

# Ngaanyatjarra Lands School



## Strategic 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.

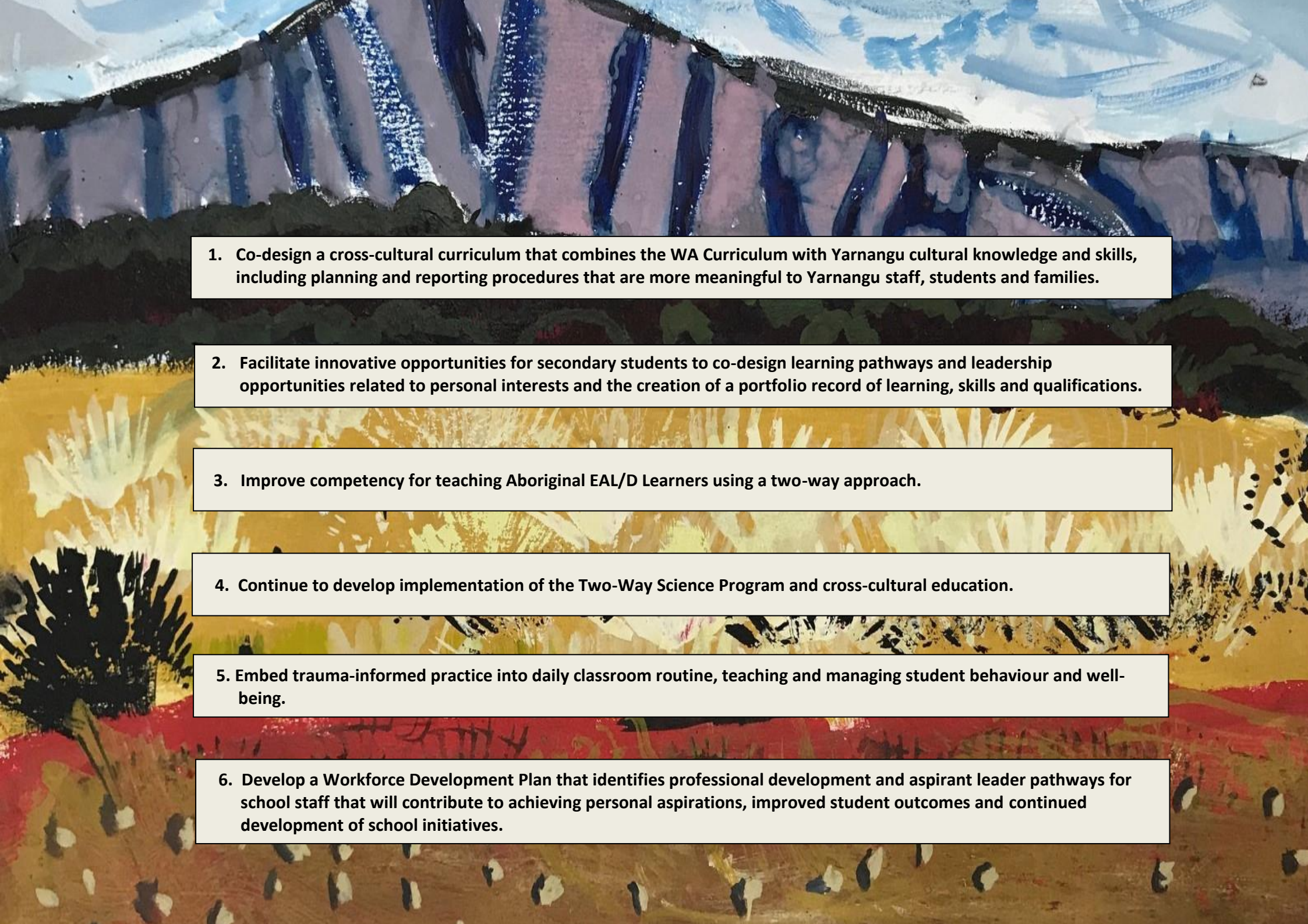
Yarnangu will contribute to decisions about what is taught in our school.

