

Ngaanyatjarra Lands School



Operational Plan 2023 – 2025

Preparing students for a good life in the Lands, and beyond.

School Purpose

The school's purpose is to prepare students for a good life in the Lands, and beyond.
We aim to enable students to become involved, informed and productive members of their communities and wider Australia.

School Values

High Expectation Relationships

Yarnangu students and their families can expect school staff to develop supportive and challenging educational experiences that recognise the strengths and full potential of all students.

School staff will seek to understand the circumstances behind challenges and co-create power in finding solutions.

Meaningful Teaching and Learning

Teaching and learning in our school must be meaningful to our students.

Connection to Identity, Country, history and relationships will be the foundation for new learning.

Yarnangu will contribute to decisions about what is taught in our school.

Personal and Cultural Safety

Staff and students need to work and learn in places that are safe for them.

Personal wellbeing is important. We must be safe from physical and emotional harm.

Culture and Identity is valued and considered so we are safe to be who we are and want to be.

NGAANYATJARRA LANDS SCHOOL TARGETTED PRIORITIES

1. Co-design a cross-cultural curriculum that combines the WA Curriculum with Yarnangu cultural knowledge and skills, including planning and reporting procedures that are more meaningful to Yarnangu staff, students and families.
2. Facilitate innovative opportunities for secondary students to co-design learning pathways and leadership opportunities related to personal interests and the creation of a portfolio record of learning, skills and
3. Improve competency for teaching Aboriginal EAL/D Learners using a two-way approach.
4. Continue to develop implementation of the Two-Way Science Program and cross-cultural education.
5. Embed trauma-informed practice into daily classroom routine, teaching and managing student behaviour and well-being.
6. Develop a Workforce Development Plan that identifies professional development and aspirant leader pathways for school staff that will contribute to achieving personal aspirations, improved student outcomes and continued development of school initiatives.

From the Aboriginal Cultural Standards Framework: Culturally Responsive Schools

Culturally responsive schools have a strong ethos based on respecting and valuing diversity.

Culturally responsive schools build collaborative relationships between staff, Aboriginal students, their parents and families, and communities to support student learning. They create opportunities to engage parents, families and communities in improving the education outcomes for Aboriginal students.

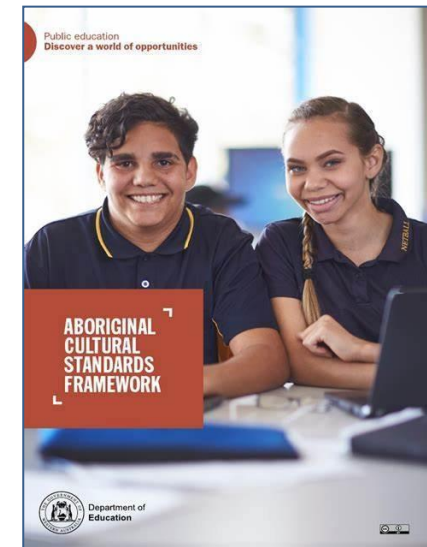
Culturally responsive schools build on the knowledge, skills and prior experiences that Aboriginal students bring with them to the classroom to ensure learning is relevant, connected and appropriate to achieve education success. They make connections between each student's home and school experiences, and use a range of learning opportunities that make schooling more effective for Aboriginal students.

To achieve this, concerted and coordinated action is required.

The Ngaanyatjarra Lands School uses the Aboriginal Cultural Standards Framework as the lens through which we determine our pathway towards becoming a more culturally responsive school in the eyes of our Anangu/Yarnangu students, families and community members.

The NLS Operational Plan uses the domains of Relationships, Leadership, Teaching, Learning Environment and Resources to indicate the strategies we will use to continue to improve our school.

The framework is aligned to the School Improvement and Accountability policy, and to the Australian Professional Standard for Principals and Australian Professional Standards for Teachers.



RELATIONSHIPS

STANDARD:

Culturally responsive schools foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families, and the local Aboriginal community.

LEADERSHIP

STANDARD:

Culturally responsive schools have leaders who develop and sustain an individual and school-wide focus on improving education outcomes for Aboriginal students.

TEACHING

STANDARD:

Culturally responsive schools have high expectations for Aboriginal students and teach in ways that enable them to better reach their full education potential.

LEARNING ENVIRONMENT

STANDARD:

Culturally responsive schools build an environment that is welcoming for Aboriginal students and reflects community aspirations for their children.

RESOURCES

STANDARD:

Culturally responsive schools target resourcing to optimise the education outcomes for Aboriginal students.

