 6	Inter-personal Development Personal Development Health & Physical Education Inter-personal Development	Science English Mathematics The Arts LOTE Geography Economics	Thinking Processes Information Communication Technology Communication Design, Creativity & Technology
Secondary	Years 7 & 8	Inter-personal Development Personal Learning Health & Physical Education Civics & Citizenship	Mathematics English The Arts Science LOTE History Economics Geography	Information Communication Technology Communication Thinking Processes Design, Creativity	
	Years 9 & 10	Inter-personal Development Health & Physical Education Personal Learning Civics & Citizenship	Mathematics English The Arts Science History LOTE Geography Economics	Information Communication Technology Communication Thinking Processes Design, Creativity & Technology	

From 2013, Victorian Government schools will be implementing the AusVELS Curriculum framework for F–10 which includes the Australian Curriculum (AC) in English, Mathematics, Science and History. Other learning areas from the VELs will be progressively replaced with Australian curriculum content and standards. All information relevant to the F-10 Curriculum in Victorian Government schools is now available from: <http://www.vcaa.vic.edu.au/foundation10/f10index.html>



Attachment 6: Progression Points – Victorian Essential Learning Standards (VELS) Foundation -Year 10 Strands and Domains of Learning

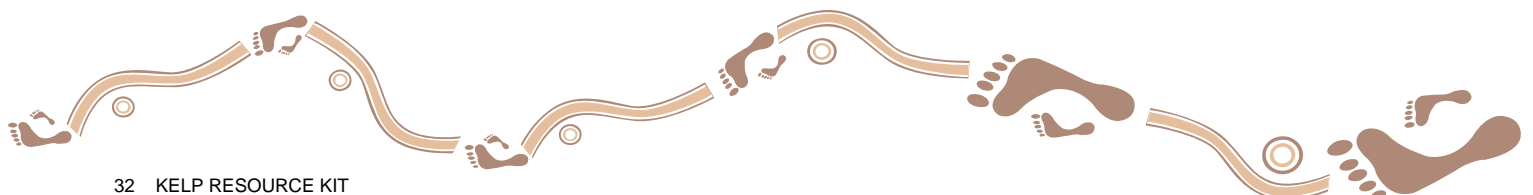
Victorian Essential Learning Standards Levels Against Year Levels



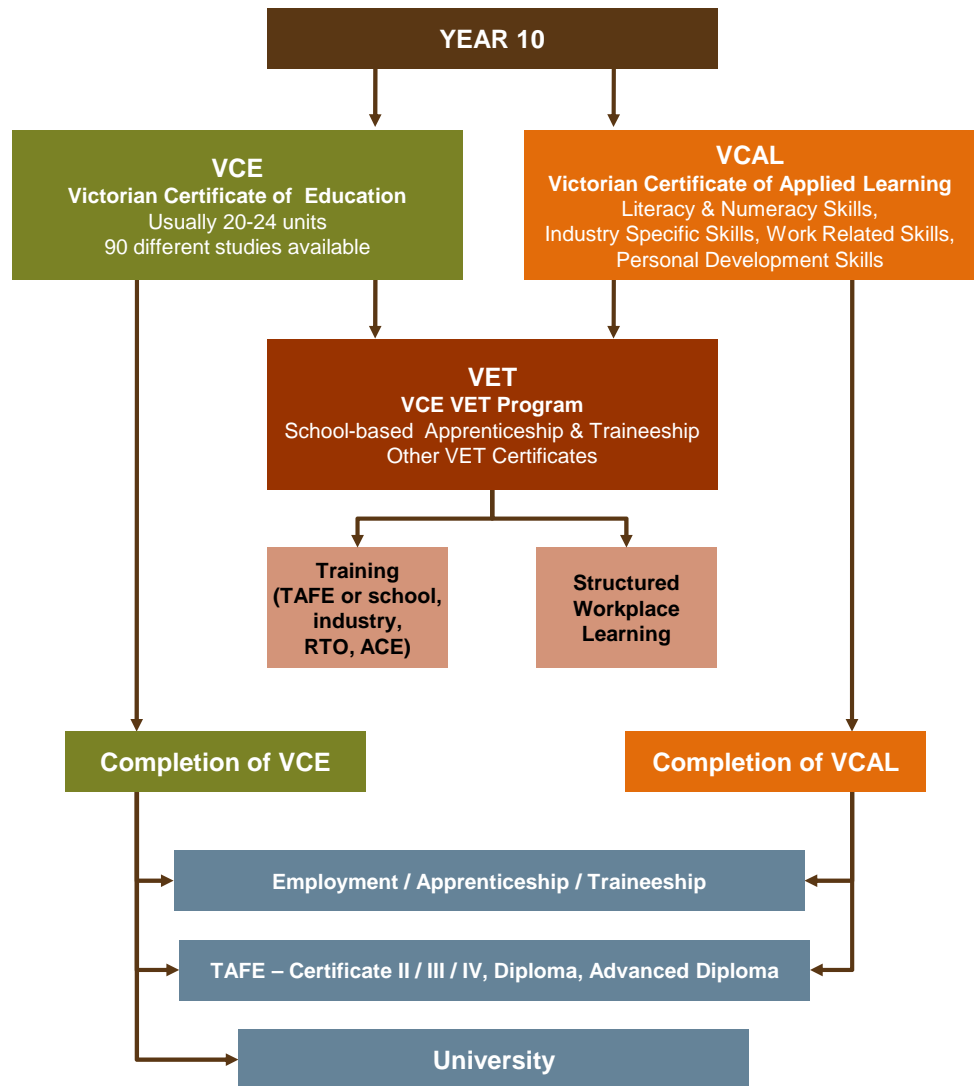
KEY: 1.1 = Year 1, Semester 1; 1.2 = Year 1, Semester 2; etc.

The progression points are a scale used in the assessment and reporting of expected student achievement over a six month period. The progression point scale ranges from 0.5 to 6.75. Each progression point represents six months of typical student progress and their interpretation should be discussed with the classroom teacher.

Each student will be working across a range of levels of the VELs at any given time. Each student will develop particular skills, knowledge and/or behaviours at different rates.