## 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.



**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 qualifications.**

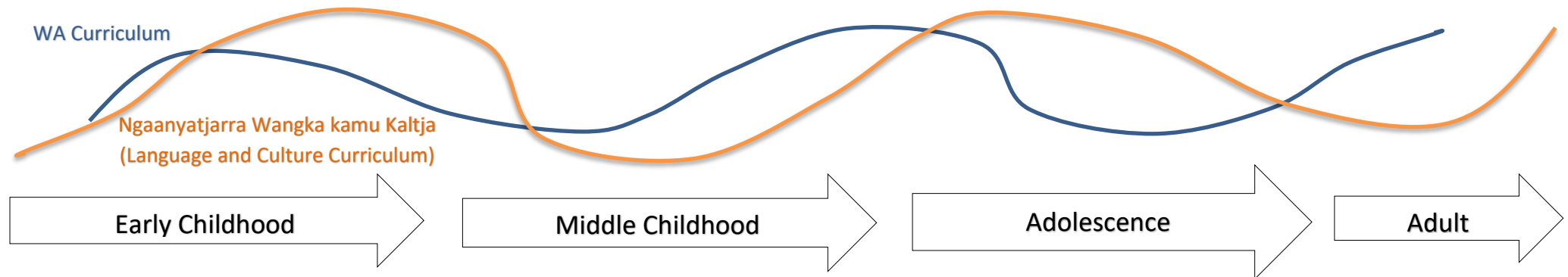
**3. Improve competency for teaching Aboriginal EAL/D Learners using a two-way approach.**

**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.**

**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 students and families.**



### Strategies

1. Facilitate co-design workshops that focus on creating a cross-cultural understanding of children and young people at the different stages of growth. Determine similarities and differences in child-rearing practices and expectations of children for Yarnangu and non-Yarnangu people.  
  
Forums for consultation include; Yarnangu educators / Phase of Learning Teams / Leadership Team / Senior Yarnangu advisors / Families
2. Review and update the Ngaanyatjarra Language and Culture Curriculum (Kral, Ellis, Ward 2002) to include any additional information that is appropriate for childrens' learning and can be shared at school or On-Country excursions.
3. Within the Phases of Learning (ECE, Primary, Secondary) determine NLS benchmarks for student achievement and content to be covered. Access the NLS Student Achievement Data and other sources to determine appropriate student benchmark targets in EALD Listening/Speaking/Reading/Writing, Maths, Science, HASS, Health & PE, Digital Technologies and The Arts.
4. Create profiles for students within each phase of learning that will outline the learning and experiences students will cover with accompanying checklists that can lead into effective feedback for students and reporting to parents.



## Priority 2.

**Facilitate innovative opportunities for secondary students to co-design learning pathways related to personal interests and the creation of a portfolio record of learning, skills and qualifications.**



## Strategies

1. All secondary staff complete Big Picture Education professional learning; Foundation course, mentorship with BPLA consultant and other PL as available, as per the NLS/BPLA Service Agreement.
2. Through accountability to the NLS Strategic Plan, Campus Operational Plans and teacher performance development the structures of the Big Picture approach are evident in secondary teacher planning, student learning plans, recording mechanisms - student and teacher narratives, Leaving to Learn records, project work and student exhibitions. Campus principals maintain a record of secondary students engagement against the BPE Distinguishes.
3. School funds are allocated for learning pathways and secondary programs to be accessed for facilitating student interest projects, connection between students with similar interests, incursions (In-Residence expertise), excursions and required materials. Senior secondary camp to be undertaken each year with a focus on experiences connected to personal interests and exposure to possible training and employment pathways.
4. Continued engagement of an additional secondary teacher to support Secondary Pathways
5. Continued short-term engagement and connection with specialised teachers or experts in relation to identified student interests and pathways.
6. Principals, secondary teachers, support staff, mentors and community members to seek opportunities for students to increase their exposure to new interests, develop current interests, communicate with experts, professionals and others with like interests within the Lands, regionally, WA, nationally and worldwide. Creative and entrepreneurial mindset required to move students from communal activities to deep connection with personal interest projects.

### Priority 3.

#### Improve competency for teaching Aboriginal EALD Learners using a two-way approach.



Capability Framework

Teaching Aboriginal and  
Torres Strait Islander EAL/D learners

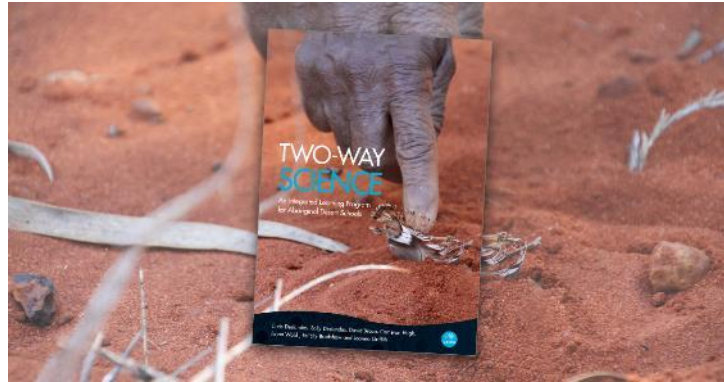
The Capability Framework supports implementation of the Australian Professional Standards for Teachers