Overview of Performance Targets - Operational Plan 2023-2025

organised against the Aboriginal Cultural Standards Framework

1.0 Relationships		2.0 Leadership		3.0 Teaching		4.0 Learning Environment		5.0 Resources	
1.1	Staff establish and maintain positive relationships with Aboriginal students, their parents and families.	2.1	School leaders develop a clear vision for the teaching and learning of Aboriginal students.	3.1	Teachers know how culture and experiences shape the learning of each Aboriginal student.	4.1	Staff support Aboriginal students to feel a sense of belonging and connection to the school.	5.1	Staff acknowledge and value the expertise of Aboriginal staff.
1.1.1	Processes for sharing information about NLS operations and individual campuses are developed.	2.1.1	NLS Operational plan is reflected in Campus operational plans and are developed with clear, shared vision and direction.	3.1.1	Cultural and linguistic background knowledge of students is evident in NLS and individual campus planning.	4.1.1	Staff support students to build confidence, showcase and share their culture, and participate in events of cultural significance.	5.1.1	Yarnangu staff are trained and have leadership over components of NLS curriculum and student engagement approaches.
1.1.2	Community involvement in NLS / Campus activities and decision making is facilitated.	2.1.2	The values, ethos and direction for the school are collaboratively drafted by NLS staff and community members.			4.1.2	NLS and campus identity are showcased through uniforms, school artwork or installations and school publications.	5.1.2	Yarnangu staff are recognised for their contribution to the school - in line with JDF and shared priorities.
1.2	Staff engage professionally with local Aboriginal community members and organisations	2.2	School leaders build staff capability for effective teaching of Aboriginal students.	3.2	Teachers know the curriculum content and how best to teach it to Aboriginal students.	4.2	Staff involve students, their parents and families to establish a physical environment that is welcoming.	5.2	School leaders allocate staff to support the learning needs of individual Aboriginal students.
1.2.1	NLS and campus leadership establish agreements with governing bodies and agencies to progress common goals.	2.2.1	Targeted development of teachers and Yarnangu staff to facilitate the NLS cross-cultural approach to curriculum and student learning.	3.2.1	Mandated DoE and NLS curriculum and programs are addressed in a professional learning schedule.	4.2.1	Create adult learning spaces and supported environment for secondary students.	5.2.1	Support provided to meet the needs of students with learning difficulties and disabilities
		2.2.2	NLS admin, support staff and campus principals provide instructional leadership and an accountability framework for effective teaching.	3.2.2	Implementation of mandated DoE and NLS programs is supported and verified by NLS Exec and Campus Principals.	4.2.2	School facilities developed to reflect a welcoming environment that reflects local community and culture.	5.2.3	Specialised staff employed to address specified learning needs and interests of students.
1.3	Staff provide Aboriginal students, families and local community members with leadership opportunities.	2.3	School leaders support innovation and change in Aboriginal education.	3.3	Teachers plan for and implement effective teaching practices for Aboriginal students.	4.3	Staff work with students and families to establish shared expectations and responsibility for attendance and behaviour.	5.3	School leaders target the learning needs of individual Aboriginal students when allocating financial resources.
1.3.1	NLS and campuses have formalised student leadership forums or roles that facilitate engaging with and influencing school operations.	2.3.1	Effective induction, cultural awareness handover and succession planning processes in place for all school roles.	3.3.1	Mandated curriculum and student engagement approaches are embedded in teacher planning documents.	4.3.3	Common student attendance and engagement approaches are embedded across all campuses.	5.3.1	NLS and campus leadership plan for improved student outcomes, based on data analysis, and make financial decisions accordingly.
1.3.2	Yarnangu staff leadership and culturally responsive approaches contribute to school planning and development.	2.3.2	School leaders and staff, with local Aboriginal community members, flexible, adaptive and innovative approaches.	3.3.2	Research-based teaching practices for Aboriginal EAL/D learners are implemented in all classrooms.	4.3.4	Common student behaviour and engagement strategies are in place across campuses.		
1.4	Staff broaden their knowledge and improve practices in Aboriginal education.	2.4	School leaders demonstrate transparency and accountability to Aboriginal students, their parents	3.4	Teachers assess, provide feedback and report on the progress of Aboriginal students.	4.4	Staff establish a supportive and safe learning environment for Aboriginal students.	5.4	Staff use culturally appropriate education resources to strengthen Aboriginal student engagement
1.4.1	NLS staff routinely participate in opportunities to build cross-cultural, linguistic and historical understanding.	2.4.1	Policy and procedures developed to enable more relevant reporting of student outcomes, seeking input from parents.	3.4.1	The school systematically collects, stores, and applies data relating to student attendance, behaviour and academic levels	4.4.1	Staff trained to respond to and plan effectively for student with special needs, including trauma-based behaviours.	5.4.1	Staff source or design resources linked to local culture for inclusion in teaching and learning programs.
1.4.2	Yarnangu staff and community members co-design planning and facilitating cultural and historical learning opportunities.	2.4.2	Continued development of NLS Board and community connections with campuses.	3.4.2	NLS complies with mandated DoE and National data collection.	4.4.2	Clear NLS and campus protocols in place to prevent and respond to incidents and unsafe practices.		