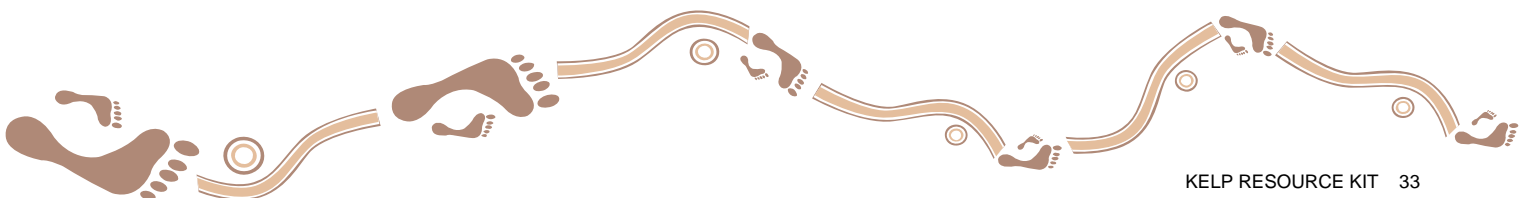


Attachment 7: Senior Secondary Learning Pathways



This is an excerpt from the annual VCAA publication *Where to now?*

<http://www.vcaa.vic.edu.au/vce/publications/WhereToNow/wheretowfrontpage.htm>



Attachment 8: The Student Mapping Tool

Student Mapping Tool – Data Categories

Reading from left to right, the data that appears in the left-hand side of your spreadsheet is as follows:

STUDENT MAPPING TOOL												Date of last refresh of data :		MIPs Tracking Section						
<small>*NB: The CASES21 Database of a school contains personal information on students, family members and staff. Any querying of the database and extraction authorised to do so and should comply with the Department of Education's Information Privacy Principles (available online at http://www.education.vic.gov.au). The use to which this data is put is also subject to Privacy Principles.</small>																				
CASES21 DATA					Attendance	Literacy	Numeracy	Yr 11/12	Relationships	SFO	Special Alerts									
Registration No.	ST Key - CASES21	Date of last refresh of data	Year Level	Home Group	M/F	Name of Student	Unapproved Absences (flag if skipping classes)	Attendance Rate %	Reading NAP - most recent	Reading ENG REA - most recent	Maths - NAP - most recent	Number MAT - most recent	Progress, 'at risk' summary	Number of days - Internal Suspensions	Number of days - External	Occupation code	Living Arrangements	Special Alerts	Date of Exit	DESTINATION on Exit - at 0 months

Field	Data
Registration No.	Registration number automatically allocated to student upon enrolment
ST Key – CASES21	CASES21 student file location number
Date of last refresh of data	Date of last time data was refreshed
Year Level	The current year level
Home Group	The current home group
M/F	Male or Female
Name of student	Surname followed by First Name
Unapproved absences	The number of days lost through unapproved absences (codes 208, 300 and 500)
Attendance Rate %	The percentage attendance rate. This is derived from the number of days for which attendance has been recorded for this student and the number of days for which the student has been absent for any reason excluding curriculum absences for things like excursions.
Reading NAP – most recent	<i>This information must be drawn from a different database (VASS) and is manually included in the Student Mapping Tool. When this is done this data will appear when you click 'refresh'.</i>
Reading ENG REA	The student's most recent VELs result for the dimension English Reading = ENGRE
Maths – NAP – most recent	<i>This information must be drawn from a different database (VASS) and is manually included in the Student Mapping Tool. When this is done this data will appear when you click 'refresh'.</i>
Number MAT	The student's most recent VELs result for the dimension Mathematics Number = MATNU

Field	Data
Progress 'at risk' summary	This column applies to Year 11s and 12s only. VCE assessment data must be <i>drawn from a different database (VASS)</i> and is manually included in the Student Mapping Tool. When this is done this data will appear when you click 'refresh'. <i>It will show whether the student is progressing satisfactorily, and will hyperlink to more detailed data.</i>
Number of days – internal	The number of times that the student has been suspended within the school, e.g. removed from class but not sent home. Data uses absence code 400.
Number of days – external	The number of days the student has been absent with code 401 = Suspension
Occupation code	The prime family occupation code. If there are two adults in the home then the higher ranking is used.
Living arrangements	B: at home with BOTH parents O: at home with ONE parent/guardian A: ARRANGED by the state H: HOMELESS I: INDEPENDENT living
Special Alerts	A sequence of flags indicating various one character status values. In order they show the status for:
Koorie	K (Koorie), T (Torres Strait Islander), B (Both), N (non-Indigenous)
Refugee	A student must meet two criteria: belong to the ESL cohort and have either a visa sub-class or specific designated country of birth. (This covers a much wider range of refugees than in the previous version of the Student Mapping Tool.)
Disability	Y or N
Integration	Y or N
Youth allowance	Y or N
Access	Y or N
Risk	Y or N
Medical	Y or N
Date of exit	Y or N
Destination on exit-0 months	As recorded by your school in CASES21



Attachment 9: Information for Parents on Careers and Transitions

Beyond School

A young person has a range of options when they leave school. They can undertake further study, training or employment. There are a range of ways to obtain qualifications and undertake further education and training in Victoria and there are thousands of courses to choose from. The information available on the DEECD website below includes a range of information that will help parents discuss future career options with their child:

<http://www.education.vic.gov.au/beyondschool/default.htm>

Lasting Gifts

In 2011, Regional Career Development Officers began facilitating the delivery of a parental engagement program 'Lasting Gifts' to schools, Learn Local adult and community education organisations and VET providers. Lasting Gifts is a workshop series that provides vital information and a range of proven strategies to support parents, carers, guardians and advocates to become career development allies for young people. The focus is helping young people to develop and build their preferred career future, feel less worried about the future, and build a "circle-of-strength" (a network of resource persons to assist them on their journey).

For more information, please see: <http://www.ceav.vic.edu.au/catalogue/140/1572>

Families as Partners in Learning

This DEECD website is a practical resource for early childhood services and schools to build and strengthen family partnerships. This website provides early childhood professionals, school leaders and teachers with comprehensive information on the importance of family partnerships, strategies from best practice examples of family partnerships, and tools and resources to assist in the development of successful family partnerships.

For more information, please see:

<http://www.education.vic.gov.au/about/directions/familiesaspartners/default.htm>

Parents Talking Career Choices

Parents Talking Career Choices is a brochure that offers strategies for parents and carers of teenage children to discuss options available for further education, training and employment following completion of school. The brochure includes practical advice on how to help young people explore the wide range of job pathways and where to go for further information.

