



Ngaanyatjarra Lands School Annual Report 2023

CONTEXT

The Ngaanyatjarra Lands School (NLS) is a multi-campus K-12 school catering for students from eight communities that form part of the Western Desert Cultural Bloc. The Ngaanyatjarra, Pitjantjatjara and Pintupi people maintain a rich cultural heritage that is based on a close connection with the Land and supported by an adherence to the Dreaming (*tjukurrpa*), traditional law and kinship patterns.

The Ngaanyatjarra Lands are situated in the east of Western Australia comprising some 250,000 sq. km. (slightly larger than the size of Victoria) stretching from the tri-state border with South Australia and the Northern Territory. Approximately 2,000 Aboriginal people live in eleven communities that comprise the 'Ngaanyatjarra Lands'.

The predominant languages spoken are Ngaanyatjarra, Pitjantjatjara and Pintupi/Luritja, though several other dialects and languages are spoken within families. Learning in English and through a curriculum based on mainstream Australian content can represent a significant challenge for students and as a result the school has a considerable focus on developing effective approaches for teaching Aboriginal EAL/D (English as an Additional Language/Dialect) learners. Effective two-way teaching and learning is complex and requires a shared ethos and commitment to providing access for our students to both Western curriculum and traditional knowledge, provided by both local community or family members as well as Ngaanyatjarra Lands School educators.

School staff who are local to the communities use either Yarnangu (Ngaanyatjarra) or Anangu (Pitjantjatjara, Luritja and Pintupi) as the collective noun for people of that language or country. For the purposes of this report local Aboriginal staff or community members will be referred to as Yarnangu. It should also be noted that the school also has staff from other Aboriginal nations.

The Ngaanyatjarra Lands School is unique in the WA government school system. It encompasses eight campuses which were formerly autonomous remote community schools. We have campuses in the communities of; Papulankutja (Blackstone), Mantamaru (Jameson), Tjukurla, Kiwirrkurra, Milyirtjarra (Warburton), Wanarn, Warakurna and Irrunytju (Wingellina). During 2023 our Tjukurla campus was not operating as, for a range of cultural and family reasons, families were in other places and not residing in Tjukurla. A continuing dialogue is however being held with Tjukurla families and community members to reassure people that the school will be operational again when the families return and staff are recruited. Lizzie Ellis, Cultural Curriculum Coordinator, has been leading this and providing a range of outreach activities when there are students situated in the community.

Prior to 2007 and the school becoming federated into a network, our schools operated as stand-alone remote community schools. Following an agreement between the Ngaanyatjarra Council and the WA Department of Education the Ngaanyatjarra Lands School was established. The intention was to

develop a shared strategic framework for the widely dispersed campuses, create efficiencies from economies of scale and address the inevitable peaks and troughs that occurred with the changeover of principals and teaching staff. We aim to provide our students and their families continuity across the campuses in relation to their learning programs, expectations around how the school will support students and manage behaviour and build familiar ways in which families can engage with the school. The school has a common approach to curriculum that is based on two-way learning (Western and Yarnangu curriculum) whereby there is a curriculum focus each term with associated teaching and learning overviews provided for each phase of learning (early childhood, primary and secondary) This has provided a consistent platform for cumulative learning for our students and collaboration for our teachers.

The ICSEA of 619 (currently under review) is the lowest in the government school system – and many students lack the essentials which mainstream students would take for granted. Although a form of Western education has existed in the Lands since the beginning of Western contact in Warburton in the 1930's the imperatives of cultural and family life often take precedence over or impede regular school attendance. The school continues to strongly advocate for and seek to participate in collaborations with other agencies to work towards improvements in the provision of early childhood services and the provision of appropriate and adequate services for youth, including pathways to training and work.

Since 2018 the school has adopted the Aboriginal Cultural Standards Framework (ACSF) as the lens through which all school planning and direction is organised. Regular reflection is undertaken by principals, teachers and Aboriginal school staff about the progress, or otherwise, against the standards and there exists a collectively held intention to continue to develop as a culturally responsive school that champions leadership and building the agency of Yarnangu people.

