

2023–27 Cultural Diversity Plan

Action Register



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Introduction

The 2023-2027 Cultural Diversity Plan (CDP) sets out the department's 5-year delivery approach for culturally sensitive services.

The plan has been shaped around several focus areas that align with the Victorian Government's flagship education reforms: **early childhood education participation, student learning and wellbeing, intercultural capability in schools, and workforce diversity and professional learning.**

The CDP will support the department to acquit its requirement under the Multicultural Act 2011 to report annually to the Minister for Multicultural Affairs and to the Victorian Parliament on its progress to deliver culturally sensitive services to Victoria's communities.

This companion action register sets out the specific actions that will deliver on the focus areas and their objectives. The register will be updated annually to reflect additional departmental commitments, reform priorities, and completed actions that support the CDP. Each CDP action includes an acquittal measure to identify annual progress of culturally sensitive services.

The acquittal of actions will also be considered collectively to assess the achievement of the CDP's focus areas and objectives.

The CDP recognises but does not include actions related to the distinct cultural and linguistic backgrounds of Koorie people in Victoria as specific initiatives such as the Marrung Aboriginal Education Plan (2016-2026), Koorie Kids Shine, and Koorie Families and First Educators are in place to support improved education and wellbeing outcomes for Koorie children and young people.



FOCUS AREA 1

Early Childhood Education Participation

Objective

Support improved participation in early childhood education for CALD children, families, and carers.

| PRIORITY | ACTION | AREA RESPONSIBLE | DURATION | ACQUITTAL MEASURE |
|--|---|---|----------|--|
| 1 Build awareness of early childhood education in CALD children, families, and carers | 1. Support children from a CALD background to access kindergarten programs, by targeting culturally and linguistically diverse communities across early childhood communication and advertising campaigns as part of the Best Start, Best Life early childhood reforms. | Communications (PES) | Ongoing | Evaluation of communications platforms, including uptake and use of translated materials and webpages in language. Enrolment and participation data of children in kindergarten programs |
| | 2. Build awareness of early childhood education programs in families and children from a CALD background by supporting families to engage with Kinder Kits, including how the products can be used and the importance of play-based learning. | Service Delivery and Change Management Division / KEPPR (ECE) | 2023 | Publication of kinder kits printed materials in different languages on the Victorian Kinder translations page |
| 2 Address barriers to early childhood education participation for CALD children through targeted initiatives | 3. Provide bilingual outreach support to children and families from vulnerable CALD backgrounds living in public housing in the City of Melbourne, Moonee Valley City Council, City of Yarra and City of Maribyrnong to connect with early childhood education through the Family Learning Support Program delivered by Brotherhood of St Laurence (BSL). | Early Learning Operations and Monitoring Division (ECE) | 2024 | Number of children / families supported through the BSL FLSP |
| | 4. Address barriers to participation in early childhood education for children and families from CALD backgrounds through the CALD outreach initiative delivered by local councils. | Early Learning Operations and Monitoring Division (ECE) | 2024 | Number of local councils involved in initiative |



PRIORITY

3

Support culturally inclusive learning environments and promote cultural awareness

ACTION

AREA RESPONSIBLE

DURATION

ACQUITTAL MEASURE

- | | | | | |
|----|--|---|-----------|---|
| 5. | Continue to deliver Respectful Relationships professional learning to early childhood educators in Victorian government funded kindergartens. | Family Violence and Child Safety (WHED) | June 2024 | 500 Respectful Relationships professional learning places offered to early childhood educators working in funded kindergarten programs between July 2023 and June 2024. |
| 6. | Provide support to the local councils participating in the CALD Outreach Initiative as well as engagement with all local councils across Victoria to support the kindergarten participation of CALD children through the CALD Kindergarten Participation Project delivered by the Municipal Association of Victoria (MAV). | Early Learning Operations and Monitoring Division (ECE) | 2025 | Number of local councils supported by MAV through the project |
| 7. | Build the capacity of early childhood services to work effectively with children and families of refugee backgrounds and promote their full inclusion through the Foundation House Early Years Program, which includes state-wide and place-based supports and professional learning. | Early Learning Operations and Monitoring Division (ECE) | 2026 | Number of early childhood teachers and educators participating in professional learning workshops |
| 8. | Provide advice, referral and support to kindergarten services to identify and address barriers to the inclusion of CALD children through the Cultural Inclusion Support, delivered by FKA Children's Services. | Early Learning Operations and Monitoring Division (ECE) | Ongoing | Number of kindergarten services FKA Children's Services has provided with support and advice |