For more information, please see:

<http://www.deewr.gov.au/Schooling/CareersandTransitions/CareerDevelopment/Resources/Pages/ParentsTalkingCareerChoices.aspx>

myfuture 'Assist Others'

The 'Assist Others' section of the myfuture website contains information for parents and community members to help young people in their career development journey. There is information about how careers have changed, how to assist young people's transition, supporting young people's career learning, activities, community engagement approaches (e.g. coaches, leaders, mentors) and helpful websites, reports and resources.

For more information, please see:

<http://www.myfuture.edu.au/en/Assist%20Others/Parent%20and%20Community.aspx>



Appendix 1: Principles to Employ in a Koorie Education Learning Plan

Explicit Learning Support

The learning plan process supports teachers in making teaching and learning explicit. For many years now the importance of explicitness in teaching practice has been noted. The preconditions for effective learning include communicating what is to be learnt and setting out and clearly explaining how this learning might be achieved. This is important generally but especially so for students who are struggling with their schoolwork.

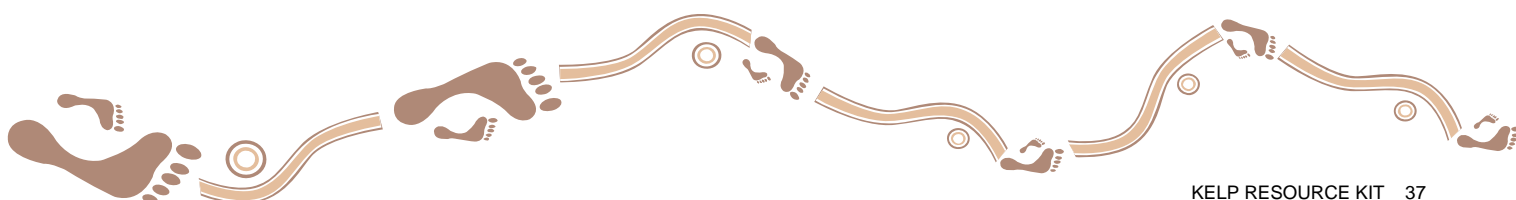
There are a number of well-established benefits from this process. What is to be learnt is made increasingly intelligible to students. A process for reaching that goal, which has been discussed and devised in concert with individual students, scaffolds the student's efforts to learn. In addition, the student learns about learning processes and strategies and their possibilities. Finally, the planning process solicits the student's involvement and agency. The idea that what students do now can impact constructively on their near and longer-term future is also encouraged. The learning program of the student is made more effective and meaningful by referencing it to their post-school aspirations.

Engagement

If home and school trust and support each other, the prospects for success increase markedly. The history of relationships between Koorie people and schooling in Victoria, as elsewhere in Australia, can be characterised with stories of low expectations, unmet promises and breakdowns in communication and trust. This 'gap' in relationships is almost certainly closely related to the gap in school achievement. It is just as real.

Bridging these gaps is one of the hardest and most fundamental tasks in building consistently successful outcomes for Koorie students. Working together on individual learning plans is one of the best possible ways of increasing the engagement of family/parents/caregivers in the reality of their children's learning.

In the process of developing an individual education plan, all the relevant parties – the student, his or her pastoral/class teacher and families/caregivers – are involved. All have a direct stake in what is happening. The content of the process is authentic, fundamental and directly related to the business at hand – the student's learning. It is a chance to work together, positively and constructively, on issues that will affect the student's school performance.



Three Fundamental Tests of an Effective Koorie Education Learning Plan (KELP)

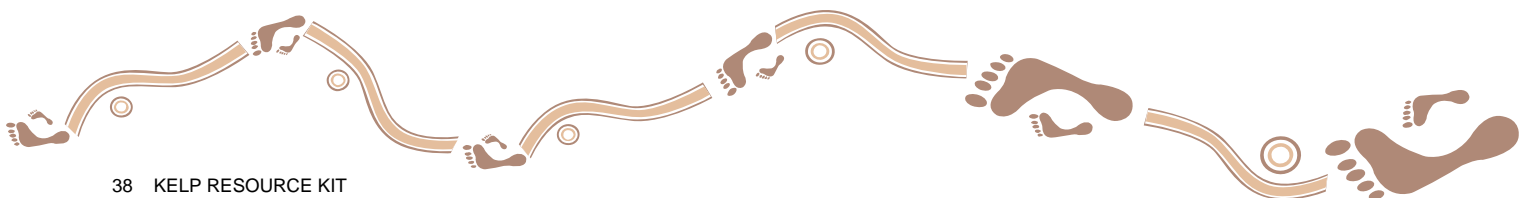
The three reasons below provide the three fundamental tests of the KELP:

1. A plan exists and is operative. A professional effort has been made to make it effective and meaningful to the student and to keep it alive, relevant and influential. This means it looks at current performance, sets targets and identifies strategies.
2. The plan develops learning goals that operate within a timeframe. It has clear short, medium and/or longer term goals related to learning, career aspirations through the Careers Curriculum Framework and the Career Action Plan and post-school pathways with a clear procedure for how this will be achieved. This is readily intelligible to the student and the family.
3. The teacher, student and family are involved in the development monitoring, review and revision of the plan. The learning goals are clear and all parties know what will be done to help the child learn at school and how the family will support at home.

Content Considerations

The plan should focus on English and Mathematics Victorian Essential Learning Standards (VELS). The plan should link the aspirational learning goals and transition points. Implications of this include the following:

- The Victorian Early Years Learning and Development Framework (VEYLDF) support early childhood professionals to work together and with families to achieve common outcomes for all children. The Victorian Framework outlines five Learning and Development Outcomes, linking the learning outcomes from the Early Years Learning Framework for Australia to the VELs Levels 1 and 2.
- Using the five learning and development outcomes in the VEYLDF, the Transition Learning and Development Statement is an important source of information about a child's learning and development prior to school. It is a valuable tool that schools should use to build a partnership with each Koorie child, their parent/guardian and, where necessary, a regional Koorie Engagement Support Officer (KESO). Information in the Statement can be used to inform the development of each KELP.
- The VELs describe what is essential for Victorian students to achieve from Prep to Year 10. The plan should use the VELs structure and descriptions just as they are used elsewhere in the planning and reporting processes of the school.
- Because of their centrality to learning, student performance in literacy and numeracy should always be included as a part of any such plan and may include other areas as well.