As a collective leadership group – Executive Principal, Deputy Exec Principals (2) and Campus Principals - the task of reworking the NLS strategic plan and localised campus operational plans to align with the ACSF was achieved and has continued to develop. Ongoing Yarnangu consultation and staff professional learning and engagement with the ACSF remains a complex task with our geographically dispersed school sites, however the schools' approach has developed to embed a range of measures that allow for continued focus and growth by school staff and community members alike. It has been exciting and rigorous work that has been recognised as breaking new ground in the state. As this is our lens for school reflection and planning, the various aspects of the ACSF will serve as headings for identified school priorities in this report.

Challenges to fill all teaching and leadership positions presented additional pressure on staff and classes, however the network structure of our school allows for flexibility to prioritise deployment of staff. At times, the school has required up to 15 teaching or principal positions to be filled and this often required the NLS executive team and program coordinators to undertake teaching and other roles on campuses.

With the depth of Yarnangu, teaching and leadership experience inherent across our staff group the school has been able to maintain a focus on student well-being and learning across 2023, despite significant challenge.

1.0 PROGRESS AGAINST IDENTIFIED PRIORITIES

1.1 *Relationships: Fostering positive participation, communication and interaction between staff, Aboriginal students, their families and the local community.*

Strategies for sharing information about the school and individual campuses were developed with a view to having well-informed stakeholders contributing to school decision making and discussions about students.

- NLS and campus Facebook pages continue to be an excellent platform for sharing positive news about school events and the ways in which Yarnangu educators and students are being engaged or are leading within their campuses.
- Campuses hold community open days, that allowed for student exhibition of work and family interaction with school staff – at least once per term. Focus in on sharing student work and ways in which families can participate in the school.
- A whole school yearbook has been maintained and provided to each family that is highly visual and informative about the purpose and outcome of effective engagement at school. The 2023 yearbook was testament to the significant amount of family and two-way education that occurred throughout the year.

Community involvement in whole school and campus decision making and initiatives.

- Campus council meetings and other forums for community input were planned and facilitated in consideration of the cultural context and effective strategies for sharing of ideas and information.
- Yarnangu staff forums that allow for discussion with Principals and the opportunity to provide insight and engagement with campus/school-wide issues or directions.
- The Two-Way Science initiative inherently allows for community involvement in the teaching and learning directions of the school. All learning in this model begins with a ‘bush planner meeting’ whereby community people gather with school staff to lead a brainstorm around what activity is present on-country for the term ahead. This is in relation to weather, plants, animals and water sources. The school’s engagement with community members, particularly senior people, has been consolidated over the past few years to allow for deeper relationships with the school and more opportunity for conversation around other school matters.
- As indicated in the NLS Operational Plan, NLS Executive and campus principals keep record of instances where collaboration with families, community members or other agencies is sought or participated in. An agreement within the leadership team that a range of families and agencies be involved in conversations and consultation and an undertaking that Yarnangu suggestions or contributions be acted upon and followed up – allow for agency and leadership of Yarnangu where possible. An impact of a significant turnover of leadership staff across the school, including the Executive Principal, has meant 2023 has been focussed on re-establishing a cohesive and engaged leadership group. It has required support from the experienced NLS exec team to support campus principals to build their relationships with community agencies and families to maintain the goodwill and collaboration that existed.

Establish or maintain agreements with governing bodies and agencies within the Ngaanyatjarra Lands to progress school and common goals.

- Principals and teachers work hard to establish good connections with community agencies to facilitate students engaging in work shadowing, work experience and potentially employment

pathways. During 2023 there have been students engaged with the Community Development Program, ranger groups and NPY women's council.

- Ngaanyatjarra Media provides an opportunity for student involvement in radio and film and over the year training for the students and collaborations between the school and the Ng Media admin have been consolidated.
- Ngaanyatjarra Pitjantjara Yankunytjatjara (NPY) Women's Council have worked with the school across initiatives related to child nutrition and playgroup, leadership training and a project focussed on well-being and meditation.
- A range of activities have been undertaken with different ranger groups, both on-country and on campuses.
- Extensive collaboration has occurred in the past, led by the school, in Warburton with Shire of Ngaanyatjarraku, WA Police, Ngaanyatjarra Council and Warburton community to establish holiday programs to reduce the incidence of security being breached at staff housing and the school. This has continued, however 2023 saw an increase in the number of incidents involving school property. . A joint initiative evolved to include the placement of security personnel in Warburton throughout both the school term and breaks. This initiative involved extensive cooperation with local agencies in Warburton and resulted in a significant reduction in reportable incidents.

