

bupup balak wayipungang initiative

HELPING/SUPPORTING THE YOUNG KIDS

FORMERLY KOORIE PRESCHOOL ASSISTANTS INITIATIVE





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Acknowledgement

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

Language used in these Guidelines

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

The term parent(s) or carer is used in these Guidelines and is inclusive of parents, guardians, primary caregivers, kith and kin with responsibility for bringing up Koorie children.

These Guidelines apply to organisations funded by the Victorian Department of Education to deliver the bupup balak wayipungang initiative.

The Department of Education reserves the right to amend these Guidelines with reasonable notice of any changes.

Initiative's language name

Language is one of the most significant aspects of the culture and heritage of any group. Aboriginal culture and knowledge systems are largely expressed verbally, through vocalising place names, stories and songs. Aboriginal languages express not only culture, but also kinship, relationship to the land and water (oceans and rivers) and environmental knowledge. They contain a complex conceptual framework for the living things on the land, the landscape and natural resources.

Djaara Balaki Wuka has approved use of the Dja Dja Wurrung Language for this initiative and the people who work to connect and support services and families. Note: Dja Dja Wurrung words are not capitalised unless placenames or personal names.

bupup balak wayipungang means 'Helping/supporting the young kids.' 'wayipungitj means 'supporters.'

Artwork used in these Guidelines

'Life' was created and made available for use by Emily Bell. She has provided the following artist's statement:

The lizard teaches us to be resourceful, it is the sign of dreaming.

A snail tells us to pace ourselves, there is no need to rush: listen, learn and take your time.

The frog teaches us to cleanse our mind, body and spirit each day so we can face a new one tomorrow.

A fish teaches us to go with the flow, relax and enjoy time.

The snake is the sign for growth – like a plant that needs food, you need knowledge. Listen and learn, and you will grow.

The flowers are all native flowers, such as banksia, wattle, eucalyptus, and grevillea.

The circular dots represent the different colours of the earth. Circles join everything and everyone into a synchronised life cycle in which no one is identical, spreading out into the freedom and independence of a flower.

Graphic Design: Mazart Communications

Version control

Date	Version	Description
April 2023	1.0	Revised post-Koorie Preschool Assistants initiative (KPSA) 2017 evaluation and to reflect a new name in language.

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INTRODUCTION

The first years of life are crucial to an individual's lifelong learning, health, social, emotional, and spiritual wellbeing, and to a successful life. Children who have a strong start in life are more likely to do well academically and socially as they grow older. Victoria has a strong early childhood system with high participation rates in universal services such as Maternal and Child Health (MCH) and kindergarten; however, for some children, participation could be better.

Kindergarten provides experiences that foster children's growth and development through play and interaction. It supports children to become confident learners in a safe, supportive environment. Kindergarten encourages children to develop life skills that support their development, setting a strong foundation for their educational journey.

The benefits of kindergarten are particularly important for children who are disadvantaged or do not have a well-resourced home learning environment.¹ There is also evidence that two years of kindergarten before commencing school can provide significant benefits,² with research showing that engaging in 15 hours per week of high-quality early childhood education for two years before school has a positive effect on outcomes comparable to the influence of having a tertiary-educated mother.³

On average, a child who has attended two years of a quality kindergarten program will have:

- Better cognitive and social skills when they start school – including better development in language, pre-reading, early numbers concepts, non-verbal reasoning, independence, concentration, and social skills
- Higher exam scores at age 16, including better grades in English and mathematics
- Better social and emotional outcomes at age 16
- Higher likelihood of taking more final year exams and going on to higher academic study.⁴

Objectives

The bupup balak wayipungang initiative contributes to improved outcomes for Koorie children from birth through transition to school. Bupup balak wayipungang is a Victorian Government early childhood initiative that has identified several barriers to kindergarten participation that are specific to Koorie communities and children, including the need for improved inclusion of Koorie children and families, and embedding/ensuring Aboriginal perspectives throughout kindergarten services and programs.

The bupup balak wayipungang Operational and Funding Guidelines v. 1.0 (the Guidelines) were developed through a co-design process with key stakeholders, including wayipungitj (Workers) and their managers in bupup balak wayipungang-funded organisations; the Victorian Aboriginal Education Association Incorporated (VAEAI); early childhood staff in the Department of Education (the department); and a range of others engaged through an extensive consultative process.

Four objectives emerged from the codesign process, forming the foundation of the bupup balak wayipungang program logic and the role of Wayipungitj:

KOORIE ACCESS AND PARTICIPATION

1. **Work collaboratively** with the local community; funded 3 and 4 year old kindergarten services; and other relevant programs and services to grow the participation⁵ of Koorie children in kindergarten. Wayipungitj also promote and advocate with/for Koorie families to support their access to kindergarten.

CULTURALLY INCLUSIVE⁶ AND WELCOMING KINDERGARTEN SERVICES

2. **Work in partnership with kindergarten services staff** (at all levels, including management, teachers, and educators) to increase their capacity to provide a culturally inclusive and welcoming service, including support to design and develop culturally inclusive curriculum.

COMMUNITY INVOLVEMENT

3. **Engage local Aboriginal communities** to develop and support culturally inclusive kindergarten programs.

FAMILY ENGAGEMENT AND CONNECTIONS

4. **Build upon and strengthen families' relationships** with funded kindergarten services and make information available to families and communities that enhances and grows the participation of Koorie children across early childhood programs and services (e.g., family support services, playgroups, inclusion support, Maternal and Child Health, etc.).
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Program Logic

As a support to improved educational outcomes, bupup balak wayipungang takes a strengths-based approach and operates under the principles of early intervention and prevention. The bupup balak wayipungang program logic reflects this in its description of inputs to the initiative, expected outputs, and its short- medium- and longer-term intended outcomes (Appendix 1).

POLICY CONTEXT

It is a priority of the Victorian Government to improve outcomes for Aboriginal people, and a priority of the department to increase Koorie inclusion and participation in kindergarten programs.

Victorian State Government

VICTORIA: THE EDUCATION STATE

The Victorian government is making Victoria the Education State by building an education system that produces excellence and reduces the impact of disadvantage. Creating the Education State begins with giving every child a strong start in life by strengthening early childhood services for children and families.

Early childhood is the best time to transform a person's life. This is the time when a child's potential – their imagination, curiosity, and creative spark – is first nurtured. Effort and investment well spent during children's early years repay themselves many times over – in better lives and in fairer, more prosperous societies.

The Victorian Government acknowledges that early childhood development is at the heart of its vision for the Education State. Ensuring that all Victorian Koorie children have access to and participate in high quality early childhood education and care (ECEC) services is an imperative of this key Victorian Government policy.

ROADMAP FOR REFORM: STRONG FAMILIES, SAFE CHILDREN

The Roadmap was designed to transform the child and family system, lead through the Department of Families Fairness and Housing (DFFH). It focuses on earlier intervention and prevention to reduce vulnerability and equip children and young people to reach their full potential. The Roadmap aims to make the service system work better for children, families, and practitioners to achieve better long-term social outcomes. It is also an important step in the government's long term response to the Royal Commission into Family Violence.

In partnership with the child and family sector, and Aboriginal Community Controlled Organisations (ACCOs), it aims to deliver a service system focused on:

- strengthening communities to better prevent neglect and abuse
- delivering early support to children and families at risk
- keeping more families together through periods of crisis
- securing a better future for children who cannot live at home.

EARLY CHILDHOOD AGREEMENT FOR CHILDREN IN OUT-OF-HOME CARE

Priority 5 of the Agreement is to work with long day care providers to promote accessible and affordable kindergarten places (Early Start Kindergarten and year before school) in long day care services. bupup balak wayipungang objectives align with the Agreement.

CHILD SAFE STANDARDS

Child Safe Standards (the Standards) commenced implementation in Victoria in January 2016. More recently, changes have been made to strengthen the Standards, including the actions organisations must take to keep children and young people safe.

2022 Child Safe Standard 1 is: 'all organisations should establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.' To comply with this Standard, an organisation must, at a minimum, ensure:

- 1.1 A child's ability to express their culture and enjoy their cultural rights is encouraged and actively supported.
- 1.2 Strategies are embedded within the organisation that equip all members to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and young people.
- 1.3 Measures are adopted by the organisation to ensure racism within the organisation is identified, confronted, and not tolerated. Any instances of racism are addressed with appropriate consequences.
- 1.4 The organisation actively supports and facilitates participation and inclusion within it by Aboriginal children, young people, and their families.
- 1.5 All of the organisation's policies, procedures, systems, and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families.

The Guidelines align with the Standards ensuring that, as organisations embed the new Standards, they are also supporting bupup balak wayipungang outcomes.

CHILD INFORMATION SHARING

The Child Information Sharing Scheme allows authorised organisations to share information to support child wellbeing or safety. Many organisations already work together to do this; however, CISS has expanded legal permissions for professionals to share and request information from other professionals. This ensures that professionals working with children can gain a complete view of the children they work with, making it easier to identify wellbeing or safety needs earlier, and to act on them sooner.

EARLY YEARS COMPACT

The Compact is a ten-year agreement between the department, DFFH, the Department of Health (DOH), and local government, represented by the Municipal Association of Victoria (MAV).

The Compact:

- Establishes a commitment between state and local governments to work together to improve outcomes for young children and their families
- Clarifies the roles and responsibilities for each of the three parties – recognising the key role local government plays in supporting and responding to the needs of children and families at the local level
- Provides a common set of principles to support how the parties work together and improves coordination, collaboration, information sharing and accountability across the early childhood system
- Sets strategic priorities for joint effort.

Victorian Government education policy and reform

MARRUNG ABORIGINAL EDUCATION PLAN 2016-2026

The department, in partnership with VAEAI, jointly progress the actions of *Marrung: Aboriginal Education Plan 2016-2026* (Marrung). Developed in partnership with Community, Marrung recognises that access to high-quality education provides significant short and long-term benefits, not just academic outcomes, but also in terms of resilience, creativity, health, wellbeing, and economic participation. Education is the cornerstone of economic development and Self-Determination for Aboriginal people.