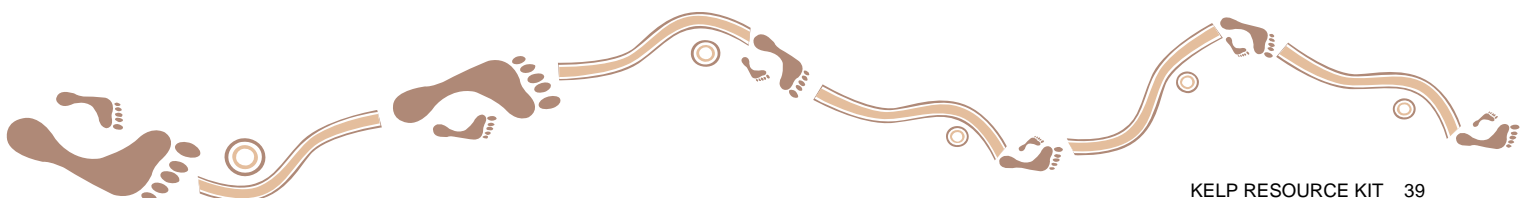


- Consideration could be given to the inclusion of attributes which underpin effective learning, like engagement and contribution in class, organisation and self-management.
- Consideration should also be given to the relationship between students' learning program, and their career and post-school aspirations. Explicit linkages in this area can strengthen student engagement and highlight the personal relevance of learning.
- Some plans require and include extensive information about students' backgrounds, family situations, histories, support structures, related welfare issues, etc. A considered view suggests that, if it is collected, this information belongs elsewhere. This is to support the notion that the planning is about learning, is forward looking, aspirational and inspirational, and is the product of an agreement between the student, his or her family and his or her teacher/s. It also conforms with the proviso considered below regarding the overarching need for simplicity.
- Evidence of performance and change should have a strong, clear and easily communicable basis. While it is highly desirable that the process of framing and reviewing plans should be positive with an emphasis on listening and sharing, it is important to have something other than general impressions or casual observation to focus on as a measure of performance and change. A range of data is readily available and should be used for this purpose. To assist with communication it may be helpful to have this data rendered graphically or visually and to include some relevant comparative data.

A crucial component of the effectiveness of a KERP is that it should be both practicable and useful for the teacher, but should also be 'owned' by the student as they progress through school. In the case of secondary school students, it must be dynamic, and reflect the student's changing goals and aspirations, and be regularly updated.

The process will be useful for teachers in helping to think about and identify particular learning interventions which will help with the student's learning. It also has the potential to build a larger platform of support from which improvement can be generated.

The language used should be clear and direct, avoiding jargon or other technical language.



Appendix 2: The Koorie Education Workforce

The Wannik Education Strategy relies on the skills and capabilities of the whole system's workforce and policy making in central and regional offices and schools to implement and ensure ongoing successful outcomes for Koorie students.

The Koorie Education Workforce (KEW) is employed through the Department of Education and Early Childhood, Wannik Education Strategy. The KEW provide teams of skilled professional Koorie staff located in regions to engage families, support Koorie students, and support Victorian government schools.

Listed below are the roles operating as KEW in each region:

Koorie Education Coordinator (KEC): There are currently ten KEC positions (at least one in each region). The KEC focuses on coordinating a collaborative and consistent strategy for Koorie education across each region.

The KEC have many coordination functions to support Koorie young people including the implementation of the KERP in each region.

A list of the contact details for the current KECs is featured on the back page of this Resource.

Koorie Engagement Support Officers (KESOs): Are responsible for delivering support services to Koorie children and their families through the regions.

KESOs can assist with many elements of the KERP including the School Koorie Education Partnership, focusing on engaging Koorie families and the community. They may also be involved in the implementation and training process of the KERP.

The number of KESOs varies within each region depending on the number of Koorie students within the region, student outcomes, historical allocations, geographical distance within regions and demographic growth.

For further information on the closest KESO to your school please contact your regional KEC on the contact information listed on the back of this Resource.

Koorie Transition Officers (KTOs): There are nine KTOs (one in each region)). The KTOs aim to support all education and training providers (regardless of sector) to drive continuous improvement in the pathways outcomes of Koorie students.

The KTOs can provide schools with advice and support on improved transition pathways for Koorie students including Career Action Plans and the Managed Individual Pathways (MIPs).



Appendix 3: The Victorian Essential Learning Standards (VELS)

The VELS outlines what is essential for all Victorian students to learn during their time at school from Foundation to Year 10. They provide a set of common state-wide standards which schools use to plan student learning programs, assess student progress and report to parents.

There are three strands within the VELS. These are:

Physical, Personal and Interpersonal: Students learn about themselves and their place in society. They learn how to stay healthy and active. Students develop skills in building social relationships and working with others. They take responsibility for their learning, and learn about their rights and responsibilities as global citizens.

Discipline-based Learning: Students learn the knowledge, skills and behaviours in the arts, English, Mathematics, Humanities, Science and Languages.

Interdisciplinary Learning: Students explore different ways of thinking, solving problems and communicating. They learn to use a range of technologies to plan, analyse, evaluate and present their work. Students learn about creativity, design principles and processes.

Within each strand of learning, the essential knowledge, skills and behaviours are organised into domains. The domains contain *dimensions which include the standards*.

The Koorie Education Learning Plan Online tool focuses on the **Discipline-based Learning strand** in **English** and **Mathematics** domains of the Discipline-based Learning Strand.

The English Domain contains the following dimensions:

- Reading
- Writing
- Speaking and Listening.

The Mathematics Domain contains the following dimensions:

- Number
- Space
- Measurement, Chance and Data
- Structure
- Working Mathematically.

Note from 2013 F-10 English and Mathematics will be the Australian Curriculum Relevant information is now available from <http://www.vcaa.vic.edu.au/foundation10/f10index.html>



Appendix 4: Key Tracking Tools, Programs and Plans that should be linked to KERP

Government schools have a range of strategies and programs to address the gap between Indigenous and non-Indigenous students at important transition periods. They are designed to improve communication between the school and students, parents and community at all levels of the education system.

Victorian Student Number

The Victorian Student Number (VSN) is a student identification number that is assigned by the Department to **all students** in government and non-government schools, and will be assigned to students in Vocational Education and Training institutions. The number, which is unique to each student, is used as a key identifier on a student's school records and will remain with the student throughout his or her education until reaching the age of 25. Students transferring to a Victorian secondary school from a Victorian primary school or other Victorian secondary school may be asked to provide their VSN as part of the enrolment process. Students transferring to a Victorian school from interstate or overseas will be assigned a VSN as part of their enrolment.