Leadership opportunities provided for students, family and community members.

- Student leadership roles established at several campuses, including school and class captains and councillors. Encouraging representation of other students and student voice in campus operations and developing skills in leadership, team-work and public speaking.
- Yarnangu staff are strongly supported by a full-time Yarnangu Staff Training Coordinator in what has developed into an important and proactive forum for Yarnangu staff to develop skills and confidence to have input into development of their own roles and how we can better support non-Yarnangu school staff to develop sound two-way teaching teams. Whilst this position was unfilled for parts of the year due to redeployment of the coordinator into a campus due to staffing challenges, the role was maintained by the Curriculum Coordinator and Cultural Curriculum Coordinator. The ultimate goal is to develop leadership and aspirations of the yarnangu staff,

Staff broaden their knowledge and improve practices in Aboriginal education. School staff routinely participate in activities that build cultural, linguistic and historical understanding.

- Ngaanyatjarra Lands School is a Lead School in the DoE Two-Way Science Initiative. This role continues to develop school processes and curriculum direction being centred around this approach. Whilst the school has had an integrated curriculum approach for some years that requires teaching programs to be based on the Ngaanyatjarra Language and Culture Curriculum, the Two-Way Science program certainly has provided a clear outline for how this can be approached. The nature of two-way and on-Country learning inherently requires non-Yarnangu staff to take on a cooperative, supportive role and one of learner. Overwhelmingly, staff members involved with the on-country learning have commented on how much is learnt about their students out of the classroom context, the strengths and skills of their students and their family members involved in the education and the knowledge held by Yarnangu people around land, language, cultural and family connection, protocols and a range of other incidental and planned learning. The school needs to maintain focus on all campus/community teams building their expertise of the two-way science approach.
- Whole staff involvement in community events, including; music, sport, community and council meetings, cultural events and celebrations.

- School supported all non-yarnangu staff to learn Ngaanyatjarra and Pitjantjatjara languages In the past this has also occurred for Kiwirrkurra staff to access Luritja language training opportunities.
- School staff are informed of and maintain strict adherence to movement restrictions and personal actions in relation to cultural business.
- Yarnangu staff are centrally involved in planning and facilitating cultural and historical learning.
- Yarnangu staff initiated and lead embedding language and culture in the integrated curriculum approach, as well as specific projects such as school Dust up celebrations, NAIDOC and other significant Aboriginal celebrations.

1.2 Leadership: *School has leaders who develop and sustain an individual and school-wide focus on improving education outcomes for Aboriginal students.*

A clear vision for the teaching and learning of Aboriginal students is developed by school leadership.

- The Aboriginal Cultural Standards Framework used as the framework for all school planning documents.
- The *Ngaanyatjarra Lands School Strategic Plan 2019 - 2022* was revised with input from campus leadership, teaching groups, Yarnangu and non-yarnangu staff members resulting in an updated school plan in the form of a combined Strategic and Operational Plan for the years 2023 to 2025.
- The Curriculum Coordinator reviewed the school's teaching and learning documents, resources, and professional learning needs. A range of resources and strategies were used to ensure all teaching staff and campus principals were equipped and knowledgeable about the school's approach. There was a clear intent to ensure the NLS curriculum approach was understood, resourced and supported to be implemented.
- Cross-cultural teaching and learning is a clear mandate of the school and this is modelled by collaborations between the Cultural Curriculum Coordinator, Curriculum Coordinator and the leadership team.
- Common values and behaviour management approaches were reviewed to include mindfulness and well-being practices. Yarnangu staff involved in leading discussions around creation common BM approaches.

Build staff capacity for effective teaching of Aboriginal students.

- Continued funding of a full-time program coordinator position to support development of Yarnangu staff.
- Professional learning provided for school mandated teaching and learning approaches.
- Executive and campus principals attended all PL provided to the teaching teams to maintain effective instructional leadership.
- Strong focus by the Executive Principal on teacher and principal performance development in line with the Aboriginal Cultural Standards Framework, Capability Framework for Teachers of Aboriginal learners of SAE, AITSL standards for teachers and principals.
- Mandated teacher/principal meetings scheduled each term to focus on student achievement – not teacher performance management but rather about teacher observations around student wellbeing and learning.
- Ongoing professional learning and engagement with the Two-Way Science initiative saw a strengthening of co-teaching of Aboriginal students and effective engagement with traditional owners or Yarnangu people leading the learning.