1.0 RELATIONSHIPS							Fostering positive participation, communication and interaction between staff, Aboriginal students, their families and the local community.														
ACSF Descriptors							Performance Target		Strategies to achieve target			Evidence Target Met		Timeline / Funding							
1.1 Staff establish and maintain positive relationships with Aboriginal students, their parents and families.							1.1.1 Processes for sharing information about NLS operations and individual campuses are developed.		<ul style="list-style-type: none"> NLS Website updated and maintained NLS and campus Facebook pages in line with school protocols (LINK) Campus Open days One campus newsletter terms 1, 2 and 3 created on Canva Campus strategies for informing families NLS Yearbook term 4 			<ul style="list-style-type: none"> Website updated Campus Facebook posts Record of campus open days Campus newsletters on website Campus posters, handouts, NLS Yearbook 		<ul style="list-style-type: none"> Week 8 each term BAM creative \$ At least 5 Facebook posts per term At least one open day per term Yearbook term 4 							
							1.1.2 Community involvement in NLS / Campus activities and decision making is facilitated.		<ul style="list-style-type: none"> NLS/campus school targets and mandated programs are endorsed by families. Campus council meetings – x 4 per year Co-designing programs of learning with teaching staff, students and community members. 			<ul style="list-style-type: none"> Campus operational plans endorsed by campus council members Record kept of community consultation and contribution to school events and learning programs. (principal diaries, newsletters etc.) 		Campus Councils – 1 per term NLS Council – 2 per year							
NLS Priorities Addressed																					
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ACSF Descriptors							Performance Target		Strategies to achieve target			Evidence Target Met		Timeline / Funding							
1.2 Staff engage professionally with local Aboriginal community members and organisations.							1.2.1 NLS and campus leadership establish and maintain agreements with governing bodies and agencies within the Ngaanyatjarra Lands to progress school and common goals.		<ul style="list-style-type: none"> Memorandum of Agreement with Ngaanyatjarra Health Services, including opportunities for students. Liaise with Ngaanyatjarra Council and other local agencies to establish work experience and post-school pathways. Collaboration with community agencies to support early-childhood and youth activity provision. Establish Youth forum with NPY Community use of School Facilities agreements during term and school holiday periods. 			<ul style="list-style-type: none"> Renewed MoU endorsed by NLS and NHS MoU available in all clinics & principal offices. NLS / Ng Council agreements or minutes of meetings. Record of playgroups or other 0-4 school/community collaborations. Youth forum minutes and record of events or outcomes for youth. Community Use of School Facilities agreements held on relevant campus and NLS office. 		<ul style="list-style-type: none"> NHS MoU April 2023 							
							NLS Priorities Addressed														
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1.0 RELATIONSHIPS							Fostering positive participation, communication and interaction between staff, Aboriginal students, their families and the local community.				
ACSF Descriptors		Performance Target		Strategies to achieve target			Evidence Target Met		Timeline / Funding		
1.3 Staff provide Aboriginal students, families and local community members with leadership opportunities.		1.3.1 NLS and campuses have formalised student leadership forums or roles that facilitate engaging with and influencing school operations.		<ul style="list-style-type: none"> • Student representative groups/ Ng Youth Forum (in conjunction with NPY Youth Services) • Specified student roles on campus • Mentoring opportunities for students 			<ul style="list-style-type: none"> • AIEO Handbook • Record of Yarnangu staff induction • Yarnangu staff induction and AIEO handbook. • NLS Yarnangu forum minutes 				
		1.3.2 Yarnangu staff leadership and culturally responsive approaches contribute to school planning and development.		<ul style="list-style-type: none"> • NLS School Board meeting each term • Yarnangu staff roles evident in school/campus and classroom planning. • Yarnangu staff forum/council represented in school planning. • Yarnangu staff supported and mentored into leadership roles. • Support and acknowledgement of effective two-way teaching or leadership partnerships. 			<ul style="list-style-type: none"> • Minutes and actions carried out from school board and campus councils • Yarnangu staff acknowledged individually and publicly for initiating or facilitating school direction or events. 		Ongoing development of school planning docs. NLS Board and campus councils each term.		
NLS Priorities Addressed											
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ACSF Descriptors		Performance Target		Strategies to achieve target			Evidence Target Met		Timeline / Funding		
1.4 Staff broaden their knowledge and improve practices in Aboriginal education.		1.4.1 NLS staff routinely participate in opportunities to build cross-cultural, linguistic and historical understanding.		<ul style="list-style-type: none"> • Cultural inductions and learning about local history co-designed with Yarnangu school leadership, cultural consultants and relevant community members. • Participation in community events, as appropriate • All staff have opportunity to learn local Aboriginal Language and resources. • Staff educated about the significance of Tjukurrpa and protocols around behaviour and community actions. • Creation of an archive of media and resources related to cross-cultural aspects of teaching and learning, child development, behaviour and well-being. 			<ul style="list-style-type: none"> • Record of induction activities and staff attended. • Record of events and staff participation in cultural or historical information events. • Staff undertaking language lessons as available. • Archive of film, voice recordings, images and documents related to cross-cultural topics. 		<ul style="list-style-type: none"> • Cultural induction undertaken in first term (\$5000) • Films, podcasts and articles commissioned or purchased. 		
		1.4.2 Yarnangu staff and community members co-design planning and facilitating cultural and historical learning opportunities.		<ul style="list-style-type: none"> • Yarnangu staff and community members are involved in two-way science (2WS) learning cycle each term. • Significant Indigenous celebrations planned for and facilitated by Yarnangu staff. • Secondary girls and boys cultural camps each year planned and facilitated by NLS yarnangu staff. 			<ul style="list-style-type: none"> • 2WS bush planner, integrated planning and student work examples shared on Connect each term. • Record of staff collaborations focused on 'Yarnangu Connections'. • Yarnangu teachers and classroom teacher's collaboration. • Camps recorded and linked to learning and school priorities. 		<ul style="list-style-type: none"> • Bush planners week 3 • Whole school planning days week 8 of each term. • Funding required for resources and catering for event celebrations. 		
NLS Priorities Addressed											
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2.0 LEADERSHIP							Schools have leaders who develop and sustain an individual and school-wide focus on improving education outcomes for Aboriginal students.								
ACSF Descriptors		Performance Target		Strategies to achieve target			Evidence Target Met		Timeline / Funding						
2.1 School leaders develop a clear vision for the teaching and learning of Aboriginal students.	2.1.1 NLS Operational plan is reflected in Campus operational plans and are developed with clear, shared vision and direction.		<ul style="list-style-type: none"> NLS leadership review the NLS Operational Plan twice per year. Campus principals collaborate with campus staff to revise operational plans twice per year. Fortnightly focus on ACSF statements. NLS admin use campus operational plans as basis for conversations of campus development and adherence to NLS directions. 			<ul style="list-style-type: none"> Revised NLS Strategic Plan (school board endorsement) Campus Operational plans (community endorsement) Meeting minutes with staff collaboration and ACSF reflection. Record of NLS admin/campus principal reflection on operational plans. 		<ul style="list-style-type: none"> NLS strategic plan endorsed by mid 2023 							
	2.1.2 The values, ethos and direction for the school are collaboratively drafted by NLS staff and community members.		<ul style="list-style-type: none"> Revise NLS Strategic Plan values and priorities in collaboration with all school staff and endorsed by community members. Planned conversations. Values are displayed around school facilities and school communications. 			<ul style="list-style-type: none"> Values and priorities endorsed by School Board and campus councils. Posters and digital materials depict shared school values and goals. 		<ul style="list-style-type: none"> April 2023 endorsed shared values and priorities. Shared school values on posters/artwork during 2023. 							