Marrung is a ten-year integrated plan that aims to improve learning and development outcomes for Koorie Victorians across the early childhood, schools, higher education and training and skills sectors. Marrung's overarching vision is for Victoria to be a state in which the rich and thriving culture, knowledge and experience of our First Nations peoples are celebrated by all Victorians; where our universal service systems are inclusive, responsive, and respectful of Koorie people at every stage of their learning and development journey; and where every Koorie person achieves their potential, succeeds in life, and feels strong in their cultural identity.

Reform of the bupup balak wayipungang initiative, and these resulting Guidelines, has been undertaken through Action 5a. of Marrung – *strengthening the suite of supports available to Koorie families, including through an analysis of existing early childhood provisions.*

VICTORIAN EARLY YEARS LEARNING AND DEVELOPMENT FRAMEWORK

The Victorian Early Years Learning and Development Framework (the VEYLDF) guides all early childhood professionals to work together and with families in supporting the learning and development of children aged birth to eight.

The VEYLDF describes outcomes for children's learning and development that provide shared goals for professionals' work with children and their families. These outcomes are:

- children have a strong sense of identity
- children are connected with and contribute to their world
- children have a strong sense of wellbeing
- children are confident and involved learners
- children are effective communicators.

The VEYLDF also emphasises the importance of supporting children's and families' transitions as they move within and across services throughout the period of early childhood.

Victorian Aboriginal policy

VICTORIAN ABORIGINAL AFFAIRS FRAMEWORK

To ensure services are culturally safe, it is imperative that the Koorie community are empowered to be at the forefront of decision-making resulting in effective service delivery. The Victorian Aboriginal Affairs Framework 2018-2023 (the VAAF) sets out enablers and principles of Self-Determination as follows:

Our shared vision: 'All Aboriginal Victorian people, families and communities are healthy, safe, resilient, thriving and living culturally rich lives.'

Self-determination enablers: What we'll do

- Prioritise culture
- Address trauma and support healing
- Address racism and promote cultural safety
- Transfer power and resources to communities

Self-determination guiding principles: How we'll do it

- Human rights
- Cultural integrity
- Commitment
- Aboriginal expertise
- Partnership
- Investment
- Decision-making
- Empowerment
- Cultural safety
- Equity
- Accountability

Table 1. Self-determination enablers and principles. Victorian Aboriginal Affairs Framework 2018-2023

VICTORIAN SELF-DETERMINATION REFORM FRAMEWORK 2019

In response to ongoing calls from Aboriginal Victorians, the Victorian Government committed to pursuing Treaty in 2016. Since that time, Victoria has been leading the nation to progress Treaty and truth and to advance Aboriginal Self-Determination in partnership with Traditional Owners and Aboriginal Victorians.

In August 2018, the Advancing the Treaty Process with Aboriginal Victorians Act 2018 (Treaty Act) became law, having passed through both houses of the Victorian Parliament in June 2018. Following extensive community consultation, a dedicated Victorian Treaty Advancement Commissioner was appointed and The First Peoples' Assembly of Victoria (the Assembly) was established – the first state-wide, democratically elected representative body for Traditional Owners and Aboriginal Victorians in the state's history. The Assembly was formally declared as the Aboriginal Representative Body under the Treaty Act.

The Assembly is responsible for working with the Victorian Government to establish the elements necessary to support future Treaty negotiations. These elements include a dispute resolution process, a Treaty Authority, a Treaty negotiation framework, and a Self-Determination fund.

An important phase toward Treaty is healing, and the Yoorrook Justice Commission (Yoorrook) has been established to look into past and ongoing injustices experienced by Traditional Owners and First Peoples in Victoria in all areas of life since colonisation. Yoorrook is the first formal truth-telling process into injustices experienced by First Peoples in Victoria. Yoorrook provided an interim report in June 2022 and will produce a final report in June 2024.

Commonwealth policy

NATIONAL AGREEMENT ON CLOSING THE GAP

The Victorian Government has re-committed to the Closing the Gap targets under the National Indigenous Reform Agreement between the Australian Government and state and territory governments to improve the educational outcomes for Aboriginal children.

By 2025, Target 3 aims to increase the proportion of Aboriginal children enrolled in early childhood education in the year before full-time schooling to 95 per cent.

In 2020 in Victoria, almost 100 per cent of Aboriginal children were enrolled in year before school kindergarten, highlighting the positive impact that can be made when the community works together with service providers to support outcomes for Aboriginal children.

While this participation outcome is encouraging, Victorian school entrant health questionnaire (SEHQ) data consistently shows a significant disparity between Aboriginal children and their peers when starting school. This data reflects the impact of intergenerational trauma, dating back to colonisation and the Stolen Generations, which continues to be experienced by some Aboriginal children today.

NATIONAL QUALITY FRAMEWORK AND NATIONAL QUALITY STANDARD

The National Quality Framework (NQF) guides the provision of ECEC in Australia, including kindergarten programs delivered in stand-alone and long day care services. The NQF provides a national approach to regulation, assessment, and quality improvement for ECEC. It aims to raise quality and drive continuous improvement and consistency in children's education and care services.

The National Quality Standard (NQS) consists of seven quality areas that represent important outcomes for children. Services are assessed and rated against the NQS, which sets a high benchmark for ECEC and outside school hours care (OSHC) services in Australia.

BACKGROUND

bupup balak wayipungang initiative to date

bupup balak wayipungang (formerly Koorie Preschool Assistants) is part of the department's long-term commitment to the early learning and development of Victorian Koorie children. It is a well-established initiative that has operated in various forms as far back as 20-25 years ago. There are currently 15 funded bupup balak wayipungang sites across Victoria,⁷ in both regional and metropolitan locations.

These Guidelines help align bupup balak wayipungang to Marrung, while acknowledging the initiative's long history and the funded organisations that have been a part of it. While the changes embedded in the Guidelines affect the purpose, scope, and delivery of bupup balak wayipungang, they also recognise that embedding these changes will require time and support for funded organisations. This understanding guided the co-designed process of developing the Guidelines.

From June to December 2017, an evaluation⁸ of the KPSA initiative was undertaken, which found that it was substantially meeting its objectives to improve and enhance Koorie participation in kindergarten programs and support kindergarten staff in developing a strong understanding of Koorie culture. However, the evaluators also recommended improvements to the initiative in order to increase its impact.

The work undertaken to implement those recommendations has been ongoing since the evaluation and has resulted in publication of these Guidelines.

In July 2021, a range of stakeholders came together in a consultative workshop to share stories, thoughts, and suggestions related to reform of the bupup balak wayipungang initiative and, specifically, to develop a refreshed program logic that would reflect a new focus and structure for bupup balak wayipungang. The outcomes of that consultation are reflected throughout the Guidelines, and in the agreed program logic (Appendix 1).

Moving forward...

As the bupup balak wayipungang initiative has been implemented over the years, a need for consistency and a common understanding of the purpose of the initiative has grown, including a clear scope for the role of wayipungitj themselves. The evaluation found that implementation models across bupup balak wayipungang-funded organisations vary significantly. There are now more supports and resources for cultural safety and inclusion than in the past, including those outlined in the policy context to these Guidelines.

In recent years, a number of factors have pointed to the need for reform of the bupup balak wayipungang initiative, including:

- Significant growth in the Victorian Aboriginal population
- Increased focus on early childhood education
- Expansion of the ECEC workforce and practitioners delivering programs that are complementary to ECEC (e.g. parenting)
- Introduction of kindergarten quality assurance
- Focus on curriculum and practice to optimise the outcomes of ECEC.

Through the co-design process, the following key areas were identified for bupup balak wayipungang reform and, specifically, inclusion in refreshed Guidelines:

- A 'priority support model' that funded organisations and communities would use to allocate bupup balak wayipungang funding and resources in a way that has the most impact, while also considering factors such as the number of kindergarten services, size of the service delivery area, cost of wayipungitj' travel, and the total EFT of wayipungitj(s) employed by funded providers.⁹
- Special measures to prioritise employment of Aboriginal and/or Torres Strait Islander people.
- Funding specifications that allocate the largest proportion of funding to staffing.
- Well-defined and streamlined reporting/financial acquittal requirements and templates.
- Commitment by funded organisations to ensure that wayipungitj are involved in training, professional development and networking opportunities including, but not limited to, those organised by the department and/or VAEAI.

ROLE OF THE WAYIPUNGITJ

Purpose

The long-term outcome of the bupup balak wayipungang initiative is *improved learning, development, and wellbeing for Koorie children* (Appendix 1). This outcome guides wayipungitj' practice in the following key areas, which reflect the bupup balak wayipungang objectives.

Key areas of work

PARTICIPATION

Support the participation of Koorie children in funded kindergarten programs by working collaboratively with the kindergarten sector, related services, and Aboriginal families/local communities.

PRACTICE

Enable culturally inclusive and welcoming kindergarten programs for Koorie families and children.

COMMUNITY

Advocate for Koorie families to improve/increase their engagement with their children's kindergarten service and support kindergarten services to actively involve the local community in providing input to the kindergarten program.

FAMILY

Provide information to Koorie families that enhances their participation in other key early childhood services and supports their children's transition to school.

Wayipungitj do not have a service delivery or operational function within the funded organisations that employ them. Their work is community-based and kindergarten-focussed. Wayipungitj engage with kindergarten educators and service management to build their capacity to ensure their service is culturally inclusive and the local Aboriginal community is engaged.

As such, the role does not necessarily involve developing and/or delivering programs and activities within kindergarten settings or working directly with children. Similarly, while wayipungitj might collaborate with colleagues at their organisation who are engaged in related work (e.g. playgroups), they should not be primarily responsible for delivering programs with other sources of funding. (e.g. funding for playgroups is currently available from DFFH and the Commonwealth, but not the department).