The Ultranet

The Ultranet is a **whole school online tool** to help parents engage in their child's learning and communicate directly with their child's school. This statewide, secure website connects them and their child's teachers. It allows you to access up-to-date information about your child's learning and progress at your own convenience.

The Ultranet gives a more detailed and timely access to information so teachers and parents can monitor and support a child's learning. Over time, as more information is added it can be used to view a history of a child's learning progress. This history travels with the child as they move from year-to-year and school-to-school, and enables teachers to view this valuable information. In just a few clicks, you will be able to see your child's latest:

- Attendance records
- Learning progress information
- Teacher feedback
- In-class or at-home tasks
- Timetable.



The Ultranet allows parents to monitor their child's achievements and address learning or schooling issues as they arise by communicating with teachers online.

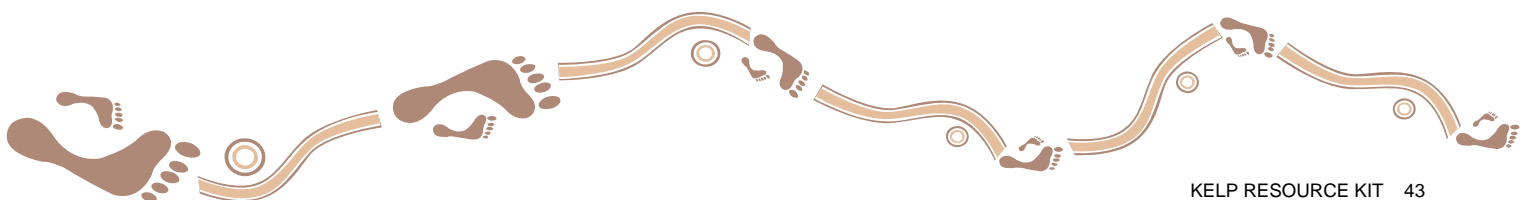
An online parent guide is available to assist parents to register for and use the Ultranet. This guide includes videos, help and support, how-to guides and a number of translations including an audio version. To access the guide, visit: www.education.vic.gov.au/ultranet

On Track

On Track is a **senior secondary** destination tracker to contact students in Years 10 to 12 after they finish school and assist them with advice if they are not studying or do not have a full time job.

On Track builds on the Managed Individual Pathways (MIPs) program available in Government schools. MIPs ensures that all young people aged 15 years and over (Years 10 to 12) in Victorian Government schools are provided with an individual Career Action Plan and associated support as a means to make a successful transition through the senior secondary years of education, to further education, training or full-time employment. Additional support must be provided to young people at risk of disengaging or not making a successful transition to further education, training or secure employment, as identified through the Student Mapping Tool or other similar tool.

For more information, visit: <http://www.education.vic.gov.au/sensecyouth/ontrack>



Appendix 5: Transition, Mapping and Career Planning Tools and Tutorial Support

Transition Statements Early Years to Primary School

Transition Learning and Development Statements (Transition Statements) are used as a starting point to help Foundation Class teachers inform curriculum design and delivery. The Transition Statement may be written by an educator delivering a funded kindergarten program, an educator in a long day care service, other early childhood professional(s) who may have provided support to the child prior to starting school or a combination of these. The Transition Statement is written towards the end of the year prior to the child starting Prep. The Transition Statement is written by early childhood educators and the child's family. The Transition Statement comprises two parts:

Part 1 consists of Sections A, B and C:

- Section A is written by the child's family (usually their parents or guardians)
- Section B is written by the child with assistance from a family member or early childhood educator
- Section C (optional) is written by the child's family (usually their parents or guardians) and records information about the extra early childhood support services accessed by children who have additional learning and development needs, a disability or developmental delay or medical needs.

Part 2 is written by the early childhood educator and provides a description of the child's learning and development against the five learning and development outcomes of the Victorian Early Years Learning and Development Framework. A description of the early years setting and things that might help the child settle into school may also be included.

<http://www.education.vic.gov.au/earlylearning/eyldf/default.htm>



Student Mapping Tool

The Student Mapping Tool is a Department pre-programmed Microsoft Excel spreadsheet which presents an easy-to-read selection of a school's data held on the CASES21 student database used by all Victorian Government schools.

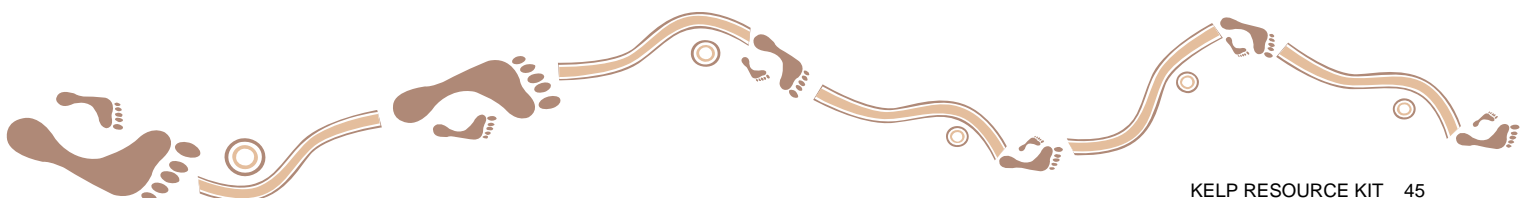
The Tool highlights factors which have been shown to increase the risk of student disengagement and early leaving, and maps the programs and initiatives being used within your school. The data can be used to assess and plan for whole-school needs and to monitor individual student progress, evaluate the efficacy of the interventions being used and assists schools in reporting and student management.

In order to get the most out of the Student Mapping Tool, users need to be proficient users of Microsoft Excel. It is recommended that staff undertake appropriate professional development activities to use the Tool.

The Student Mapping Tool is a rich source of data and targeted information on students, much of which is not yet available on the Ultranet.

Under the Wannik Strategy the Student Mapping Tool must be used by all Government schools (both primary and secondary) with one or more Koorie student enrolments.

Schools must follow Department guidelines on the use of this tool available at: <http://www.education.vic.gov.au/sensecyouth/careertrans/smt/default.htm> and the use of the Tool should always comply with the Privacy Guide to the Student Mapping Tool (Word - 1.5Mb).