NLS Priorities Addressed															
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ACSF Descriptors							Performance Target		Strategies to achieve target			Evidence Target Met		Timeline / Funding	
2.2 School leaders build staff capability for effective teaching of Aboriginal students.	2.2.1 Targeted development of teachers and Yarnangu staff to facilitate the NLS cross-cultural approach to curriculum and student learning.		<ul style="list-style-type: none"> Continued engagement of Yarnangu training coordinator. Aboriginal Language Teacher training NLS workforce development plan. Teaching staff have access to professional learning and support resources to implement/lead teaching and learning. Teacher Resource and Planning file for every classroom. All school documents on Connect. 			<ul style="list-style-type: none"> Employment of fulltime AIEO training coordinator. ALT trainees teaching language weekly language lessons. Attainment of training certifications Workforce Development plans for all positions in school. 		<ul style="list-style-type: none"> Language teacher in salary profile RTO costs for courses TBC Workforce DP by Jun 2023 							
	2.2.2 NLS admin, support staff and campus principals provide instructional leadership and an accountability framework for effective teaching.		<ul style="list-style-type: none"> Leadership included in all professional learning provided to teaching staff. Leadership coaching and professional development for principals Principals lead or facilitate coaching of teaching staff in classroom management and curriculum approaches. Performance management processes for AIEO, EAs, teachers and principals. 			<ul style="list-style-type: none"> Professional learning and support resources outlined for all school roles in Workforce Development plan. Completion of individual coaching. Instructional leadership aspects included in Principal performance development. 									
NLS Priorities Addressed															
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2.0 LEADERSHIP							Schools have leaders who develop and sustain an individual and school-wide focus on improving education outcomes for Aboriginal students.							
ACSF Descriptors							Performance Target		Strategies to achieve target			Evidence Target Met		Timeline / Funding
2.3 School leaders support innovation and change in Aboriginal education.							2.3.1 Effective induction, cultural awareness handover and succession planning processes in place for all school roles.		<ul style="list-style-type: none"> • Induction process outlined for incoming staff, including pre-start and ongoing schedule for range of school initiatives. • Cross-cultural awareness for all staff throughout the year. • Principal and teacher handover processes signed of prior to staff leaving. • Provide incoming staff opportunity to transition with outgoing staff. 			<ul style="list-style-type: none"> • Succession planning schedule for Exec Principal, Campus Principal and teachers. • Handover documents on Connect. • Signed handover completion sent to Executive Principal. EP to sign off on Campus Principal handover. 		<ul style="list-style-type: none"> • Mid 2023 - schedule • Staff transition – as required. Flights, accommodation, relief
							2.3.2 School leaders and staff, in partnership with local Aboriginal community members, develop and implement flexible, adaptive and innovative approaches.		<ul style="list-style-type: none"> • Creative, interest-based learning plans created through Big Picture Learning model for secondary students. • Yarnangu approaches to child-raising, the place of Tjukurrpa in Yarnangu worldview and influence of modern community life informs school-based approaches to student learning and well-being. • Workshop opportunities for topics of interest for and by staff. Explore ICT options. 			<ul style="list-style-type: none"> • Secondary students' Learning Plans and portfolios shared on Connect. • Workshops or resources created around Yarnangu-focused content. • Record of staff-led or initiated workshops. 		
NLS Priorities Addressed														
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ACSF Descriptors							Performance Target		Strategies to achieve target			Evidence Target Met		Timeline / Funding
2.4 School leaders demonstrate transparency and accountability to Aboriginal students, their parents and families.							2.4.1 Policy and procedures developed to enable more relevant reporting of student outcomes, seeking input from parents.		<ul style="list-style-type: none"> • SEN Planning for each NLS Student • SEN Planning and Reporting NLS guidelines supported by NLS leadership. • Secondary students' learning plans co- created / shared with parents each term. • Secondary student exhibitions each term. • Campus strategies for meaningful sharing of student achievement information for ECE and Primary students. 			<ul style="list-style-type: none"> • Current and accurate SEN Plans – endorsed by campus principals and caregivers. • SEN Planning and Reporting guidelines – published on Connect. • Care-giver endorsed student learning plans for secondary students. • Record of student exhibitions. • Campus principal records of learning plans, exhibitions and ECE/Primary parent meetings to share data. 		<ul style="list-style-type: none"> • SEN Plans by week 3 of each term. • Learning plans (reflected in SEN planning) wk 3 • An Exhibition per term for sec students. • Semester SEN and other reporting.
							2.4.2 Continued development of NLS Board and community connections with campuses.		<ul style="list-style-type: none"> • Four meetings per year for NLS and campus boards/councils • Clear protocols and consistent board representation. • Annual report endorsed by NLS Board and includes a report from each campus principal. 			<ul style="list-style-type: none"> • Minutes of NLS Board meetings • Campus staff meeting minutes • NLS Board protocols • Endorsed Annual report (including reports from each campus) 		<ul style="list-style-type: none"> • Minutes each Term • Annual Report Dec
NLS Priorities Addressed														
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3.0 TEACHING							Schools have high expectations for Aboriginal students and teach in ways that enable them to better reach their full education potential.					
ACSF Descriptors		Performance Target		Strategies to achieve target			Evidence Target Met		Timeline / Funding			
3.1 Teachers know how culture and experiences shape the learning of each Aboriginal student.		3.1.1 Cultural and linguistic background knowledge of students is evident in NLS and individual campus planning.		<ul style="list-style-type: none"> • <i>Capability Framework – Teaching Aboriginal and TSI EAL/D Learners</i> is offered as teacher reflection for performance development. • NLS staff receive Capability Framework • Student and family languages/dialects and ‘skin’ groups are recorded on SIS • ‘Yarnangu Connections’ forms basis of integrated curriculum planning. • Two-way Science learning cycle evident in every campus each term. • Aboriginal languages included and taught where possible. • Storytelling in HL planned in every class each week. 			<ul style="list-style-type: none"> • All teachers have access to the NLS Professional Development reflection prior to PM meeting. • All teachers receive feedback from principals related to Capability Framework / AITSL standards, as per the NLS Professional Development document (on Connect). • Updated SIS and student records. • Yarnangu Teacher roles and activities indicated on teacher Daily Work Pads each week. • Record and acknowledgement of invited story tellers 		<ul style="list-style-type: none"> • Initial PM meetings in term 1 each year. • Review meeting in term 3 each year. • Capability Framework PL during Semester 1 each year. • Updated student records – end of year 			
											NLS Priorities Addressed	
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ACSF Descriptors		Performance Target		Strategies to achieve target			Evidence Target Met		Timeline / Funding	
3.2 Teachers know the curriculum content and how best to teach it to Aboriginal students.		3.2.1 Mandated DoE and NLS curriculum and programs are addressed in a professional learning schedule		<ul style="list-style-type: none"> • Letters & Sounds foundation course • Big Picture foundation course (secondary teachers and school leadership) • EAL/D Progress maps and integrated curriculum • SEN Planning & Reporting • Maths Tracker / First Steps Maths • CMS PL conferences / Mind Up / Team Teach • Two-Way Science Program • PL schedule for school programs 			<ul style="list-style-type: none"> • Record of staff PL • Certificate of completion from staff recorded on staff record / PLIS. • Mandated DoE online professional learning record for all staff. 		<ul style="list-style-type: none"> • Record or PLIS reviewed each term by NLS Deputies. • Database maintained by NLS Deputies as necessary. 	
		NLS Priorities Addressed		1	2	3	4	5	6	