FOCUS AREA 2

Student Learning and Wellbeing

Objective

Foster a culturally safe and equitable school education system

| PRIORITY | ACTION | AREA RESPONSIBLE | DURATION | ACQUITTAL MEASURE |
|--|---|--|----------|---|
| 1 Support equitable and inclusive access to education for CALD students. | 9. Implement the Victorian Government's \$3.5 million commitment to establish 3 Hindi and/or Punjabi schools in Melbourne's west, north and south-eastern suburbs. | Curriculum Implementation (SRS) | 2024 | Beacon schools established |
| | 10. Foster innovative collaborations between African Australian community members and schools and enhance the educational engagement of young people through the Homework Club Grant initiative. This grants initiative currently funds 14 community-based organisations to deliver homework clubs, after-school activities, and parent engagement programs targeting African Australian students and their parents in Victoria. | Office of the Assistant Deputy Secretary (SRS) | 2024 | Number of schools delivering homework clubs |
| | 11. Continue the provision of services through the EAL program funding for primary and secondary schools in the Student Resource Package (SRP). | Statewide Programs and Tech Schools (SEPS) | Ongoing | Number of schools that receive EAL funding |
| | 12. Continue provision of interpreting and translation services for parents and carers with limited or no English language skills so key information about students' education can be communicated in government schools through Language Loop. | Statewide Programs and Tech Schools (SEPS) | Ongoing | KPI Measures for Delivery for Schools |



Photo: South Melbourne Primary School

| PRIORITY | ACTION | AREA RESPONSIBLE | DURATION | ACQUITTAL MEASURE |
|---|--|--|-----------|--|
| 2 Strengthen learning and wellbeing supports for CALD students and build cultural safety in schools | 13. Continue to support all Victorian government schools and participating Catholic and independent schools to implement and embed Respectful Relationships. | Family Violence & Child Safety (WHED) | June 2024 | 34 Respectful Relationships regional workforce roles continue to support all Victorian government schools to implement a whole school approach to Respectful Relationships |
| | 14. Promote multicultural days of significance through regular school and corporate communications. | Employee Safety, Wellbeing and Inclusion (PES) | Ongoing | Cultural diversity actions in safe, respectful and inclusive workplaces CAP implemented |
| | 15. Publish translated resources on the department's website and provide strategic advice to schools and services on how to make their information provision culturally appropriate. | Communications (PES) | 2024 | Publication of translated resources and advice |
| | 16. Partner with Deakin University to develop culturally safe resources to support school leaders in creating inclusive and welcoming environments for students of African heritage as part of the African Heritage Cultural Competency Framework. | Office of the Assistant Deputy Secretary (SRS) | 2024 | <ul style="list-style-type: none"> • Number of training workshops delivered • Number of schools engaged • Number of school leaders and school staff engaged |
| | 17. Support students at English Language Schools to access swimming lessons through Swimming in Schools. | Statewide Programs and Tech Schools (SEPS) | 2024 | Number of schools participating in swimming lessons |



| PRIORITY | ACTION | AREA RESPONSIBLE | DURATION | ACQUITTAL MEASURE |
|--|---|--|----------|--|
| 3 Enable all CALD students to engage and participate in school education | 18. Implement the Place-Based Partnerships to Support School Engagement and Completion Initiative to improve education outcomes and reduce youth offending among culturally and linguistically diverse young people, including students from African and Pasifika heritage. | Office of the Assistant Deputy Secretary (SRS) | 2026 | <ul style="list-style-type: none"> Number of schools with embedded supports for African and Pasifika students Number of African and Pasifika students engaged in initiative schools Number of funded school holiday places filled |
| | 19. Provide a positive link between schools, parents, and students, facilitate parental involvement, and promote student well-being through School Community Liaison Officers working across 24 Victorian schools with a significant number of students of African heritage. | Office of the Assistant Deputy Secretary (SRS) | 2024 | <ul style="list-style-type: none"> Number of schools with embedded supports for African students Number of African students engaged in initiative schools |
| | 20. Raise awareness within culturally diverse communities of the VCE Vocational Major and vocational pathways, which provide access to a variety of real-life workplace experiences and sectors. | Communications (PES) | 2024 | 15 per cent of media buy allocated to CALD audiences |
| | 21. Offer specialist refugee education supports as well as delivery of supports for students from CALD and disadvantaged backgrounds through Foundation House, the Centre for Multicultural Youth, Fitzroy Youth Homework Club. | Statewide Programs and Tech Schools (SEPS) | 2024 | Number and type of supports offered to students and teachers |