Wayipungitj engage with families in a number of different ways to ensure they are connected to their kindergarten service and their children are enrolled in kindergarten – both Early Start (three-year-old) and Four-Year-Old. This might involve supporting families to complete enrolment paperwork, following up on attendance, or other related work. It might also involve wayipungitj in occasional home visits and/or family transport, but it should be clear to both community and services that these are not core wayipungitj functions.

A more detailed outline of the wayipungitj role, which can be used by funded organisations to develop position descriptions and advertise vacancies, is in Appendix 2.

Support and supervision

Ensuring that wayipungitj are supported and feel connected to the funded organisation that employs them is key to the success of their work. During the 2017 evaluation, wayipungitj indicated that it is critical to have support and leadership from their organisations, especially because wayipungitj spend much of their time traveling and/or onsite at kindergarten services. This can be an isolating experience and create disconnection from their organisation.

Professional development also plays a significant role in building workforce quality and capacity. Wayipungitj who have access to high quality professional development feel supported at work, more confident, skilled, and recognised as a professional in the wayipungitj role. This contributes to retention, increases motivation, and reduces burn-out.

It is a funding requirement that wayipungitj are provided with regular professional supervision from a suitably qualified and experienced supervisor/coordinator, either within their own organisation or from an external mentor/consultant. Professional supervision is a positive and enabling process that provides opportunities for wayipungitj to access a skilled supervisor to jointly reflect on work practice. This is the process by which wayipungitj can review and improve their practice through discussion, modelling and observation.

Professional supervision also includes cultural supervision. Cultural load is a reality of the wayipungitj role, with varying and high expectations from many stakeholders in the funded organisations and community in which they work. There should be mentoring and support in place to help process and resolve this. Support can come from many sources, but funded organisations are expected to contribute to managing their wayipungitj' cultural load.

INDUCTION

The department expects funded organisations to provide an induction for wayipungitj(s) it employs. These are particular to each organisation but at a minimum should provide wayipungitj with information about the employing organisation's structure (including how the wayipungitj role contributes to the organisation's overall strategic priorities), as well as an introduction to relevant policies, procedures, systems, and colleagues, including ideally the provision of a mentor. The department also provides a standardised induction for wayipungitj.

TRAINING/PROFESSIONAL DEVELOPMENT

The department is committed to supporting funded organisations to meet the professional development needs of wayipungitj. Training and professional development for wayipungitj is funded and provided by the department across all bupup balak wayipungang-funded Areas. Professional development is tailored to the requirements and expectations of the role and will generate ongoing networking and support.

When relevant to the wayipungitj role, there are also regular opportunities to participate in PD with practitioners and/or managers from other Departmental early childhood-funded initiatives, including Balert Gerrbik: Koorie Families as First Educators (KFFE) and Best Start.

INFORMATION SHARING/NETWORKING OPPORTUNITIES

Funded organisations are essential resources for each other. Sharing good practice and discussing challenges and innovations as professionals is invaluable. Networks specific to the Department's Areas and/or services are also available to wayipungitj. These include VAEAI's Balert Gerrbik Network (which includes practitioners and facilitators from organisations funded for KFFE, bupup balak wayipungang, Aboriginal Best Start and Aboriginal Playgroups); Local Aboriginal Education Consultative Group (LAECEG) networks; Koorie Education Roundtables; and Best Start/Aboriginal Best Start forums.

Complementary and aligned relationships

There are a range of programs and initiatives funded by the department that work in a collaborative and complementary way to achieve similar or the same objectives as bupup balak wayipungang. Most of these are identified and defined in the Glossary (Appendix 3.).

Wayipungitj collaborate with a range of department staff, including Koorie Engagement Support Officers (KESOs), who are part of the department early childhood/early years Koorie Education Workforce (KEW). The Guidelines are intended to further develop and strengthen wayipungitj' existing relationships with KESOs in the context of their mutual work, such as supporting transition to school, promoting inclusion, collaborating to ensure services are inclusive/culturally safe, and supporting the engagement of Koorie children and their families in ECEC.

Other key stakeholders with whom wayipungitj form relationships and collaborate in their work include, but are not limited to, the following. Any/all of these stakeholders could be involved in the development of the bupup balak wayipungang Plan (see Operational and funding models section below and Appendix 3 for explanation of related acronyms):

- **Families/parents/carers and other representatives of the Aboriginal community**, including Elders, have the first and most enduring impact on their children's health, learning, development, and wellbeing, and are experts in their children's strengths, needs and abilities. Aboriginal Community provides specialist cultural and community advice and plays a key role in guiding outcomes for Aboriginal children and families.
- **Local Area Education Consultative Groups** are the mechanism through which VAEAI supports the involvement of local community.
- **The department Early Childhood Improvement Branches (ECIBs)**, including ECIB Managers, Early Childhood Performance and Planning Advisors and/or Kindergarten Improvement Advisors.

- **Other department-funded staff** including Preschool Field Officers, Access to Early Learning facilitators, Best Start and Aboriginal Best Start facilitators and Balert Gerrbik (KFFE) practitioners.
- **Other State government departments**, such as DOH and DFFH.
- **Local government**, which has a leadership role in planning, coordinating, and delivering early childhood services through various mechanisms, including the Early Years Compact, Municipal Early Years Plans, and management of kindergarten central enrolment systems.
- **Early childhood education and care services**, e.g. supported playgroups, long day care providers, Early Years Managers, and family day care.
- **Early childhood intervention services**, e.g. speech pathologists, paediatricians, and general practitioners.
- **Maternal and Child Health**, including services managed and operated by local government, local health services and ACCOs, as well as the Koori Maternity Service.
- **Government and non-government schools.**
- **Other family, children and/or health services providers**, including services that address the inclusion and participation in universal early childhood services of families experiencing vulnerability and families with complex needs.

The planning process described in the next section will need to consider and incorporate existing strategies, arrangements and roles across these stakeholders that intersect with the wayipungitj role. This process will necessarily be different for each Area,¹¹ and the Guidelines allow for flexible planning that meets the needs of different communities as well as existing processes/relationships that have developed in existing funded locations.

Recruitment

Managers of funded organisations are expected to monitor staffing levels and recruit staff as soon as vacancies occur to ensure the needs of participating families and services can be consistently met. Funded organisations should have a recruitment strategy in place that:

- attracts staff who reflect the local community as much as possible
- supports the funded organisation's capacity to meet their service agreement obligations
- identifies specific training requirements for wayipungitj.¹²

Roles should be filled by Aboriginal applicants where possible. This supports consistency with the principle of Self-Determination and supports the credibility of the bupup balak wayipungang initiative, which has a focus on promoting and sharing Koorie perspectives and cultural knowledge. Funded organisations are strongly encouraged to develop recruitment strategies that support the appointment of Aboriginal people to the wayipungitj role using Special Measures available through equal opportunity to prioritise or identify roles for Aboriginal or Torres Strait Islander people. This should be reflected in job advertisements and position descriptions.

Funded organisations should also be able to demonstrate, before appointing a non-Aboriginal applicant, that they have made reasonable efforts to recruit from the local Aboriginal community using a targeted recruitment strategy, but have been unsuccessful for any/all of the following reasons:

- lack of appropriately experienced applicants in the area
- recruitment difficulties, as demonstrated by the length of advertising period(s) and/or the number of times a position has to be re-advertised
- issues in retaining staff, as demonstrated by a significant rate of staff turnover.

If funded organisations anticipate recruitment difficulties, they should contact the department Area office and seek advice as soon as positions become vacant. Staff attrition, and ongoing challenges in recruiting and retaining wayipungitj, are the most common causes of underspent funding. Keeping track of and gathering data about recruitment issues is the first step to understanding and resolving them. Information gathered by funded organisations regarding the precise nature of these issues can help inform the department workforce strategies, particularly those related to the Aboriginal workforce.

OPERATIONAL AND FUNDING MODELS

The nature of the wayipungitj work requires discussion and planning, both within the funded organisation and with external stakeholders, to ensure the outcomes of the role are of high quality and sustainable.

Wayipungitj operate within a model that supports funded organisations to collaborate with the department's Area staff (and other key stakeholders) in planning and prioritising wayipungitj' role/scope in accordance with the Guidelines, as well as the priorities of the different communities in which funded organisations are located. The Guidelines provide a planning/prioritising tool (bupup balak wayipungang Plan – the Plan) to support this process (Appendix 4).

FUNDED ORGANISATIONS

Wayipungitj are employed and supervised by organisations funded by the department. As at the publication of the bupup balak wayipungang Guidelines 1.0, wayipungitj are employed primarily by Aboriginal Community Controlled Organisations (ACCOs). There are also several community service organisations funded to deliver bupup balak wayipungang. Wayipungitj' activities fits within the structure and priorities of these organisations, in line with the requirements of the Guidelines.

It is critical – and expected by the department as a key accountability of this funding – that the importance and function of the wayipungitj role is embedded at the highest levels of the funded organisation, including senior management and the Board if relevant.

PRIORITISING AND PLANNING WAYIPUNGITJ FOCUS – BUPUP BALAK WAYIPUNGANG PLAN (THE PLAN)

Wayipungitj' focus should be part of the broader planning processes undertaken and managed by the funded organisation in which they are employed. The wayipungitj role is wide-ranging and requires each funded organisation to determine the focus of individual wayipungitj(s), within the context of the four bupup balak wayipungang objectives identified in the Guidelines. Use of the Plan template is a mandatory component of funded organisations' planning; however, existing resources/tools may continue to be used (refer to Reporting and Accountability section below).¹³

This planning and prioritising process takes place (at least) every six months throughout the funded period. The Plan is updated in biannual reviews (refer to Reporting and Accountability section); therefore, a number of versions of the Plan will develop over time. While the initial (first) version should be retained, reporting will reflect the most recent update.

The purpose of using a planning tool is to increase the impact of the bupup balak wayipungang initiative on local communities and in particular its kindergarten services. Kindergartens are already accustomed to working with the department Area staff to plan their work (e.g. as part of utilising School Readiness Funding). A similar approach applies to organisations funded for bupup balak wayipungang.