3.0 TEACHING							Schools have high expectations for Aboriginal students and teach in ways that enable them to better reach their full education potential.							
ACSF Descriptors							Performance Target		Strategies to achieve target			Evidence Target Met		Timeline / Funding
3.3 Teachers plan for and implement effective teaching practices for Aboriginal students.							3.3.1 Mandated curriculum and student engagement/well-being approaches are embedded in teacher planning documents		<ul style="list-style-type: none"> Establish and develop NLS Wellbeing Team (School Psych and Student Services) Trauma-informed approaches are evident in planning and classroom practice. Two-way learning practices SEN planning objectives are indicated in teacher planning – long term and DWP NLS Benchmark targets are set for EAL/D and numeracy achievement. 			<ul style="list-style-type: none"> PL provided to staff Behaviour data on SIS IBP as required. NLS Student Achievement Targets document. Teacher planning indicates SEN planning objectives. NLS SEN learning objective data NLS Student Achievement data 		<ul style="list-style-type: none"> PL as required. Ongoing SIS entry Daily classroom attendance. SEN planning week 3 each term. NLS Student Achievement Targets created by mid-2023.
							3.3.2 Research-based, effective teaching practices for Aboriginal EAL/D learners are implemented in all classrooms.		<ul style="list-style-type: none"> Big Picture Education approach Explicit, gradual release teaching method Oral language development a focus for teaching and learning. Multi-modal opportunities for students to demonstrate understanding. Differentiated learning plans Madeline Hunter lesson design used Resources and strategies for improving EALD teaching 			<ul style="list-style-type: none"> BPE distinguishers evident in secondary planning EAL/D Progress Map rubrics Student recordings, writing, portfolios used to evaluate learning Two-way strategies included in teacher planning. Teacher use of MH lesson design 		<ul style="list-style-type: none"> EALD resources and PL on Connect and Workforce Development Plan mid-2023.
NLS Priorities Addressed														
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ACSF Descriptors							Performance Target		Strategies to achieve target			Evidence Target Met		Timeline / Funding
3.4 Teachers assess, provide feedback and report on the progress of Aboriginal students.							3.4.1 The school systematically collects, stores, and analyses data relating to student attendance, behaviour and academic levels.		<ul style="list-style-type: none"> NLS Student Achievement Data collection term 3 annually. NLS Student Achievement Data Student Dashboards used by teachers and principals. Attendance rolls endorsed each week by campus principal. Unexplained absences noted and followed up. NLS Attendance Plan incorporated in campus operations and actions recorded. 			<ul style="list-style-type: none"> Data collected from all classes each semester and recorded on NLS database. Attendance data accurate and unexplained absence information recorded. NLS Attendance Plan rolled out on each campus and attendance related actions recorded. 		<ul style="list-style-type: none"> NLS Student Achievement Data collected term 3 each year. Individual teacher student records and assessment ongoing.
							3.4.2 NLS complies with mandated DoE and National data collection.		<ul style="list-style-type: none"> On-Entry Online Assessment for pre-primary students. NAPLAN and OLNA implemented 			On-Entry Online Assessment record NAPLAN and OLNA records		<ul style="list-style-type: none"> As mandated
NLS Priorities Addressed														
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4.0 LEARNING ENVIRONMENT							Schools build an environment that is welcoming for Aboriginal children and reflects community aspirations for their children.				
ACSF Descriptors		Performance Target		Strategies to achieve target			Evidence Target Met		Timeline / Funding		
4.1 Staff support Aboriginal students to feel a sense of belonging and connection to school.		4.1.1 Staff support students to build confidence, showcase and share their culture.		<ul style="list-style-type: none"> • Secondary student BPE exhibitions to include cultural learning or leadership • Two-Way Science and other on-Country learning. • Early Years Learning Framework – Being, Belonging, Becoming – evident in ECE planning. • Student-led design and development of school spaces • Student leadership roles within each campus. NLS representative group. 			<ul style="list-style-type: none"> • Record of student exhibition • Record of cultural and on-country learning experiences. • Two-Way Science learning cycle components shared on Connect. • EYLF evident in ECE planning. • Acknowledgement of student leadership roles. • Acknowledgement of student led initiatives on campuses or whole school programs. 		<ul style="list-style-type: none"> • Term exhibition • As appropriate for on- country learning. 		
		NLS Priorities Addressed 1 2 3 4 5 6		4.1.2 NLS and campus identity is showcased through uniforms, school artwork or installations and school publications.		<ul style="list-style-type: none"> • Annual Yearbook that showcases the school as a place for two-way learning and celebratory of culture. • Newsletters and NLS/campus Facebook 			<ul style="list-style-type: none"> • Uniforms are worn daily by students. • Each campus has a Facebook page. • Yearbook 		