#### Strategies

1. All teachers and principals receive the resource and professional learning related to the Capability Framework: Teaching Aboriginal and Torres Strait Islander EAL/D Learners.
2. All teachers and principals have access to endorsed EALD teaching resources and strategies for improved capability.
3. Continue curriculum development and professional learning support from EAL/D Specialist Teacher - Dorothy O'Reily
  - Provide support documents and guides for using the EALD Progress Maps for planning and assessment, linked to SEN Planning.
  - Develop resources and identify strategies/resources that provide examples of sound EALD teaching and learning.
  - Identify EALD pedagogy expertise and effective two-way teaching teams towards establishing in-school mentoring and work shadowing.
4. Provide AIEO (Yarnangu Educators) with professional learning around the AIEO Handbook and role description, as well as strategies for contributing to two-way teaching and learning in the classroom.

## Priority 4.

### Continue to develop implementation of the Two-Way Science Program and cross-cultural education.



## Strategies

1. Teachers and principals continue to engage Yarnangu staff and community members to collaboratively plan and implement two-way science learning every term. Link to the NLS Integrated Curriculum overview related to the phases of learning – ECE, Primary and Secondary. Campus Principals to lead and contribute to the planning, teaching and evaluating process outlined in the CSIRO Two Way Science resource.
2. School funding allocated for resources required for undertaking school-based and on-Country bush excursions to conduct two-way science learning.
3. Engage senior Yarnangu people to participate in face to face teaching as well as contributing to the school's ongoing development of resources and curriculum development.
4. Ensure Yarnangu advisors are aware of school processes around engaging and recompensing cultural advisors. Principals to indicate in planning the Yarnangu cultural advisors who are the appropriate traditional custodians that have agreed to partake in planning, teaching and possible follow up. Payment will be undertaken through the Payment by Supply process.
5. Continue to liaise with David Broun, Principal Consultant, Teaching and Learning and the Teacher Development School consultants at Statewide Services in regards to our role as a Lead School in the Two-Way Science Initiative.
6. Engage with Two-Way Science leadership to support induction, professional learning and development of approach across all campuses.
7. Create opportunities and resources for improving school staff knowledge of Yarnangu ways of learning, the significance of Tjukurrpa, cultural practice and language.

## Priority 5.

### Embed trauma-informed practice into daily classroom routine and learning.



#### Strategies:

1. *Trauma Responsive Practice in Education* online training is completed by all staff.
2. *MindUp* professional learning undertaken by all staff, all classrooms have the relevant *MindUp* resources.
3. Team Teach De-escalation training, strategies and skills are provided for all staff.
4. Establish a Student Services team (Yarnangu/non-Yarnangu) to support student well-being.
5. Student Services team to work with School Psychology service to provide case-management, teacher support and professional learning in relation to behaviour management, addressing disability and inclusion, in line with trauma-informed practices and understandings.
6. Yarnangu staff integrally involved in the development of culturally and contextually relevant resources related to student well-being.
7. Continued support for complex case management through a wrap-around approach.
8. Trauma-informed practice and explicit learning is evident in school, campus and classroom planning.



## Priority 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.**



### Strategies

1. Revise the AIEO Handbook (DoE) to create both a classroom teacher and AIEO outline of the fundamental roles included in the AIEO role. From this develop clear outlines for progression from a beginning AIEO to an experienced and lead AIEO.
2. Continue to develop the NLS Professional Learning Outline that includes all mandated teaching and assessment approaches.
3. Offer individual coaching for current and aspirant leaders.
4. Continue to provide leadership development opportunities for teachers, campus principals, level 3 coordinators and business office staff.
5. Invite expressions of interest to form working groups to focus on developing aspects of the NLS Strategic and Operational plans.



Cover Artwork: *Desert Education Story* (2022) Daisy Tjuparntjarri Ward.

Back Artwork: Photo of table-top in NLS Warakurna office – *Map of the Lands* (2017) Daisy Tjuparntjarri Ward