While all funded organisations are expected to work across the Local Government Areas (LGAs) that make up the department Area in which they are located, funded organisations determine the size of wayipungitj service delivery area (SDA) as part of the planning process. The size of SDAs will vary, depending on factors such as the number of kindergarten services, the size/ remoteness of the SDA, availability of organisational resources such as a vehicle, etc.

Wayipungitj are available to all kindergarten services within the SDA, regardless of whether there are Aboriginal children enrolled, or the size of the cohort of Aboriginal children. Funded Early Years Managers (EYMs) must ensure that wayipungitj are available to services both within and outside the EYM's own services. Similarly, both Aboriginal Community Controlled and non-Aboriginal services are within the remit of the wayipungitj role.

The best way to undertake the required planning/prioritising work is within a group consisting of key stakeholders such as kindergarten staff from a range of local ECEC services (including LDCs, stand alones, for-profits, and independents); representatives of the community (e.g. Elders, LAECGs, etc); the department Area office (ECIB); other department-funded staff (including the KEW); local government (e.g. central enrolment administrators); related early childhood services (e.g. MCH), and any others that can provide insight to a strong, comprehensive Plan.

The Plan template helps funded organisations do the following:

- Identify priority areas of focus for wayipungitj(s)
- Use data and information to more clearly define those areas
- Develop a bupup balak wayipungang Plan
- Monitor and update the Plan.



Figure 1. bupup balak wayipungang planning cycle.

DEVELOPING AND IMPLEMENTING THE INITIAL (FIRST) BUPUP BALAK WAYIPUNGANG PLAN (VERSION 1.0)

The priorities set in the Plan help determine where wayipungitj(s) will spend most of their time, depending on a range of factors used to develop the Plan. There are examples of these factors in the template, including whether the Plan will focus on kindergartens with low enrolment of Koorie children, high percentage of new kindergarten staff, community preference, etc.

For purposes of providing some quantitative context, the Plan asks that wayipungitj' hours be allocated across various activities/priority areas. Allocation of wayipungitj time is not a performance indicator. It is simply one way to assist funded organisations in planning the total amount of time (hours, days, etc) available from their bupup balak wayipungang funding and allocating that time according to the priorities set in the Plan.

Wayipungitj are likely to focus their time within in the 40 weeks of the kindergarten year (aligned with school terms), and they are likely to find that the bulk of their direct work with kindergartens occurs during school terms. However, wayipungitj may also engage with some services outside of those 40 weeks, particularly LDCs.

Wayipungitj might work onsite at kindergarten(s), or in several different ways/locations, again depending on the work prioritised in the Plan. General planning and travel time are components of wayipungitj' allocated hours, as is remote service delivery via videocalls/conferencing. Time spent developing resources for a service may also be included. These are all aspects of the wayipungitj role and should be factored into the planning process.

Wayipungitj are encouraged to complete notes at the end of each visit/activity as a written record of their support to services. These notes will help with completing reporting and can also assist with reflective practice.

ONGOING IMPLEMENTATION OF THE BUPUP BALAK WAYIPUNGANG PLAN (SUBSEQUENT VERSIONS OF THE PLAN)

When Plans are reviewed, adjustments may include reallocating wayipungitj hours – e.g., existing work may require additional/less time or new work/activities may be identified. As part of the review process, funded orgs might consult any data they collected to inform their initial Plan and adjust subsequent versions according to changed indicators in that data. For example, if data from the AEDC (refer to the Plan template) indicated a particular area in which wayipungitj should focus their attention, that data may change over time (i.e. improve or worsen).

FUNDING MODEL

The bupup balak wayipungang funding model specifies that the **largest proportion of funding is allocated to staffing and oncosts**.¹⁴ Remaining funds are to cover administration costs, including professional supervision and development of wayipungitj, required inputs such as office supplies and wayipungitj access to a mobile phone and motor vehicle.¹⁵

Organisations funded for bupup balak wayipungang are required to acquit funding at the end of every financial year. Levels of funding and the period during which organisations are funded are specified in their individual Departmental service agreements. Expenditure of bupup balak wayipungang funding must meet the conditions of and reflect the service delivery model described in the Guidelines, as well as the terms of their service agreement.

If these requirements cannot be met, the funded organisation must formally discuss and decide upon next steps with their Area office.

It is not permitted to use funding for any purpose other than those specified in the Guidelines.

REPORTING AND ACCOUNTABILITY¹⁶

Measuring impact

The department generally monitors funded organisations against performance measures and targets specified in department service agreements and relevant Guidelines.¹⁷ Monitoring is undertaken through data collection. Funded organisations must deliver the initiative in accordance with specifications in the Guidelines and their service agreement and provide information/data specified in the Guidelines to the department as part of regular reporting.

BUPUP BALAK WAYIPUNGANG PERFORMANCE MEASURES

- **A bupup balak wayipungang Plan (v. 1.0) is produced** that describes the wayipungitj activities and how those activities have been prioritised.
- **The Plan is kept up to date (v. 2.0 and so on)**, with subsequent versions developed based on the outcomes of regular reviews and stored in separate tabs of the Plan template.
- **Reports and financial acquittals are completed** using templates provided by the department and submitted by the due dates.

Should funded organisations be unable to meet the above performance requirements, the department may seek to withhold funding for a period until the provider is able to demonstrate progress. The department may also recoup funding based on the underspend policy described in the following section.

REVIEWING/MONITORING THE BUPUP BALAK WAYIPUNGANG PLAN

The Plan is reviewed biannually (every six months) with the Area office and other relevant stakeholders. This review includes an assessment of the impact of the wayipungitj role¹⁸ during the preceding six-month period and helps determine whether any changes/updates to the Plan are required. For example, it may be that the wayipungitj work with several kindergartens is no longer being actively pursued and/or is in maintenance mode; therefore, wayipungitj(s) will not spend as much time/resources with those services during the next period. These updates/changes are documented in subsequent versions of the Plan, and the original Plan is retained (not overwritten).

Unless necessary (e.g., a kindergarten has closed), Plans should not be altered by the funded organisation/wayipungitj in the middle of a cycle. After endorsement, Plans establish a baseline for the wayipungitj activities over the next six months. If the focus or intent of the Plan changes mid-cycle, it becomes difficult to assess progress or impact at the next review. If the funded organisation recognises a need to alter the Plan before a biannual review, they should contact their Area office and discuss it with them first. If such changes are made, they should be saved in a separate tab of the Plan template, and the version number updated from 1.0 to 1.1 and so on, to distinguish them from the original Plan.

Keeping track of updates to the Plan helps all stakeholders understand the status of the wayipungitj work at the beginning of each reporting period and ensures that Plan monitoring remains aligned with the content of the most recent Plan, rather than aspects of the Plan that no longer exist, have been re-prioritised, or even discarded since the last review.

QUALITATIVE MEASURES

There are other tools/additional information that funded organisations may find useful in better understanding and reporting on their wayipungitj(s) Plans and to inform continuous improvement of the wayipungitj role. These tools are not mandatory components of bupup balak wayipungang accountability, but might include:

- regular analysis of feedback from services with which the wayipungitj has contact
- cultural safety audits and/or tools
- evaluation frameworks/learnings from related programs and initiatives, e.g. Best Start
- tools and methodologies that capture qualitative information, such as case studies, best practice investigations, and The Most Significant Change methodology – see endnote.ⁱ

Biannual reporting and end-of-financial year acquittal

Organisations funded for bupup balak wayipungang have minimal reporting requirements, which consist of biannual reports and annual financial acquittals. It is a requirement of the department service agreements that reporting is fully completed and submitted within timeframes provided in the reporting calendar in Table 2.

Both biannual reports and acquittals must be completed using templates provided by the department. The reporting template is divided into sections that ask the funded organisation to provide the following information in relation to the preceding six-month period:

- *Section 1. How did you deliver bupup balak wayipungang funding?* (staff employed, staff background/qualifications, professional development undertaken, etc)
- *Section 2. What did you deliver using bupup balak wayipungang funding?* (details of the Plan and priority areas, summary of wayipungitj activities)
- *Section 3. What changes if any have been made to the Plan?* (number of engaged kindergartens, priority areas, etc)
- *Section 4. Any other comments, thoughts, best practice stories, etc?*

All wayipungitj have a direct manager or supervisor within the funded organisation, and this is generally the person who has responsibility for signing off and submitting reports. The department Koorie Outcomes Division (KOD) is also responsible for overseeing reporting and accountability of bupup balak wayipungang-funded organisations, as described in the reporting calendar.

Area offices can assist funded organisations with the completion of reports and/or acquittals and will also work with funded organisations who are unable to submit reports and/or consistently report beyond the due dates.

STAGE	PURPOSE	FUNDED ORG'S ROLE	DEPT'S ROLE	OUTPUTS AND TIMING	TEMPLATE
Developing or updating the bupup balak wayipungang Plan	Guides the Worker's activities over a 12-month period	Funded organisations and relevant stakeholders develop the Plan	Collaboration with the Area office (ECIB) Copy of the Plan is retained at the Area office	Plans are reviewed/ updated biannually	bupup balak wayipungang Plan template, which sets priority areas and guides the collection of related data/ information
Implementing the Plan	Worker's focus is aligned with the priorities and activities set in the Plan	Worker is professionally supervised and supported by the funded organisation	Implementation support is available from the Area office if needed	Plans are implemented over a 6-month period, then reviewed	bupup balak wayipungang Plan template
Reporting on Plan progress	Demonstrates impact of Worker's activities during previous reporting period	Prepared by the Worker with their manager	Reports are submitted to the Area office, then forwarded to KOD by the Area office. KOD collates data from bupup balak wayipungang reports into summaries to feed back to funded orgs	Each biannual report is due 7 (seven) months after the date on which the Plan was endorsed ²⁰	bupup balak wayipungang Plan and biannual reporting templates
Financial acquittal	Monitors appropriate expenditure of bupup balak wayipungang funding	Managers/ finance officers in funded organisations prepare and submit acquittals	Financial acquittals are checked/ signed off by the Area office before submitting to KOD	Acquittals of the preceding financial year (1 July to 30 June) are due 31 August each year	Financial acquittal template

Table 2. bupup balak wayipungang reporting calendar

In addition to acquitting bupup balak wayipungang funding at the end of each financial year, funded organisations are encouraged to participate with their Area office in a review of their funding expenditure at the beginning of each calendar year as preparation for acquittal. Funded organisations are required by the terms of their service agreement to keep full and accurate records so that financial transactions from bupup balak wayipungang funding are clearly and separately identifiable.