ACSF Descriptors		Performance Target		Strategies to achieve target			Evidence Target Met		Timeline / Funding	
4.2 Staff involve Aboriginal students, their parents and families to establish a physical environment that is welcoming for Aboriginal students.		4.2.1 Create adult learning spaces providing a more relevant and supported environment for secondary students		<ul style="list-style-type: none"> • Learning zones in secondary classes for independent and collaborative working. • Classrooms or campus facilities are adapted as necessary to incorporate appropriate learning spaces. 			<ul style="list-style-type: none"> • Secondary classes reflect adult learning spaces, are well resourced and organised. 			
		4.2.2 School facilities developed to reflect a welcoming environment that reflects local community and culture.		<ul style="list-style-type: none"> • Mural related to community Tjukurrpa are created by local artists. • Create school resource based on the murals and associated Tjukurrpa. • Annual campus refurbishment plan. Minor works list - term one each year. • Outdoor meeting places created 			<ul style="list-style-type: none"> • Murals are painted on panels and erected at Campuses • Student designed and created outdoor meeting places on each campus. 		<ul style="list-style-type: none"> • \$5000 per artist per mural, plus material costs. 	
NLS Priorities Addressed 1 2 3 4 5 6										

4.0 LEARNING ENVIRONMENT							Schools build an environment that is welcoming for Aboriginal children and reflects community aspirations for their children.				
ACSF Descriptors		Performance Target		Strategies to achieve target		Evidence Target Met		Timeline / Funding			
4.3 Staff work with Aboriginal students, their parents and families to establish shared expectations and responsibility for attendance and behaviour.	4.3.3 Common student attendance and engagement approaches are embedded across all campuses.		<ul style="list-style-type: none"> • Campus timetables have common session times. • Accurate attendance overseen by campus principal. • Communication with caregivers related to attendance or behaviour is recorded in principal diary and/or SIS • NLS behaviour policy is adhered to by all staff and shared with caregivers. • NLS Attendance Plan is adhered to by all staff and shared with caregivers. 		<ul style="list-style-type: none"> • Collated, common timetables • Record sheets and SIS records related to family contact and information received. • Record of school's behaviour and attendance approach being shared with caregivers. • Attendance actions recorded on SIS for individual students. 						
	4.3. Common student behaviour and engagement strategies are in place across campuses		<ul style="list-style-type: none"> • De-escalation and trauma training for all staff. • CMS and ISE training for all staff • Marzano's approach to student engagement adopted. • Student awards that align with NLS behaviour expectations. 		<ul style="list-style-type: none"> • Record of staff training • Professional learning or access to materials on; Low Key Skills (CMS) Safety & Accountability (CMS) Marzano theory of engagement Mind Up Trauma-informed practice 		<ul style="list-style-type: none"> • Cost of PL or ICT infrastructure required to access remotely. 				
NLS Priorities Addressed											
1	2	3	4	5	6						