- Engagement of a Ngaanyatjarra speaking linguist to provide training for both Yarnangu and non-Yarnangu staff in speaking, reading and writing.

School leaders support innovation and change in Aboriginal education.

- Succession and handover planning reviewed and formalised All school policies and resources were made available in 'teacher kits' in response to turnover of staff and maintaining the momentum of learning programs for students.
- Continued engagement with Warnpurru Aboriginal Corporation to establish a cultural learning place in Patjarr Community and the Pila Nature Reserve – Ngurra Pilangka Initiative. Students will have the opportunity to be taught by senior men and women across a range of cultural practices and traditional knowledges. Non-yarnangu staff will provide support roles and also can strengthen their understanding of Yarnangu approaches and knowledge. 2023 was a time for exploration of the possibilities in relation to resources, facilities and growing the understanding and purpose between all involved.
- Held WebEx 'live chat' sessions where a range of school staff facilitated an opportunity for prospective staff to learn about the school in general, our approach to teaching and learning, and to give participants an opportunity to ask questions about living remote and working at the school.
- The significant challenge of recruiting full-time and relief teaching staff meant that most campuses were focussed on maintaining core business and increasingly required to adopt alternative approaches (combining classes for example) to meet student needs. Much of the teaching relief was provided by Flying Squad teachers on fixed term, usually five-week or term placements, and therefore strategies were developed to support the frequent turnover of teachers in relation to cultural and school/campus inductions. Campus Principals were required to strongly support the teaching and support team, sometimes as an incoming principal themselves.

School leaders demonstrate transparency and accountability to Aboriginal students, their parents and families.

- Individualised planning for every NLS secondary student that involves parent awareness and endorsement.
- Big Picture in Education approach to secondary education encompasses several strategies for family involvement in setting directions and student exhibition of learning journey over the term.
- Ongoing review of effective reporting to parents outside of mandated DoE RTP processes. All students have a SEN plan and report. Frequent open days and teacher-parent opportunities to share successes and concerns.
- Weekly NLS leadership team WebEx meetings were maintained for collaboration and response to cross-school initiatives.

1.3 Teaching: School has high expectations for Aboriginal students and teach in ways that enable them to better reach their full educational potential.

Teachers plan for and implement effective teaching practices.

- Mandated NLS curriculum and student engagement approaches are embedded in teacher planning documents.
 - EALD focus for teaching and learning, with associated teacher support and resources.
 - Integrated curriculum approach based on a three-year cumulative curriculum cycle divided into ECE, Primary and Secondary phases.
 - Early Years Learning Framework
 - Two-Way Science

- Letters and Sounds Synthetic Phonics program
- First Steps maths
- Big Picture Education approach for secondary classes
- Mind Up / Wellbeing approach.
- Breathe Blow Cough Wash Chew and Clean Faces Clean Eyes
- A well-being team was established with a Student Services Coordinator working alongside a Yarnangu counterpart to better address school-wide behaviour and wellbeing initiatives.
- A full-time School Psychologist was employed and based in Warburton to provide both student and teacher support across the campuses.
- Curriculum documents and teacher resources developed to further support instructional leadership by principals and classroom practices for teachers. Continued on-the-ground support for teachers and principals from the Curriculum Coordinators and NLS admin team.
- Continued development of professional learning teams, organised in ECE, primary and secondary phases of learning. Provision to collaborate by WebEx and whole school meetings each term.
- Teachers and AIEOs expected to collaborate around curriculum focus and Yarnangu educators to lead the two-way learning on-country discussions and engagement with Traditional Owners.
- SEN plan learning objectives for all students reviewed by school curriculum development personnel to provide scope and sequence across learning areas and access to informative data.
- Health Curriculum created through collaboration and implemented with support for teaching teams.
- Big Picture education approach continued to be consolidated across most secondary classes. Supported by BPEA coach.
- Explicit, gradual release teaching model indicated as preferred model for lesson delivery to ensure the range of student capacity is identified and addressed.
- Professional learning provided in both group and individualised ways, with feedback provided to individual teachers and campus principals.

Teachers assess, provide feedback and report on the progress of students.

