



Help for non-English speakers

If you need help to understand this policy, please contact reception on 9826 0711 or at mhs@mhs.vic.edu.au.

Purpose

The purpose of this policy is to support schools in providing quality and meaningful education to Koorie students, where Koorie students engage fully in their schooling years, and gain the knowledge and skills to excel at year 12 or its equivalent.

A note on terminology used

The term Koorie is used inclusively and refers to both Aboriginal and Torres Strait Islander people living in Victoria. The Department of Education and the Victorian Aboriginal Education Association Incorporated (VAEAI), use the term throughout education documentation.

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

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

Policy

Schools are expected to:

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

Schools are also recommended to:

- reflect on current practice
- plan how to implement actions that strengthen self-determination
- plan for and implement actions that improve experiences and outcomes for Koorie learners.

For more information, refer to the [Strengthening Aboriginal self-determination in education](#) guidance chapter.

Background

Consistent with the principle of self-determination, [Marrung: Aboriginal Education Plan 2016 to 2026](#) (Marrung) was developed in partnership with the Victorian Aboriginal Education Association Incorporated (VAEAI). Strong partnerships with the Koorie community will be the foundation for achieving outcomes for Koorie students in Victoria.

At Melbourne High School the Marrung Education Plan Action Group is open to staff and students and is responsible for the implementation of the Reconciliation Action Plan (RAP).

Programs, actions and reforms

Programs, actions, and reforms under Marrung include:

- Campfire Conversations and the [Strengthening Aboriginal Self-Determination in Education Report \(PDF\)](#). For more information, refer to the [Strengthening Aboriginal self-determination in education](#) guidance chapter
- the [Koorie Literacy and Numeracy Program](#) which are designed to support Koorie students in Victorian government schools to improve literacy and numeracy outcomes. This includes the extended Koorie Literacy and Numeracy program for Koorie students not meeting year 3 reading and numeracy benchmarks in years 4, 5 and 6
- [Community Understanding and Safety Training \(CUST\)](#) which empowers school staff to foster culturally inclusive environments that enhance Koorie students' wellbeing
- guidance for schools on meeting the requirements of [Child Safe Standard 1](#) – establishing a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued
- creating a school action plan for [Aboriginal Learning, Wellbeing and Safety \(DOCX\)](#)
- the department working with schools with high Koorie absences and sharing effective practice
- a review of the Koorie Academy of Excellence and exploring opportunities to roll out an expanded model across the 4 department regions
- supporting schools to use [Individual Education Plans](#), including trialling Koorie student and family support plans through the Framework for Improving Student Outcomes (FISO)
- undertaking research to identify factors that contribute to academic achievement (including higher NAPLAN and ATAR score) and implementing supporting strategies
- [Marrung education scholarships](#) for high achieving Aboriginal students studying years 11 and 12 in government schools.

Koorie Education Workforce

The Koorie Education Workforce assist early years services and schools by providing guidance to enhance cultural inclusion practices, and to support the engagement, attendance, wellbeing and achievement of Koorie learners.

Koorie Education Managers

In Victoria there are 4 Koorie Education Managers (KEMs), one in each region, who work collaboratively to ensure delivery of consistently high quality and culturally inclusive practices across education settings for all learners. KEMs lead cohesive, consistent and strategic implementation of Koorie Education priorities and provide programmatic and cross portfolio oversight and expertise in their region supporting learners from 0 to 18 years.

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

Koorie Education Coordinators

Koorie Education Coordinators (KECs) lead consistent area-based coordination and provision of support to early years services and schools from the regional Koorie Education Workforce through multi-disciplinary area teams. Early years' service providers, schools, parents and community can obtain assistance with Koorie cultural inclusion, Koorie education guidance and support through their region by contacting the KEC with enquiries.

The KEC is able to arrange for a Koorie Engagement Support Officer (KESO) to work with early year's services and schools providing guidance to enhance cultural inclusion practices, and to support the engagement, attendance and wellbeing of Koorie learners. KECs provide high level expertise to lead the implementation of

education initiatives, Koorie specific programs and inclusive practices that privilege engagement with Koorie community and support parent/carers partnerships in education. Refer to: [Contact details for KECs](#).

Koorie Engagement Support Officer

KESOs are area based professionals who are members of the local Aboriginal community with an understanding of Aboriginal and Torres Strait Islander cultures and the histories. KESOs provide advice to schools about culturally inclusive learning environments, and the co-ordination of services to facilitate improved engagement of Koorie children and young people.

KESOs play an integral role to engage families, communities, education and service providers to facilitate Aboriginal and Torres Strait Islander learners to participate fully in education. They support all learning settings to transition students and families across all learning stages where appropriate: into early years, primary, secondary and further education.

Approval and review

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