ACSF Descriptors		Performance Target		Strategies to achieve target		Evidence Target Met		Timeline / Funding			
4.4 Staff establish a supportive and safe learning environment for Aboriginal students.	4.4.1 * Staff trained to respond to and plan effectively for students with special needs, including trauma-based behaviours.		<ul style="list-style-type: none"> • Strength-based, restorative approach for responding to student behaviour promoted. • Mind Up Social Emotional curriculum • Trauma-informed practices and PL 		<ul style="list-style-type: none"> • Coaches identified and PL provided. • Mind Up PL and school implementation • NLS Wellbeing team data related to campus support and case management. 						
	4.4.2 Clear NLS and campus protocols in place to prevent and respond to incidents and unsafe practices.		<ul style="list-style-type: none"> • OSH Representatives • PL for NLS leadership related to OINS and Emergency and Critical Incident management. • Mandatory child-protection PL • Response kits for each campus • Compliance with DoE policy 		<ul style="list-style-type: none"> • OSH Rep on staff • Undertake OSH induction of new staff. • Mandated DoE PL undertaken by all staff. • Code of Conduct record of all staff. 		<ul style="list-style-type: none"> • ongoing • OSH Induction • DoE PL record • Code of Conduct record of staff every year 				
NLS Priorities Addressed											
1	2	3	4	5	6						