Reporting follows the calendar year, as this coincides with the operation of the kindergarten services with whom much of the wayipungitj activities are undertaken. All funded organisations submit reports twice within a 12-month period (i.e. biannually).¹⁹

UNDERSPEND POLICY

In accordance with the terms of their service agreement, the first discussion regarding how underspent funds will be managed takes place with the Area office, in line with the following underspend policy:

- **There is a 10 per cent underspend cap.**
- **If the underspend is less than 10 per cent** of the organisation's annual bupup balak wayipungang funding, those funds may be carried over into the next financial year, provided an expenditure plan is developed in writing between the Area office and the funded organisation. This plan must align with the Guidelines, and any funds associated with the underspend must be expended and acquitted as a separate line item in the following financial year's acquittal.
- **If the underspend is greater than 10 per cent** of the organisation's annual bupup balak wayipungang funding, it will be recouped by the Area office within 90 days of the new financial year, or as otherwise agreed, and returned to KOD for state-wide re-allocation in line with the early childhood goals of Marrung.

KEY STAKEHOLDER ROLES

As noted throughout the Guidelines, Workers collaborate with a wide range of people and organisations to do their work effectively. This section describes the role of the department and VAEAI, who is KOD's partner in the implementation of Marrung.

Victorian Aboriginal Education Association Limited and Local Aboriginal Education Consultative Groups

As the state's peak body for Koorie education, VAEAI is the department's principal partner in ensuring quality education opportunities for Koorie learners. VAEAI and KOD work in partnership to implement Marrung and its actions.

VAEAI's consultative structure divides the state into eight regions and receives advice from its Local Aboriginal Education Consultative Groups (LAECGs) within each region. Membership in LAECGs is open to all members of the Koorie community and brings knowledge and experience to Koorie education issues across all sectors. Currently there are 30 LAECGs driving educational change and achievement for Koorie students and the community.

VAEAI's Early Years Unit organises regular networking activities across all related Koorie early childhood initiatives, including bupup balak wayipungang, Balert Gerrbik, and Aboriginal Best Start, as well as involvement in VAEAI's Koorie Education Roundtables and other Marrung governance structures that ensure community voice is communicated to government. VAEAI's practical role within the bupup balak wayipungang program is to provide support to Workers in achieving the initiative's objectives, which includes promotion in Community, monitoring efforts to ensure that kindergarten programs are culturally inclusive and welcoming, and supporting Koorie families' engagement with their children's kindergarten service.

Department Central office (Koorie Outcomes Division)

Koorie Outcomes Division's (KOD'S) role is to support funded organisations in their implementation of bupup balak wayipungang. This includes arranging professional development and peer support opportunities, as well as compiling and sharing summaries of data gathered from funded organisations' regular reporting. KOD develops/updates the bupup balak wayipungang Guidelines and policy framework and works in partnership with the Areas to oversee reporting and accountability as outlined in funded organisations' service agreements and the Guidelines.

KOD is also responsible for reporting on the bupup balak wayipungang initiative to DET senior governance structures, such as the Marrung Project Control Board, the Education State Board, and external groups such as the Secretaries Leadership Group on Aboriginal Affairs and the Aboriginal Executive Council as required.

Department Area offices (Early Childhood Improvement Branches)

Early Childhood Improvement Branches (ECIBs) are responsible for working with the ECEC sector, including local government and Early Years Managers, regarding the delivery of funded programs. This work includes supporting and guiding kindergarten service provision; planning and implementing reform initiatives such as School Readiness Funding and the roll-out of universal three year-old kindergarten; and supporting kindergarten participation through a range of strategies including Early Start Kindergarten, Best Start, and Kindergarten Inclusion Support.

Area offices manage department service agreements and are the first point of contact for funded organisations. Early Childhood Performance and Planning Advisors (EC PAPAs) in Area offices are key contacts for Workers and their managers. EC PAPAs have regular contact with funded organisations in their local area and are responsible for monitoring their service agreements and supporting implementation of bupup balak wayipungang. Funded organisations also discuss any emerging issues with their Area office and submit their reports and acquittals to KOD through them.

Koorie Engagement Unit and Koorie Engagement Support Officers (KESOs)

The Koorie Engagement Unit includes the department's Koorie Education Coordinators and Koorie Engagement Support Officers. The KESO role supports the Department's early childhood priorities and its education strategy for Koorie children and students, including Marrung and the department's Aboriginal inclusion plan, which also has a focus on the outcomes of the Victorian Aboriginal Affairs Framework and related Closing the Gap initiatives.

KESOs can be linked in at any stage of a Koorie person's educational journey. The purpose of the KESO position is to work with education stakeholders (e.g. schools), child and family service providers (e.g. early childhood centres), key stakeholders such as VAEAI, and Victorian Koorie communities to improve:

- early childhood participation of Koorie children
- engagement, wellbeing, retention, and achievement of Koorie students
- access by Koorie people to higher education and further training pathways, including interface with TAFE Koorie Liaison Officers, Koorie Student Support Officers and VAEAI Wurreker Brokers.

In their role, KESOs:

- Work with education and family and children's services providers to provide advice on developing and maintaining positive, culturally inclusive learning environments. KESOs can also provide information and support to the families of Koorie children, communities, kindergarten staff and management.
- Assist with coordination of services to support re-engagement of at-risk Koorie children and young people.

Workers and KESOs with an early years focus to their role work in partnership at an Area level with other key roles such as Workers to support Koorie families to access and engage in kindergarten services, build kindergartens' capacity to be culturally inclusive, and assist the transition of Koorie children from kindergarten into primary school.

KESOs and KECs can be contacted through the department's Area offices.

APPENDICES

Appendix 1.
Program logic

Appendix 2.
Requirements of wayipungitj role

Appendix 3.
Glossary of related roles, programs, and initiatives

Appendix 4.
bupup balak wayipungang Plan template – overview

Appendix 5.
List of bupup balak wayipungang-funded areas

Objectives¹ of the bupup balak wayipungang initiative:

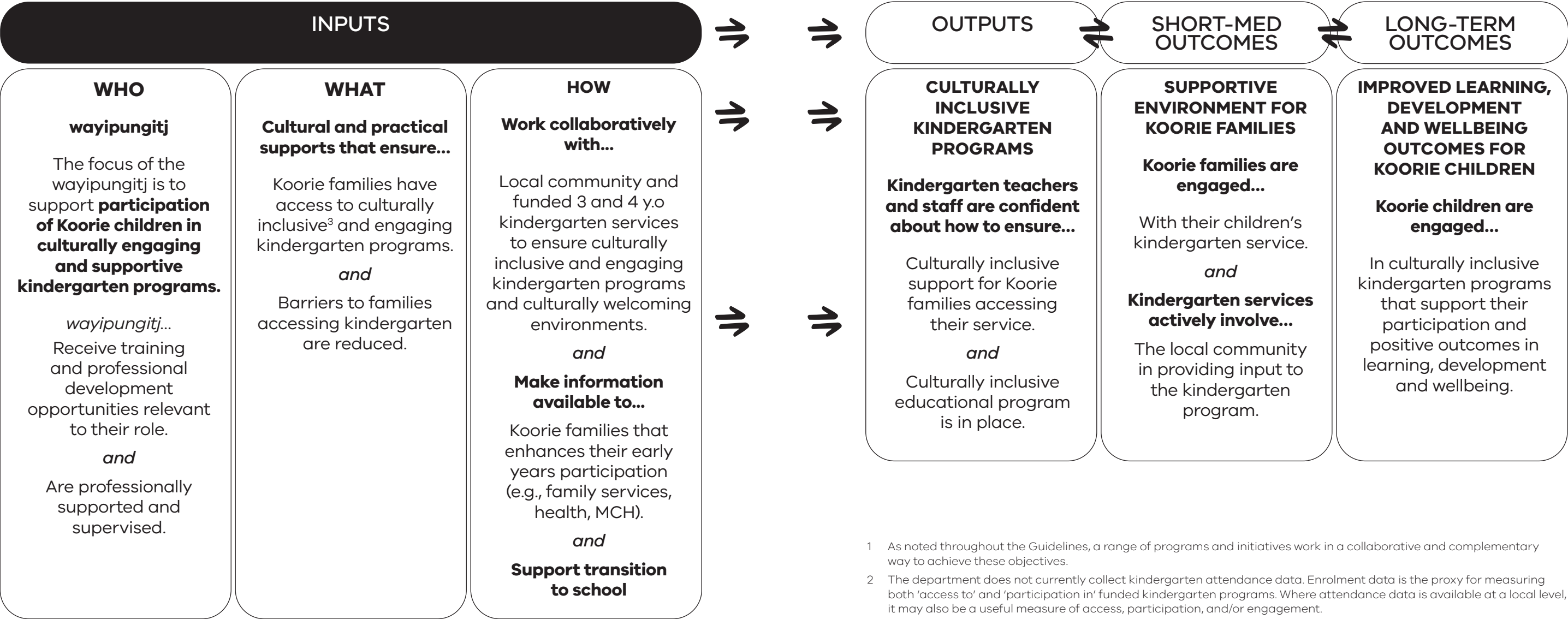
1. Koorie access and participation/ attendance² at kindergarten:
Work collaboratively with the local community; funded 3 and 4 y.o kindergarten services; and other relevant programs to grow the participation of Koorie children in kindergarten. Promote and advocate with/for Koorie families to support families to access kindergarten.