Wannik Tutorial Programs

Wannik Tutorial Programs are one of a number of Wannik initiatives developed to bridge the education gap between Indigenous and non-Indigenous students. By providing tutoring to more students in more year levels, the *Wannik Tutorial Programs for Years 2 to 10* and the *Wannik Senior Tutorial Program for Years 11 and 12* help to supplement mainstream teaching resources and focus on raising the literacy and numeracy achievement and completion of Year 12 for Koorie school students.

Schools have the flexibility to determine the best method of delivery of tutorial support to maximise student learning outcomes. Delivery arrangements may include individual or group tutorial sessions (including homework centres), or a combination of these approaches.

Tutorial funding is available to all Government schools that have Koorie students enrolled in Years 2 to 10 who are identified as below the expected standard in one or more dimensions of English and/or Mathematics domains.

All Years 11 and 12 students are eligible to receive funding for the Programs.

Managed Individual Pathway Program

The Managed Individual Pathways (MIPs) initiative ensures that all young people aged 15 years and over (Years 10 to 12) in Victorian Government schools are provided with an individual Career Action Plan and associated support as a means to make a successful transition through the senior secondary years of education, to further education, training or full-time employment. Additional support must be provided to young people at risk of disengaging or not making a successful transition to further education, training or secure employment, as identified through the Student Mapping Tool or other similar tool.

MIPs aims to help young people to:

- develop knowledge and understanding of education, training and employment options
- reflect upon and record their careers and transition aspirations, experiences and learning, and
- be equipped with the skills, knowledge, behaviours and capabilities to effectively manage careers and transitions lifelong



Victorian Careers Curriculum Framework

Effective careers and transition programs are a vital component of school strategies to improve student engagement and increase school completion. These programs provide young people with advice so they can make informed and effective course and career decisions and lead fulfilling, productive lives.

The Victorian Careers Curriculum Framework is an online resource that provides a scaffold for a career development program and activities for all young people in schools and the Learn Local adult and community education and TAFE sectors. It supports the work of teachers, trainers, careers practitioners, team leaders, curriculum coordinators and school leaders to develop localised and customised quality career development programs that would assist young people to make a successful transition into further education, training and employment. Career Action Plan templates have been developed for each age group and cohort (including Koorie young people) that allows information about a student's aspirations, learning and pathway options to be recorded.

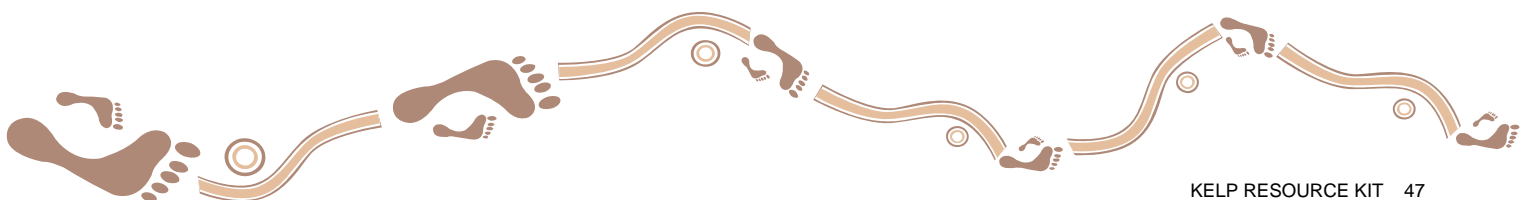
The objectives of the Victorian Careers Curriculum Framework are to assist young people to:

- Understand and manage influences relating to career planning and lifelong learning
- Develop skills, knowledge and capabilities to make effective career decisions
- Apply their learning to achieve educational and career aspirations
- Build resilience in their capacity to manage change throughout their lives.

These goals are organised into three Stages of Career Development:

- **Self Development:** young people understand themselves and the influences on them, build their experiences and achievements and develop their capabilities
- **Career Exploration:** young people locate, investigate and consider opportunities in learning and future work options
- **Career Management:** young people make and adjust Career Action Plans and manage their life choices, changes and transitions.

For more information, visit: <http://www.education.vic.gov.au/careersframework>



Career Action Plans

Career Action Plans are an integral part of the Victorian Careers Curriculum Framework. Building an integrated program requires planning and co-ordination and the Framework indicates suitable links to existing curriculum to assist in the planning process.

The Career Action Plan is a dynamic planning document owned and managed by young people intended to capture their increased career development learnings. It is designed to assist the young person to set their aspirations and goals and help them to identify the actions and activities that they need to undertake to achieve their goals. The Career Action Plan should complement, not replace, the Individual Education Plan. The Career Action Plan is most effective when used in conjunction with the learning outcomes and related activities within the Victorian Careers Curriculum Framework. Students should revise their Career Action Plan annually, or more frequently as needed, to reflect upon their goals, clarify actions towards achieving the goals, and commit to future actions.

The Career Action Plans, together with the developmental activities within the Careers Curriculum Framework will assist the young person to develop the skills, knowledge, attitudes and behaviours that will enable them to manage their careers and transitions throughout their lives.

For Koorie young people the involvement of significant adults is fundamental to ensuring that the Career Action Plan goals can be achieved and that they will be encouraged and supported in the decisions they have made for their preferred future.



Appendix 6: Cultural Responsiveness

Developing a Koorie Education Learning Plan (KELP) is about acknowledging and respecting the cultural awareness of the Aboriginal and Torres Strait Islander people.

Victorian Aboriginal Education Association Incorporated (VAEAI)

VAEAI are partners with the Victorian Government through the Department of Education and Early Childhood Development through Yalca and Wannik. They are a statewide organisation with a regional structure, divided on the basis of family ties. A number of Local Aboriginal Education Consultative Groups (LAECGs) comprise each of VAEAI's eight regions.

Yalca, meaning Yellow Box gum in the Yorta Yorta language, supports a birth-to-death philosophy of education, placing the Koorie student at the centre of education policy and decision making, and acknowledges that local Koorie communities through Local Aboriginal Education Consultative Groups (LAECGs) are best able to determine local education and training needs.