FOCUS AREA 3

Intercultural
Capability
in Schools

Objective

Build the intercultural capability
of school leaders, teachers, and students

| PRIORITY | ACTION | AREA RESPONSIBLE | DURATION | ACQUITTAL MEASURE |
|--|---|-------------------------------------|----------|--|
| 1 Empower diverse school communities to celebrate and share their customs, traditions, and languages in meaningful ways | 22. Highlight and celebrate diverse communities across communications channels, including diversity and inclusion training, recognition of major cultural festivals and observances and promotion of cultural support networks. | Communications (PES) | Ongoing | Design and delivery of communications material |
| | 23. Provide school leaders with opportunities to foster a deeper understanding of culturally inclusive practices, such as the Women in Leadership Program (WISL) that includes offshore programs and reciprocal visits for Victorian women and Indian school leaders. | Internationalising Education (SEPS) | 2024 | Number of participants in the WISL program |
| | 24. Fund community language schools (CLS) to provide out-of-school-hours community language programs to 4–18-year-old children and young people to learn or maintain their mother tongue or heritage language. | Curriculum Implementation (SRS) | Ongoing | Number of students funded, and number of languages supported |



Photos: South Melbourne Primary School

| PRIORITY | ACTION | AREA RESPONSIBLE | DURATION | ACQUITTAL MEASURE |
|--|--|--|----------|---|
| 2 Support school students to learn about cultural and linguistic diversity in ways that recognise commonalities and differences, create connections with others, and cultivate mutual respect. | 25. Targeted student programs that build intercultural capability by: <ul style="list-style-type: none"> • Leveraging the Victorian Curriculum and the Framework for Improving Student Outcomes (FISO) • Empowering students to have voice and exercise agency in their own learning • Providing opportunities to connect globally with others either virtually or through offshore immersion experiences. | Internationalising Education (SEPS) | Ongoing | Number of Victorian students participating in GL&E programs supporting intercultural capabilities in one financial year |
| 3 Strengthen intercultural skills and knowledge of school leaders, teachers, and educators to embrace best practice global learning and engagement opportunities. | 26. Offer teacher professional learning opportunities and a suite of resources that support global learning and engagement including a global learning and engagement (GL&E) self-reflection tool to support GL&E teaching and learning. | Internationalising Education (SEPS) | Ongoing | Number of schools participating in GL&E programs |
| | 27. Provide funding for students in Years 5-11 to access Courage to Care workshops that empower students with practical tools to safely stand up and take action against racism, discrimination and bullying. | Statewide Programs2026 and Tech Schools (SEPS) | | Number of students and schools participating in Courage to Care workshops |



FOCUS AREA 4

Workforce Diversity and Professional Learning

Objective

Support cultural diversity, equity, and inclusion in our early childhood, school education, and corporate workforces and promote professional learning