2. Culturally inclusive³ and welcoming kindergarten:
Work collaboratively with staff of kindergarten services (at all levels: management, teachers and educators) to increase their capacity to ensure their service is culturally inclusive and welcoming, including providing input to assist the service in developing a culturally inclusive educational program.

3. Community involvement:
Engage local Koorie community to build culturally inclusive kindergarten programs.

4. Family engagement and connections:
Build upon and strengthen trusting relationships between families and funded kindergarten services and make information available to families and communities that enhances and grows early years participation (e.g. family services, health, MCH).

The bupup balak wayipunggang initiative works through the following **Program Logic** to meet its objectives and achieve its short- med- and long-term outcomes:



1 As noted throughout the Guidelines, a range of programs and initiatives work in a collaborative and complementary way to achieve these objectives.

2 The department does not currently collect kindergarten attendance data. Enrolment data is the proxy for measuring both 'access to' and 'participation in' funded kindergarten programs. Where attendance data is available at a local level, it may also be a useful measure of access, participation, and/or engagement.

3 'Culturally inclusive' means an environment which is spiritually, socially, emotionally [and physically] safe (ref: Reconciliation Australia).

Appendix 2. Requirements of the wayipungitj role

For purposes of recruitment and to support development of the position within the context of their organisation, funded organisations are required to develop a Worker position description. They are expected to use the following information as a guide, in consultation with their Area office and other relevant stakeholders where needed/helpful. Depending upon the content and focus of their bupup balak wayipungang Plan, organisational structure, and other factors, Worker position descriptions will vary across funded organisations. This role description can therefore be adapted to reflect responsibilities relevant to particular organisations and local needs.

Some of this information is specific to the objectives of the bupup balak wayipungang initiative, others are more general attributes and skills reflecting the background and experience Workers need to effectively fulfill the responsibilities of the role.

Funded organisations recruit to the Worker position under the terms of Special Measures: *Aboriginal applicants are strongly encouraged to apply*. The lived experience of Aboriginal people and their cultural and community expertise strongly informs this role.

Basic requirements of the role are:

- Demonstrated understanding of the Aboriginal communities in which the funded organisation works and knowledge of relevant organisations in the community
- Involvement with Aboriginal community that demonstrates credibility and acceptance
- Ability to engage with parents, families, and related local services
- Current Working with Children Check.

Whilst desirable, qualifications are not required. Desirable qualifications for this role may include a Certificate III or Diploma in one or more of the following field(s): early childhood education/development; early childhood teaching; and/or childcare. Experience in family and children's services and/or the kindergarten sector is also highly regarded.

Aspect of role	Expected knowledge/experience	Expected skills
Organisational	<ul style="list-style-type: none"> Understanding of how the Worker role contributes to the funded organisation's vision and objectives 	Ability to: <ul style="list-style-type: none"> work in a team take a proactive approach to identifying professional development needs and undertaking opportunities for learning and skill development actively engage in reflective practice
Working with community	<ul style="list-style-type: none"> Knowledge of early childhood and other supports in the community Understanding of local Aboriginal communities Respect for community members' confidentiality and rights 	<ul style="list-style-type: none"> Good communication skills Ability to share/disseminate information effectively with community and parents
Working with families	<ul style="list-style-type: none"> Experience working with Aboriginal families Strong understanding of the barriers and enablers of inclusive practice and how to apply principles of inclusive practice in kindergarten settings 	Ability to: <ul style="list-style-type: none"> Work effectively with others in culturally respectful ways Understand transition planning and assist families as needed
Networking	<ul style="list-style-type: none"> Sound knowledge of local and other services/programs and ability to develop strong networks across them Knowledge of referral networks between kindergartens and other services 	<ul style="list-style-type: none"> Strong interpersonal and communication skills Ability to: <ul style="list-style-type: none"> Work in collaborative partnerships with other professionals, build and manage a diverse range of networks Form positive working relationships with early childhood professionals
Child development and wellbeing	<ul style="list-style-type: none"> Early childhood learning and development frameworks such as the VEYLDF Interventions/programs that can positively impact on a child's development Principles of early learning and development 	<ul style="list-style-type: none"> Ability to remain current with emerging theory and practice relevant to early childhood development Ability to apply the practice principles of frameworks such as the VEYLDF
Program administration	<ul style="list-style-type: none"> Monitoring and reporting frameworks Required templates/processes Practical knowledge of program planning and delivery in kindergarten settings 	<ul style="list-style-type: none"> Report accurately and within specified deadlines Provide accurate information using templates and record keeping systems appropriate to the task and/or provided by the department Ability to analyse and interpret data, evidence, and local knowledge to identify priorities and strategies for the bupup balak wayipungang Plan

Appendix 3. Glossary of related roles, programs, and initiatives

Acronyms

ACAC	Aboriginal Children in Aboriginal Care
ACCO	Aboriginal Community Controlled Organisation
ACFC	Aboriginal Child and Family Centre
AEL	Access to Early Learning
CSO	Community Service Organisation
DOH	Victorian Department of Health
DFFH	Victorian Department of Families, Fairness and Housing
ECEC	Early Childhood Education and Care
ECIB	Early Childhood Implementation Branch (department staff)
ECLA	Early Childhood Learning Advisors (department staff)
ECIS	Early Childhood Intervention Service
EC PAPA	Early Childhood Performance and Planning Advisor (department staff)
ECT	Early Childhood Teacher
ESK	Early Start Kindergarten
EYM	Early Years Managers
KCA	Koorie Cultural Advisors (department staff)
KESO	Koorie Engagement Support Officer (department staff)
KEW	Koorie Education Workforce (department staff)
KFS	Kindergarten Fee Subsidy
KIA	Kindergarten Improvement Advisor (department staff)
KIS	Kindergarten Inclusion Support (department)
KKS	Koorie Kids Shine (department)
KMS	Koori Maternity Service
KOD	Koorie Outcomes Division (department)
LAECG	Local Aboriginal Education Consultative Group
LDC	Long Day Care
MACS	Multifunctional Aboriginal Children's Service
MCH	Maternal and Child Health (DFFH)
OoHC	Out of Home Care (DFFH)
PSFO	Pre-School Field Officers
SRF	School Readiness Funding (department)
TLDS	Transition Learning and Development Statement (department)
VEYLDF	Victorian Early Years Learning and Development Framework

DEPARTMENT-FUNDED KINDERGARTEN INITIATIVES AND ROLES

VICTORIAN KINDERGARTEN PROGRAMS

Kindergarten is an important step for children. It is recommended children attend two years of quality kindergarten programs before school.

Kindergarten programs allow children to learn through play. Play supports children in all areas of their development, including their understanding of themselves and relationships to others.

Children start to learn early literacy, numeracy, and language skills in kindergarten programs, as well as how to get along with others, share, listen, and focus their attention.

Kindergarten programs are available in different settings, including long day care centres and sessional kindergartens.

A long day care centre can offer a full day of education and care, including a kindergarten program, led by a teacher. Long day care centres normally operate over an extended time, which can be helpful and convenient for many families.

At a sessional service, a kindergarten program will run on certain days and at specific times. These days and hours are set by the kindergarten service. Sometimes, sessional services offer after-care programs before and after the kindergarten program.

There are also a number of early childhood education and care services that have been established for Koorie children and families that are operated by and for the Aboriginal community. These include Multifunctional Aboriginal Children's Services and Aboriginal Child and Family Centres, who offer kindergarten programs.

No matter where children go to kindergarten, teachers and educators will work with families to create a program that supports every child to learn and grow.

From 2023, free kindergarten programs are available for all Victorian 3- and 4-year-olds at participating sessional kindergarten services. Initially, Three-Year-Old Kindergarten programs offered 5 up to 15 hours each week. By 2029, all Three-Year-Old Kindergarten programs across Victoria are for 15 hours each week.

Early Start Kindergarten (ESK) continues to be available to Aboriginal and Torres Strait Islander children; refugee and asylum seeker children; and children known to Child Protection. Enrolling in kindergarten through ESK provides eligible children with priority access to a full 15 hours in both Three- and Four-Year-Old Kindergarten programs. Funding applications are made by early childhood services on behalf of families, and the grant is paid directly to the service.

Four-Year-Old Kindergarten transitions to 'Pre-Prep' in stages from 2025, with children experiencing vulnerability or disadvantage prioritised for earlier access, no matter where they live. From 2026, Aboriginal children will also be prioritised for earlier access.

As Pre-Prep rolls-out over the next decade, children will receive 16 to 30 hours per week of high quality, teacher-led play-based learning in the year before school. By 2032, children across the state will have access to 30 hours of Pre-Prep.

USEFUL RESOURCES

The Find a Kinder website helps families find kindergarten programs in their neighbourhood.

The Kindergarten Starting Age Calculator assists families to find out which year their children can start Three-Year-Old Kindergarten. Three-Year-Old Kindergarten. The time at which children start kindergarten directly relates to the age they will start primary school. Families with children born between January and April can choose which year they start Three-Year-Old Kindergarten – these children can start in the same year they turn three, or in the year they turn four.

Information about funding and policies to support Three-Year-Old Kindergarten programs.

ABORIGINAL CHILD AND FAMILY CENTRES

Service name	Location	DET Area
Bubup Wilam Aboriginal Child and Family Centre	Thomastown	North Eastern Melbourne
Dala Yooro (Gippsland and East Gippsland Aboriginal Cooperative)	Bairnsdale	Outer Gippsland

MULTIFUNCTIONAL ABORIGINAL CHILDREN'S SERVICES

Service name	Location	DET Area
Berrimba Child Care	Echuca	Loddon Campaspe
Gunai Lidj	Morwell	Inner Gippsland
Lake Tyers Early Learning Centre and Kindergarten	Lake Tyers	Outer Gippsland
Lulla's Children and Family Centre	Shepparton	Goulburn
Murray Valley	Robinvale	Mallee
Yappera Children's Centre	Thornbury	North Eastern Melbourne

Other kindergarten-related terminology is provided below. The Kinder Tick lets parents know that a service's programs are funded and approved by the Victorian Government and comply with government guidelines. The Kinder Tick also means the service delivers a play-based learning program led by a qualified early childhood teacher.