To contact VAEAI visit: <http://www.vaeai.org.au>

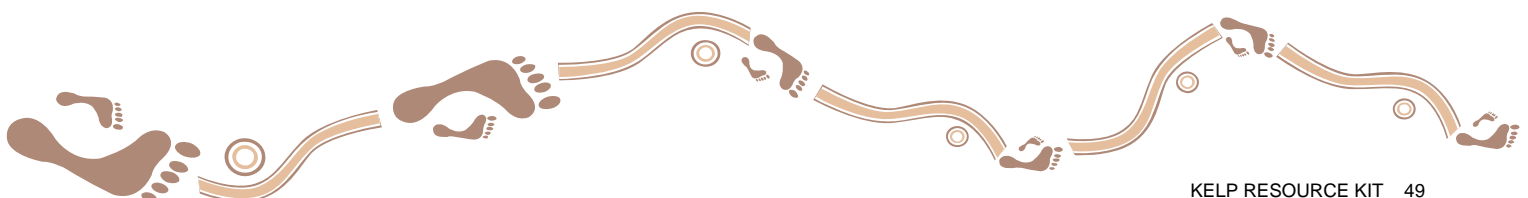
Koorie Heritage Trust

The Koorie Heritage Trust offers a range of educational programs and cultural awareness training that can be undertaken to better facilitate the KELP.

The trust is a not-for-profit Aboriginal Community organisation that was established to protect, preserve and promote the living culture of Aboriginal people of south-eastern Australia.

Further information on The Koorie Heritage Trust can be found on: www.koorieheritagetrust.com

For additional resources visit: www.education.vic.gov.au/wannik



Frequently Asked Questions

Do students achieving at or above the expected level need a Koorie Education Learning Plan (KELP)?

YES – all Koorie students regardless of performance level need a KELP. This will ensure the student continues to achieve at an appropriate level. Additionally, their learning and achievement will be tracked and followed across their schooling. The KELP partnership should ensure the student and their family are actively engaged in their learning and sufficiently challenged.

When do KELPs need to be completed for Koorie students?

There is no set time frame for KELPs to be completed. Schools are encouraged to fit this process into their existing timelines. However, the KELP process should span the whole year – with target setting, reviewing progress and meeting with families built into this time. Some targets will be met before others and these can be continually reviewed and reset, e.g., once a term or semester.

How can I ensure Koorie families are valued and included in the KELP process?

Developing a KELP is about acknowledging and respecting the cultural awareness.

‘Educators who are culturally competent respect multiple cultural ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences’.

The everyday practice of an educator is to demonstrate this commitment to developing their cultural competence in a two-way process with families and communities.

Educators view culture and the context of family as central to children’s sense of being and belonging and to success in lifelong learning.

Cultural competence is much more than awareness of cultural differences. It is not only about the ability to understand, communicate with and effectively interact with people but also:

- Being aware of one’s own view
- Developing a positive attitude toward cultural differences
- Gaining knowledge of different cultural practice
- Developing skills to communicate.

Source: Transition: A positive Start to School Resource Kit
<http://www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/learning/transitionguide.pdf>



What happens if a student already has an Individual Education Plan (IEP)?

Wannik requires that all Koorie students already be on an IEP.

The KELP incorporates the IEP into the one online tool that links VELS performance levels, teaching and learning strategies, attendance data and interactive data for schools, families and students in an accessible form.

What happens to KELP when a student leaves the school/transfers?

The KELP is for all Koorie students in primary and secondary schools that attend a government school.

A feature of the KELP is that the school is able to transfer a student's KELP including all data, learning strategies and their SALP to another government school. This allows students transitioning from primary to secondary school to have the support that they require. See the online manual for more information.

Who should oversee the implementation of the KELPs at the school?

The school should appoint a Learning Plan Manager to oversee the implementation and running of the KELP. The appointment is at the school's discretion.

How does the KELP fit in with the Wannik Tutorial Programs?

The KELP can be used by the Wannik tutors to:

- Identify those students performing below a C in English and/ or Mathematics
- Identify individual learning strategies that recognise individual strengths, goals and needs
- Encourage progress by allowing the student to take an active role in the development of the plan.

What should be done when parents or care givers do not wish to be a part of the KELP process?

An essential part of the KELP is the School Koorie Education Partnership. This Partnership enables parents, teachers and students to have an active role in the student's educational journey.

In such instances where the parent or care giver does not want to be part of the partnership, the Koorie Engagement Support Officers can be contacted to assist with engagement.



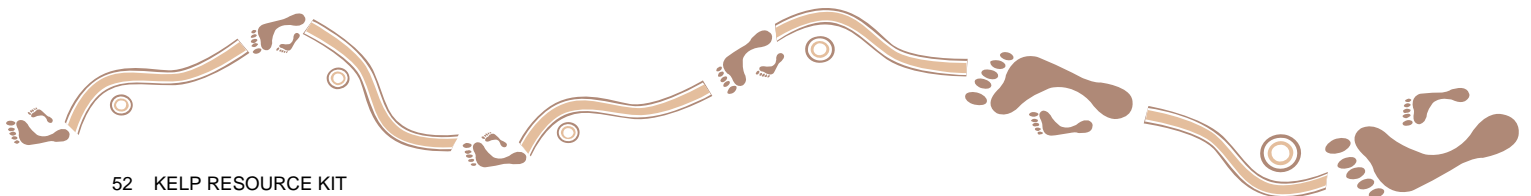
How can all staff be involved and share collective responsibilities in KELPs?

The KELP aims to incorporate practises that already exist into a framework to create collective responsibility. The Learning Program Manager is appointed to oversee the KELP process and find existing practises such as team meetings where the KELP can be discussed.

As the KELP focuses on the English and Mathematics domains it is vital that the teachers involved in this aspect are using the KELP as a 'living document'. However, those teachers in the inter-disciplinary domains can also use the KELP to assist them to create learning strategies.

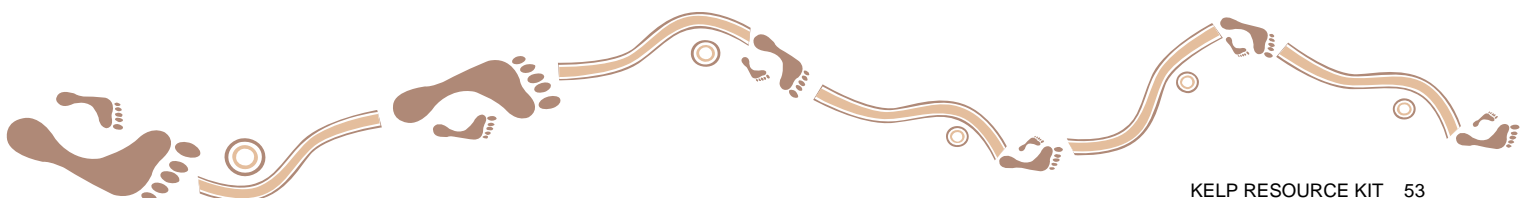
When should a Student Aspirational Learning Plan (SALP) be completed? Also who should do this?