- Student Information Files were reviewed, and processes consolidated with principals and available for incoming staff.
- Schedule for whole school student achievement data collection across the year and learning areas.
- The student data 'dashboard' and comprehensive student achievement database was completed and available to teaching and leadership staff. This includes several years of student achievement data and an intention to include a range of other student data that will provide teachers, students and their families with more fine-grained and useful data for school and individual target setting. At present, standard student achievement data generated through the range of system-wide assessments does not provide effective data for our EALD, Aboriginal learners. We therefore need to develop accurate and valid data to inform teacher considerations and meeting the needs of our students.
- Open days and 'open door' policy on campuses to create opportunities for families to engage in communication around student progress or otherwise. Often these conversations occur outside of the school environment when principals, teacher or AIEOs are communicating with family members one-on-one in the community.
- Embedded student tracking and feedback strategies built into required teacher practice.
- Termly principal-teacher discussion on student achievement.

1.4 Learning Environment: School builds an environment that is welcoming for children and reflects community aspirations for their children.

Students are supported to feel a sense of belonging and connection to school. School facilities reflect a welcoming environment that reflects the local community and culture.

- Home languages encouraged and supported through training of Aboriginal Language Teachers training.
- Process refined and consolidated about engagement of Traditional Owners to undertake cultural education - campus and teacher planning expected to include intended and planned collaboration with Yarnangu people.
- Mechanism for engaging and paying for Yarnangu cultural liaison, education and stewardship established.
- Secondary student exhibitions and learning plans that indicate students have been able to identify and follow interest-based learning programs are mandated as part of the secondary approach.
- NLS and campus identity is highlighted through student and staff uniforms, school signage and publications. Continued work on murals and Tjukurrpa-based projects.
- Community access to school facilities outside of school term for holiday programs and outside agency initiatives.
- Increased employment of Yarnangu staff to provide personal and language support as required.

Staff work with students and their families to establish shared expectations and responsibility for attendance and behaviour.

- Common student attendance and engagement approaches are embedded across all campuses. This is published and shared with families and community people.
- CMS training was run for all staff, attended by all leadership staff as well.
- Common timetables, including session times, in place across all campuses to allow for familiarity for families.
- Attendance collated and managed centrally through SIS in our Kalgoorlie Business office. School staff maintain close and frequent connection with families in order to establish the movement of students and identify potential areas of support for families and students.
- Regular communication with family around behaviour or attendance issues that include restorative and accountability measures. This occurs both on campus, at homes and other community places.
- Case management of individuals and support for identified families when required.
- Invitations to family members to attend assemblies or opportunities to learn about school approach to behaviour management and acknowledgement of effort and achievement.
- Establishment of student leadership groups on campus, families encouraged to participate in celebrating and recognising student potential and leadership in the school setting.
- Informed and experienced staff to lead and facilitate effective strategies for addressing challenging student behaviour that looks to build the capacity of individuals to manage their own responses more appropriately – Yarnangu staff and community members inputting into proposed approaches to behaviour management and student engagement.
- Role models and mentorship opportunities amongst the student body.

Staff establish a safe and supportive learning environment

- Discussions with all staff around what 'cultural safety' means and how we can develop and maintain culturally safe classrooms and school environments.
- Strength-based, restorative approach for responding to student behaviour promoted and supported through PL.
- Support and emergency processes in place on all campuses to deal with school-based and community issues that may impact on student or staff safety.

- Communication protocols and infrastructure established to address issue of power and mobile phone accessibility.
- Ongoing capital and minor works program to ensure ongoing development and upkeep of school facilities.
- The establishment of a student services team occurred in 2023. A Student Services Coordinator and AIEO work closely with the school psychologist, campus staff and external providers to provide a more cohesive approach for supporting student needs.

1.5 Resources: School targets resourcing to optimise the education outcomes for students.

The strengths and expertise of Yarnangu staff are acknowledged and valued.

- Yarnangu staff have engaged with the opportunity to lead the teaching and learning conversations around the curriculum focus each term and to contextualise the learning.
- Improved process for engaging and paying community staff for on-country or cultural learning liaison.
- Maintained employment of fulltime yarnangu training coordinator to support a range of individualised training options to continue to build on strengths and aspirations of local staff.