| PRIORITY | ACTION | AREA RESPONSIBLE | DURATION | ACQUITTAL MEASURE |
|---|---|--|----------|---|
| 1 Support early childhood professional learning and promote workforce diversity | 28. Guide teachers and educators on ways to best welcome all children and families in kindergarten programs, through the development of new professional learning on equity and diversity. | Professional Practice Branch, ELPAP | 2024 | Professional learning made available to kindergarten sector professionals |
| | 29. Develop a Multilingual Guide in collaboration with FKA Children's Services for the early childhood sector, with a focus on educational leaders. | Service Delivery and Engagement Division / KEPPR (ECE) | 2024 | Engagement with the resource by the early childhood sector |
| | 30. Deliver targeted communications and engagement to culturally diverse communities, as part of broader workforce recruitment campaigns to attract and retain a culturally diverse early childhood workforce. | Portfolio Communications (PES) | 2025 | 15 percent of media buy allocated to CALD audiences. Leveraging our existing stakeholder networks and partnerships to promote specific workforce messages, where appropriate. |
| | 31. Work with tertiary education providers to support diverse populations in tertiary study through the Early Childhood Tertiary Partnerships program. | Workforce Policy and Programs Division / KEPPR (ECE) | 2027 | Majority of cohorts of students completed supported study pathways and progressing into the early childhood workforce. |
| | 32. Undertake a research project to build our understanding of barriers to workforce diversity in the Early Childhood Education Sector. | Workforce Policy and Programs Division / KEPPR (ECE) | 2025 | Completion of the research project and implementing recommendations that align with workforce priorities. |

PRIORITY

2

Promote workforce diversity, equity and inclusion within the school education workforce

| ACTION | AREA RESPONSIBLE | DURATION | ACQUITTAL MEASURE |
|---|--|----------|--|
| 33. Regular schools and corporate communications to: <ul style="list-style-type: none"> Promote respectful, safe and inclusive work practices and training Profile staff from diverse backgrounds. | Employee Safety, Wellbeing and Inclusion (PES) | Ongoing | Cultural diversity actions in safe, respectful and inclusive workplaces CAP implemented. |
| 34. Ensure that promotion of corporate and school roles highlight the availability of flexible work options for employees, including the option for candidates to request arrangements that would suit them. | Employee Safety, Wellbeing and Inclusion (PES) | Ongoing | <ul style="list-style-type: none"> Increase in the uptake of flexible work options across all VPS classification levels School flexible work policy reviewed. |
| 35. Promote inclusive recruitment practices for recruitment in corporate and school workforces. | Employee Safety, Wellbeing and Inclusion (PES) | Ongoing | <ul style="list-style-type: none"> Increase in the number of school leaders completing the inclusive recruitment eLearn Increased awareness of inclusive recruitment strategies through embedding resources and prompts in recruitment processes for corporate and schools |
| 36. Offer 10 scholarships to current teachers (from any field) able to speak Hindi and/or Punjabi, to upgrade their skills to become qualified language teachers. | Curriculum Implementation (SRS) | 2026 | 10 scholarships awarded |
| 37. Deliver integrated communications and engagement to CALD audiences, as part of broader workforce recruitment campaigns to attract and retain a culturally diverse workforce in education. | Communications (PES) | 2025 | 15 per cent of media buy allocated to CALD audiences |

| PRIORITY | ACTION | AREA RESPONSIBLE | DURATION | ACQUITTAL MEASURE |
|--|---|--|------------------|---|
| 3 Promote workforce diversity, equity, and inclusion within our corporate workforce and leadership | 38. Build corporate staff capability in building safe, respectful and inclusive workplaces, including training. | Employee Safety, Wellbeing and Inclusion (PES) | Ongoing | Training schedule developed, promoted and implemented |
| | 39. Participate in whole of government and DE employment pathway programs and initiatives, including the YES traineeship and Refugee and Asylum Seeker internship programs. | People Strategy and Operations and School Recruitment with support from Employee Safety, Wellbeing and Inclusion (PES) | Ongoing | Promotion of employment pathway programs and number of participants in programs |
| | 40. Examine workforce data and employee experience data against the gender equality indicators and experiences of culturally diverse cohorts. | Employee Safety, Wellbeing and Inclusion (PES) | Ongoing biannual | Workforce gender audit is completed in 2023, 2025, and 2027 |
| | 41. Consult with staff networks (such as the African Australian Network and the Women of Colour) on workforce diversity initiatives and support staff networks in advocacy and engagement. | Employee Safety, Wellbeing and Inclusion (PES) | Ongoing 2026 | Staff networks are consulted on priority workforce diversity initiatives |
| | 42. Increase the capability of people managers and leaders to address and respond to disrespectful behaviour and complaints. | Employee Safety, Wellbeing and Inclusion (PES) | Ongoing | Guidance enhanced and promoted |