More information for services and parents is on the department's website: Kindergarten - Best Start, Best Life | Victorian Government (www.vic.gov.au).

There are also a number of early childhood education and care services that have been established for Koorie children and families and are operated by and for the Aboriginal community. These include Multifunctional Aboriginal Children's Services and Aboriginal Child and Family Centres, who offer kindergarten programs.

Other kindergarten-related terminology is provided below.

CHILDREN

In a school environment, children and learners are referred to as students. In ECEC and the home learning environment (HLE), the preferred terms are children, young children, infants/babies (if under one year old) or learners (if over 5 years old but outside the school context).

LEARNING ENVIRONMENTS

Early childhood learning environments are not referred to as classrooms, but rather rooms or settings. This reflects an approach that involves young children in learning opportunities both inside and outdoors. The HLE is the combination of everything families do and the spaces accessible by their children – these have a important effect on development and learning before children engage in kindergarten and more formal settings. A good home learning environment encourages children and young people to have positive attitudes to learning, to be curious, and to have confidence in themselves.

EARLY CHILDHOOD EDUCATOR/TEACHER

In ECEC, the term 'educator' can refer to any member of the teaching staff, including those with Degree, Diploma or Certificate III qualifications. 'Teacher' refers specifically to staff with Degree or Diploma teaching qualifications. It is a kindergarten funding requirement to employ a qualified teacher.

OTHER DEPARTMENT-FUNDED EARLY CHILDHOOD INITIATIVES

KOORIE KIDS SHINE

Koorie Kids Shine is a communications campaign that promotes the value of kindergarten to Aboriginal parents and the community. There is more information about Koorie Kids Shine and access to resources to promote kindergarten to the local community [here](#).

BALERT GERRBIK: KOORIE FAMILIES AS FIRST EDUCATORS (KFFE)

KFFE supports Koorie families to provide a strong foundation for their children's early learning and development by delivering high-quality, culturally responsive evidence-based parenting education programs that help build a positive home learning environment. KFFE is available to all families with children who are identified as Aboriginal and aged from pre-birth up to school entry, including the transition period.

Nine ACCOs are funded to deliver KFFE across 11 sites:

Funded Organisation	Location	DET Area
Ballarat and District Aboriginal Cooperative	Ballarat	Central Highlands
Bendigo and District Aboriginal Cooperative	Bendigo	Loddon Campaspe
Gippsland and East Gippsland Aboriginal Corporation	Bairnsdale	Outer Gippsland
Mildura and District Aboriginal Services	Swan Hill and Mildura	Mallee
Mungabareena Aboriginal Corporation	Wodonga	Ovens Murray
Rumbalara Aboriginal Cooperative	Shepparton	Goulburn
Victorian Aboriginal Child Care Agency	Preston Morwell	North East Melbourne
Victorian Aboriginal Health Service	Melbourne	Hume Merri-bek
Wathaurong Aboriginal Cooperative	Geelong	Barwon

BEST START AND ABORIGINAL BEST START

Best Start is a prevention and early intervention initiative that aims to improve the health, development, learning and wellbeing of all Victorian children from conception through transition to school (up to eight years old). It is based on formal partnerships of local agencies and service providers to improve outcomes for children.

Best Start is a localised, targeted way of boosting children's participation in the programs that have the greatest potential to set them up for success, such as kindergarten and MCH services. The program also provides referral pathways when targeted supports are required.

Aboriginal Best Start sites have been established to make sure that local Aboriginal communities and organisations are given every possible opportunity to influence outcomes for their children and families. While the expertise of these sites is harnessed to focus on Aboriginal community engagement, all Best Start sites have a responsibility to engage Aboriginal children.

As at publication of the Guidelines, the Best Start program operates in 30 locations across Victoria. There are 24 mainstream sites and six Aboriginal Best Start sites.

EARLY CHILDHOOD LANGUAGE PROGRAM

The Early Childhood Language Program aims to support language revival and reclamation, and promote respect for Koorie culture, identity, and community. The program supports approximately 162 services state-wide to deliver a play-based language program to children in the year before school and represents language groups including Peek Wooroong, Yorta Yorta, Gunai/Kurnai and Bangerang.

OTHER STATE GOVERNMENT FUNDING/PROGRAMS

CHILD FIRST

Child FIRST is an easily accessible, community-based point of entry for children, young people and families to a range of family support services. Some of these families need support when they are experiencing difficulties that impact on their parenting and family life. Child FIRST teams are located in sites across Victoria, and the initiative is delivered by community service organisations. As the access point for family services, Child FIRST is progressively transitioning to The Orange Door.

MATERNAL AND CHILD HEALTH

The Victorian Maternal and Child Health Service (MCH) is a free universal primary health service available for all Victorian families with children from birth to school age. MCH consists of three components: Universal MCH, Enhanced MCH and the 24-hour MCH Line.

KOORI MATERNITY SERVICE

The Koori Maternity Service provides access to holistic, culturally safe care and outreach services for Aboriginal women and their families during pregnancy and is delivered by a complementary team of Midwives, Aboriginal Health Workers and Aboriginal Hospital Liaison Officers. Each Koori Maternity Service tailors their model of care to the local community.

ABORIGINAL MATERNAL AND CHILD HEALTH (MCH)

The Aboriginal Maternal and Child Health (MCH) service offers Aboriginal and/or Torres Strait Islander parents/carers culturally safe and flexible support for their child from birth until they start at school. Aboriginal MCH can be accessed through a family's local ACCO and provides culturally supportive care to Aboriginal children and their parent/carers around key developmental ages and stages.

Culturally appropriate support is offered flexibly to suit the needs of each family, including support and education during pregnancy; breastfeeding support; child health checks; immunisations; play, learning, sleeping and nutrition support; and family planning.

Aboriginal MCH also support linkages and referrals to local services including supported playgroups, NDIS, and central kindergarten enrolment schemes. Aboriginal and/or Torres Strait Islander families can choose to access this service instead of the mainstream MCH service.

DEPARTMENT FUNDING TO SUPPORT ADDITIONAL NEEDS

SCHOOL READINESS FUNDING

School Readiness Funding (SRF) is extra support for ECEC services delivering a funded kindergarten program, designed to help children to get the most out of their early learning. SRF provides additional resources to services in which Koorie children are enrolled. Kindergarten services are supported in the planning and implementation of their School Readiness Funding by a Kindergarten Improvement Advisor (KIA), based in an Area's ECIB. KIAs or their Managers may be invaluable to Workers' work in identifying opportunities for collaboration with kindergartens or service providers with aligning priorities.

KINDERGARTEN FEE SUBSIDY AND EARLY START EXTENSION GRANTS

Kindergarten Fee Subsidy allows children to access up to 15 hours of kindergarten in the year before school, delivered by a qualified early childhood teacher at no or low cost. Aboriginal families who are not eligible for KFS can access Early Start Kindergarten for an additional year.

KINDERGARTEN INCLUSION SUPPORT

Kindergarten Inclusion Support builds the capacity of funded kindergartens to support access and participation of children with disability, developmental delay and/or with complex medical needs. Eligible children must have an assessed disability (or be undergoing an assessment) or an approved NDIS plan. Both the provider and the child must satisfy program eligibility criteria. Supports that can be accessed through this program include KIS specialist consultancy, specialist training, additional assistants, and specialised equipment.

FLEXIBLE SUPPORT PACKAGES

The 2021/22 State Budget allocated funding for FSPs for children who have extreme emotional and behavioural issues associated with complex trauma that impact the child's placement and inclusion in kindergarten. This initiative is designed to provide timely, additional support to stabilise the child's placement and inclusion in a kindergarten program at both three and four years of age. Packages can be used for a range of supports, including the engagement of trauma specialists to work with educators to develop evidence-informed strategies tailored to the child's needs, engaging an additional educator in the kindergarten to support the child's inclusion, and specific equipment or learning resources recommended by a specialist or professional.

PRESCHOOL FIELD OFFICERS

All Victorian State-funded kindergarten programs are eligible to receive PSFO services to support access and participation of children with additional needs, including language delay, challenging behaviours, and disability.

PSFOs do not deliver direct intervention to children within the kindergarten program. Their role is to support, guide and coach early childhood educators to provide high quality programs that support the inclusion of children with additional needs. This approach may involve direct contact with the child and family in the kindergarten setting; however, this work is done in collaboration with and through the early childhood educator in a manner that respects the educator's ongoing relationship with the child and family.

Support provided can include differentiation of educational programs, assistance with adopting a strengths-based and child-centred approach, coaching to develop specific skills, learning and development strategies, as well as referral pathways.

ACCESS TO EARLY LEARNING

Access to Early Learning is a service model developed to promote ECEC services' awareness of and engagement with families experiencing vulnerabilities, in order to enhance learning and development outcomes for their children. AEL aims to build capacity in the service system by supporting ECEC services to offer programs inclusive of vulnerable families, and to support ECEC professionals and educators to respond to vulnerable children and families.

LOOKOUT EARLY CHILDHOOD LEARNING ADVISORS AND KOORIE CULTURAL ADVISORS

From 2019, all LOOKOUT centres commenced piloting an extension of services to the early childhood sector to support children in OoHC aged 0-5 years. Early Childhood LOOKOUT plays a critical role in supporting the engagement and participation of children in OoHC in quality early childhood education programs, as well as ensuring their successful transition to school. Area ECIBs and LOOKOUT work collaboratively to facilitate and monitor the participation of children in OoHC in ECEC.