5.0 RESOURCES							Schools target resourcing to optimise the education outcomes for Aboriginal students.				
ACSF Descriptors		Performance Target		Strategies to achieve target			Evidence Target Met		Timeline / Funding		
5.1	Staff acknowledge and value the expertise of Aboriginal staff.	5.1.1	Yarnangu staff are trained and have leadership over specific components of NLS curriculum and student engagement approaches.	<ul style="list-style-type: none"> Yarnangu staff lead learning related to Integrated Curriculum 'Yarnangu Connections'. Specific and trained roles in Letters and Sounds, Mind Up and other classroom and campus routines. Campus development days allocate time to teacher/Yarnangu teacher planning. Weekly time allocation to shared planning 	<ul style="list-style-type: none"> Record of Yarnangu staff involvement in curriculum facilitation. Training for Yarnangu staff undertaken for range of NLS approaches. 	<ul style="list-style-type: none"> Each term 					
		5.1.2	Yarnangu staff are recognised for their contribution to the school.	<ul style="list-style-type: none"> Yarnangu Staff Workforce Development Plan. Led by Yarnangu Training Coordinator. Career pathway identified for individual Yarnangu teachers and milestones acknowledged. Staff acknowledgements are part of campus and NLS Connect notices. 	<ul style="list-style-type: none"> Workforce Development Plan Career pathways recorded and filed for Yarnangu staff Awards and acknowledgements of positive staff actions or leadership. 	<ul style="list-style-type: none"> Workforce Plan June 2023 					
NLS Priorities Addressed											
1	2	3	4	5	6						
5.2		School leaders allocate staff to support the learning needs of individual Aboriginal students.		5.2.1	Support provided to meet the needs of students with learning difficulties and disabilities	<ul style="list-style-type: none"> SEN Disability / Sensory / Behavioural staff engaged as required. Referral from campus principal to SSEN/School Psych or Student Services team. National Consistent Collection of Disability Data (NCCDD) implementation. SEN Plans reflect student needs 	<ul style="list-style-type: none"> SEN visits based on teacher referral forms. NCCDD data collection completed. SEN plans are accurate and reviewed each term. 	<ul style="list-style-type: none"> SEN at least once per semester. NCCDD annually. SEN planning each term. 			
				5.2.3	Specialised staff engaged to address specific learning needs and interests of students.	<ul style="list-style-type: none"> Recruitment of support / relief teachers to promote and support NLS approaches. Yarnangu Training Coordinator Secondary support teacher to collaborate with pathways and LTL experiences. 	<ul style="list-style-type: none"> 2 FTE teacher positions maintained 1 FTE Yarnangu training coordinator recruited Specialist teachers recruited BPE mentors and internships recorded for students 	<ul style="list-style-type: none"> 3 FTE Support 1 FTE Yarnangu trainer Specialist teachers as required. Mentors and internships register 			
NLS Priorities Addressed											
1	2	3	4	5	6						

5.0 RESOURCES							Schools target resourcing to optimise the education outcomes for Aboriginal students.				
ACSF Descriptors		Performance Target		Strategies to achieve target			Evidence Target Met		Timeline / Funding		
5.3 School leaders target the learning needs of individual Aboriginal students when allocating financial resources.		5.3.1 NLS and Campus leadership plan for improved student outcomes, based on data and identified needs.		<ul style="list-style-type: none"> Purchasing decisions are based on identified areas of need, indicated in student achievement data and learning needs. Classrooms are resourced with base allocation of effective, proven resources. Classroom resource guideline to be drafted. Principals manage EA and support staff allocations in accordance with campus needs. 			<ul style="list-style-type: none"> Principals manage campus cost centres in accordance with identified student needs. NLS Classroom Resource Guidelines The whole leadership team is on the NLS finance committee. 		<ul style="list-style-type: none"> Budget projections and spending each term. 		
NLS Priorities Addressed											
1	2	3	4	5	6						

ACSF Descriptors		Performance Target		Strategies to achieve target			Evidence Target Met		Timeline / Funding		
5.4 Staff use culturally appropriate education resources to strengthen Aboriginal student engagement and learning.		5.4.1 Staff source or design resources linked to local culture, or are culturally safe and inclusive from other sources, for inclusion in teaching and learning programs.		<ul style="list-style-type: none"> Have a register of identified academic or teaching resources for classroom use. Connect. Language Activity Cards used to supplement introduction to SAE Teacher-created culturally appropriate resources related to curriculum focus Student created texts and resources to share. Resources printed in local language available in every class. Determine appropriateness of internet-based or 'mainstream' targeted teaching resources in relation to literacy level, content, cultural safety, links to student knowledge and understandings. Create films, recordings and visual resources related to student context and NLS curriculum. 			<ul style="list-style-type: none"> Identified resources available at every campus and in NLS office. Language Activity Cards available in every ECE and Primary classroom. Resources indicated on teacher planning and in principal/teacher conversations. Teacher resources shared on Connect (endorsed by Teaching and Learning Coordinator or Phase of Learning Leader) Archive of multi-modal resources related to scope of NLS curriculum. 		<ul style="list-style-type: none"> Language Activity Cards reprinting. Commissioning of films or recordings 		
NLS Priorities Addressed											
1	2	3	4	5	6						