The SALP is undertaken by the student each year from Foundation to Year 12. The student with the assistance of the school and family establishes what the student will do to achieve the targets outlined in the KELP.



Glossary

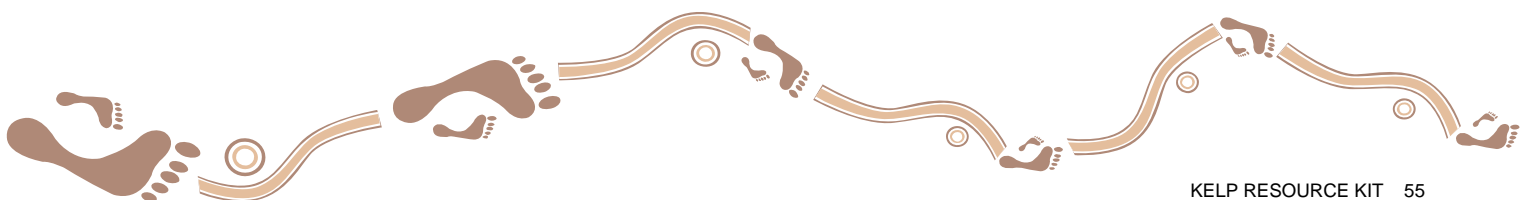
Term	Definition
Career Action Plan	<p>The Career Action Plan is a dynamic planning document owned and managed by young people intended to capture their increased career development learning's. It is designed to assist the young person to set their aspirations and goals and help them to identify the actions and activities that they need to undertake to achieve their goals. The Career Action Plan should complement the Individual Education Plan and is most effective when used in conjunction with the learning outcomes and related activities within the Victorian Careers Curriculum Framework. Students should revise their Career Action Plan annually, or more frequently as needed, to reflect upon their goals, clarify actions towards achieving the goals, and commit to future actions.</p> <p>The Career Action Plan, together with the developmental activities within the Careers Curriculum Framework will assist the young person to develop the skills, knowledge, attitudes and behaviours that will enable them to manage their careers and transitions throughout their lives.</p>
CASES – Computerised Administration System Environment in Schools	CASES 21 is the software used in Victorian government schools for administration, finance, student enrolment details and central reporting.
Dimension	Dimensions are the further break down of VELS domains: English (Reading, Writing, Speaking and Listening) and Mathematics (Number, Space, Measurement – Chance and Data, Structure and Working Mathematically).
Domain	Domains are the breakdown of VELS strands. The KELP predominantly focuses upon English and Mathematics.
English/Mathematics Continuum	The English and Mathematics Continuums contain evidence based indicators of progress, linked to powerful teaching strategies. They are aligned to the Progression Points and standard domain of the VELS.
IEPs	Individual Education Plans



Term	Definition
KEC – Koorie Education Coordinator	KEC is the professional coordinator for the Wannik strategy implementation and coordinator to all stakeholders in the region.
KELP – Koorie Education Learning Plan	KELP is an individual learning plan for all Koorie students focussing on academic learning, in particular literacy and numeracy. Teachers, student and families all work together in partnership on agreed targets and strategies.
KEW – Koorie Education Workforce	KEW made up of Koorie Education Coordinator, Koorie Engagement Support Officer, Koorie Transition Officer.
KESO – Koorie Engagement Support Officer	KESOs are the professional workforce responsible for supporting Koorie students and their families in Victorian schools.
MIPs – Managed Individual Pathways	The Managed Individual Pathways (MIPs) initiative ensures that all young people aged 15 years and over (Years 10 to 12) in Victorian Government schools are provided with an individual Career Action Plan and associated support as a means to make a successful transition through the senior secondary years of education, to further education, training or full-time employment. Additional support must be provided to young people at risk of disengaging or not making a successful transition to further education, training or secure employment, as identified through the Student Mapping Tool or other similar tool.
NAPLAN – The National Assessment Program Literacy and Numeracy	Every year, all students in Years 3, 5, 7 and 9 are assessed on the same days using NAPLAN tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy.
Progression Points	Progression Points are the scale used in making balanced judgements regarding student achievement. Ranging from 0.5 to 6.75 each Progression Point represents six months of expected student progress.
SALP – Student Aspiration Learning Plan	SALP is a student generated action plan identifying strategies for students to improve their educational learning and help build a better future.
SKEP – School Koorie Education Partnership	SKEP is a partnership between the schools and the Koorie community. Primarily focusing on parents engagement, learning, cultural engagement, awareness, attendance and well-being.



Term	Definition
SSSO – Student Support Services Officer	Student support services programs assist students with additional or special needs. These may include psychologists, guidance officers, speech pathologists, social workers, visiting teachers and integration aides.
Student Report Card	Student Report Cards are the reporting software schools use to report student achievement to parents. These reports produce an A-E rating, demonstrate comparative progress and include teacher comments with the possible scope for parent and student comments.
VELS – Victorian Essential Learning Standards	VELS is the Prep to Year 10 curriculum for Victorian schools as set down by the Department of Education and Early Childhood Development.
Ultrahnet	The Ultrahnet is a new online system that will take Victorian government schools into the learning environment of the future. It is a state-wide, secure site that students, parents and teachers can access via the internet.



Regional Koorie Education Workforce Contacts

Contact your regional Koorie Education Coordinator for all enquiries.

Region	Contact
Barwon South West	(03) 5225 1000 bswr@edumail.vic.gov.au
Eastern Metropolitan Region	(03) 9265 2400 emr@edumail.vic.gov.au
Gippsland Region	(03) 5127 0400 gippsmail@edumail.vic.gov.au
Grampians Region	(03) 5337 8444 c0988311@edumail.vic.gov.au
Hume Region	(03) 5761 2100 hume.region@edumail.vic.gov.au
Loddon Mallee	(03) 5440 3111 c0988331@edumail.vic.gov.au
Northern Metropolitan Region	(03) 9488 9488 c0989601@edumail.vic.gov.au
Southern Metropolitan Region	(03) 9794 3555 c0988341@edumail.vic.gov.au
Western Metropolitan Region	(03) 9291 6500 wmro@edumail.vic.gov.au