ECLAs identify children in OoHC who are eligible for kindergarten and ensure they are enrolled. ECLAs also work with system partners to identify children in out-of-home care who are transitioning to school and work with system partners to ensure all children are enrolled and schools have received their Transition Learning and Development Statements and other documentation and information that support transition.

Koorie Cultural Advisors are also part of the LOOKOUT team. They promote a comprehensive and consistent approach to supporting Aboriginal students and children in OoHC. Through this work, they foster collaborative working relationships with the Koorie Education Workforce; Child Protection practitioners and case managers; Aboriginal Community Controlled Organisations; and peak agencies.

They also ensure the development of appropriate cultural plans for all Aboriginal children and young people in OoHC to strengthen Aboriginal children's connections to their families, communities, and culture.

COMMONWEALTH GOVERNMENT FUNDING TO SUPPORT ADDITIONAL NEEDS

INCLUSION SUPPORT PROGRAM

Inclusion Support Program is a key component of the Commonwealth Government's Child Care program. ISP supports eligible mainstream ECEC services to build their capacity and capability to include children with additional needs, so all children have opportunities to achieve positive learning outcomes. ISP funding is used to meet the needs and requirements of Aboriginal children, children from culturally and linguistically diverse backgrounds, and/or children from refugee or humanitarian backgrounds.

Additional needs may include children who have a disability or developmental delay; present with challenging behaviours including those that are trauma-related; or have a serious medical or health condition, including mental health.

NATIONAL DISABILITY INSURANCE SCHEME

NDIS supports children with a disability or developmental delay. Families accessing early childhood intervention services can obtain supports by contacting an NDIS Early Childhood Partner who will tailor support to the child's individual needs and circumstances across three support tiers: Quick access to support and information in communities (tier 1), Short-term support (tier 2), and NDIS participation (tier 3).

LOCAL GOVERNMENT FUNDING/PROGRAMS

Local government plays a key legislated role in planning and coordinating early childhood services within each municipality (Local Government Area, or LGA). (Councils) develop Municipal Early Years Plans (MEYPs), which provide strategic direction for coordinating education, care and health programs and activities within the municipality for children from birth to transition to school.

CENTRAL REGISTRATION AND ENROLMENT SCHEME

Central enrolment schemes provide a single point for families to apply to multiple kindergarten services within a specific Council area. CRES also encourages closer links between MCH, family support services, kindergartens, and Councils, to improve the early identification and engagement of children who may need additional support to access kindergarten.

Appendix 4.

bupup balak wayipungang Plan template – overview

Overview	
This document contains information and templates to assist in the completion and updating of 'KPSA Plans,' which guide the work of KPSAs and are the basis of accountability and reporting for funded providers.	
In this template, you will find:	
Yellow tabs: information and data you will need to COMPLETE your Plan	There is an example provided.
In accordance with the KPSA Guidelines/program logic, the KPSA initiative has four objectives (consult KPSA Guidelines for details):	
<ol style="list-style-type: none"> 1. Koorie access to and participation in kindergarten 2. Culturally inclusive and welcoming kindergartens 3. Community involvement 4. Family engagement and connections 	
The first step in preparing a Plan is to define the Priority Areas that will be the focus of the KPSA's work during the subsequent 6 months, and the work/activities the KPSA will undertake within those Priority Areas, and for how much time.	
Orange tabs: templates you will use to DOCUMENT your Plan	There is an example provided.
Each Plan includes a date at which it was finalised, and a Version # that helps identify points at which the Plan is reviewed and (if needed) updated. For example, the result of the initial planning session would be called 'KPSA Plan 1.0.'	
All stakeholders involved in developing the Plan agree to its content/approach.	
Subsequent changes, made at biannual reviews, result in an updated 'Plan 2.0' New versions are saved in a separate sheet in this template.	
If/when the Plan is updated, the original Version (1.0) should be put into a new tab in this document before any changes are made - please do not overwrite Version 1.0.	
Green tabs: templates you will use to prepare REPORTS	There is an example in the reporting template.
A preview of the reporting template is shown in the last tab of this document. For purposes of submitting reports, you will be provided with a template in a separate Excel document.	
KPSA Plan template	
VERSION 1.0	

Appendix 5. List of bupup balak wayipungang-funded areas

Funded Organisation	Location	DET Area
Ballarat and District Aboriginal Cooperative	Ballarat	Central Highlands
Bendigo and District Aboriginal Cooperative	Bendigo	Loddon Campaspe
Goolum Goolum Aboriginal Cooperative	Horsham	Wimmera South West
Gowrie Victoria	Broadmeadows	Hume Merri-bek
Gunditjmara Aboriginal Cooperative	Warrnambool	Wimmera South West
Mallee and District Aboriginal Services	Mildura and Swan Hill	Mallee
Mungabareena Aboriginal Corporation	Wodonga	Ovens Murray
Njernda Aboriginal Corporation	Echuca	Loddon Campaspe
One Tree Community Services	Sunshine West	Western Melbourne
Shine Bright Early Years Manager	Bendigo	Loddon Campaspe
UnitingCare Victoria	Bairnsdale	Inner Gippsland and Outer Gippsland
Wathaurong Aboriginal Cooperative	Geelong	Barwon
Winda-Mara Aboriginal Cooperative	Hamilton	Wimmera South West
No designated provider	Southern Melbourne	

- i The Most Significant Change (MSC) approach involves generating and analysing personal accounts of change and deciding which of these accounts is the most significant – and why. There are three basic steps in using MSC:
- Deciding the types of stories that should be collected - for example, about practice change or health outcomes or empowerment)
 - Collecting the stories and determining which stories are the most significant
 - Sharing the stories and discussion of values with stakeholders and contributors so that learning happens about what is valued.

MSC is not just about collecting and reporting stories but about having processes to learn from these stories – in particular, to learn about the similarities and differences in what different groups and individuals value.

It provides some information about impact and unintended impact but is primarily about clarifying the values held by different stakeholders. By itself it is not sufficient for impact evaluation as it does not provide information about the usual experience but about the extremes.

If you imagine a normal distribution of outcomes for individuals, then the stories often come from the extremity of positive change. It can be useful to explicitly add a process to generate and collect stories from the extremity of little or negative change.

MSC can be very helpful in explaining HOW change comes about (processes and causal mechanisms) and WHEN (in what situations and contexts). It can therefore be useful to support the development of programme theory (theory of change, logic models).

FOOTNOTES

- 1 Campbell, et al., 2012; Cleveland & Forer, 2010; Sylva, Melhuish, Sammons, Siraj-Blatchford, & Taggart, 2004.
- 2 Fox & Geddes, 2016.
- 3 Sylva, Melhuish, Siraj-Blatchford, & Taggart, 2010 cited in State of Victorian Children Report 2019, p. 118.
- 4 Reference: Sammons, P., Sylva, K., Melhuish, E., Siraj, I., Taggart, B. Toth, K. & Smees, R. (2014). Effective Pre-School, Primary and Secondary Education Project, department for Education, United Kingdom.
- 5 NOTE: The department does not currently collect kindergarten attendance data. Enrolment data is the proxy for measuring both 'access to' and 'participation in' funded kindergarten programs. Where attendance data is available at a local level, it may also be a useful measure of access, participation, and/or engagement.
- 6 'Culturally inclusive' means an environment that is spiritually, socially, emotionally, and physically safe (ref: Reconciliation Australia).
- 7 2020-21 State budget outcomes funded an additional 4 locations, which were established in 2022.
- 8 *Evaluation report: The Koorie Preschool Assistant (KPSA) Program*, PwC's Indigenous Consulting, Unpublished, department of Education and Training, December 2017.
- 9 As at publication of the bupup balak wayipungang Guidelines v. 1.0, funded providers employ a minimum of 1.0 EFT; however, some well-established providers employ at a higher level.
- 10 Identified by the 2017 KPSA evaluation.
- 11 Wayipungitj implement the initiative across department Areas, with a service delivery area defined by the planning process.
- 12 Non-Aboriginal funded organisations are encouraged to work with VAEAI in developing recruitment strategies for the wayipungitj role, including a VAEAI representative on bupup balak wayipungang selection panels.
- 13 As with other aspects of the bupup balak wayipungang initiative, currently funded organisations and their Wayipungitj(s) may have already developed tools or other means of collecting information to inform their implementation of the initiative and may want to continue to use these resources.
- 14 As at publication of bupup balak wayipungang Guidelines v. 1.0, funding for the bupup balak wayipungang initiative is expected to cover salary and oncosts to employ *at least* 1.0 EFT practitioner(s), who can meet the requirements of the role as described in Appendix 2.
- 15 Note: bupup balak wayipungang funding covers vehicle *running costs*, including petrol, routine maintenance, etc. Funding may not be used for expenses associated with *owning* a motor vehicle, such as insurance, registration, and lease payments.
- 16 Note: these Guidelines form part of ongoing bupup balak wayipungang reform and represent changes to the previous expectations of bupup balak wayipungang funding. Reporting and accountability will necessarily grow and adapt as v. 1.0 is embedded.
- 17 Performance measures standard to department service agreements are *Number of clients engaged* and *satisfied with the service*. In current bupup balak wayipungang service agreements, client satisfaction is replaced by *minimum percentage of hours spent in kindergarten services each week*. Neither of these targets is applicable to bupup balak wayipungang Operational and Funding Guidelines v. 1.0.
- 18 The 2017 evaluation found that the KPSA initiative was only one element among many that contributed to an increase in kindergarten participation rates for Aboriginal children. The evaluation also noted that it is difficult to isolate and define the level of impact the KPSA initiative has had on this improvement. However, the evaluation also found that Wayipungitjs were overwhelmingly considered to contribute to the kindergarten experience for children in services they regularly supported.
- 19 In the initial implementation of the Guidelines v. 1.0, due dates may vary, depending on the type of planning each funded organisation is currently using to guide their implementation of the initiative.
- 20 This timeframe allows for six months' implementation, followed by one month to review the Plan and prepare biannual reports.