Staff is allocated to support the learning needs of individual students

- In response to staffing requirements, two EAs and an AIEO were supported to get Limited Authority to Teach registrations and take on their own classes. These staff were supported by campus and NLS admin.
- The ongoing consolidation of the Big Picture approach inherently addresses the individual interests and aptitudes of secondary students. The strengths of teachers and other school staff is also brought to the fore when seeking exposure and experiences for their students.

Engagement of SSEN – Behaviour and Engagement, Sensory and Disability as required. The learning of students is targeted with the allocation of financial resources

- Purchasing decisions are targeted against identified approaches and resources across all campuses. The school ethos to provide our staff and students with high quality resources and ICT connectivity to allow for equity of access and opportunity for our students.
- Engagement of a panel integrator and team, with their own plane, to minimise the time ICT issues affect school operations and student learning.
- Centralised purchasing of all campuses through our Kalgoorlie Business Office allows for economy of scale and that all campuses have access to resources and equipment necessary for learning programs.
- Each campus operates cost centres linked directly to curriculum and student needs according to their site and context. All campus principals and NLS admin form the finance committee.

Culturally appropriate education resources are utilised to strengthen engagement and learning.

- A range of resources were created throughout 2023 in relation to two-way learning, including films and associated teacher resources.

Honey Ant Readers outlined as preferred resource to use across all year levels as a culturally appropriate resource that highlights desert Aboriginal family context in all readers. School engages with the creator of the HAR to facilitate opportunities for students and staff to participate in creation of texts. Senior Yarnangu advisor in the school filmed reading for publication.

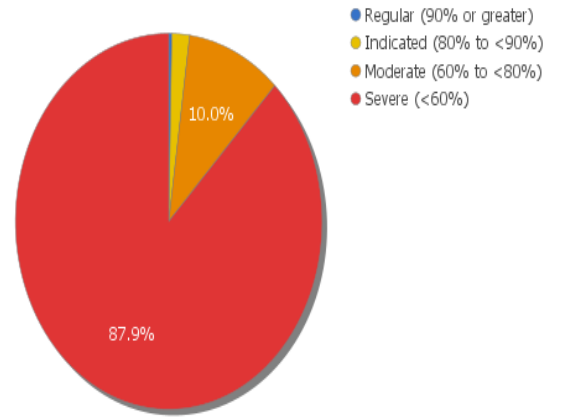
STUDENT ATTENDANCE

2023 - Semester 1 Collection (Finished for this Year/Semester)

Term View (Optional): ▼

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	41.2%		1	4	21	57%	43%
PPR	36.9%			6	18	71%	29%
Y01	33.3%			1	20	57%	44%
Y02	29.8%			6	19	63%	37%
Y03	38.9%		2	4	24	55%	45%
Y04	35.0%	1	1	3	29	55%	45%
Y05	37.6%			2	24	55%	45%
Y06	37.5%		1	5	22	43%	57%
Y07	33.7%		1	2	25	56%	44%
Y08	19.7%		1		22	41%	59%
Y09	8.4%				25	49%	51%
Y10	15.1%			2	10	42%	58%
Y11	6.2%				26	40%	60%
Y12	8.2%			1	18	61%	39%
Compulsory	27.3%	1	6	32	282	53%	48%

Attendance Profile 2023 Semester 1 Compulsory

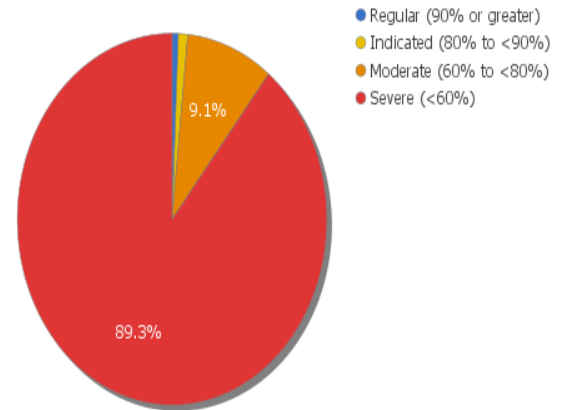


2023 - Semester 2 Collection (Finished for this Year/Semester)

Term View (Optional): ▼

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	32.3%			2	27	53%	47%
PPR	33.0%			3	17	61%	39%
Y01	37.8%	1		3	16	37%	63%
Y02	39.2%		1	4	18	49%	51%
Y03	42.7%	1		6	23	41%	59%
Y04	34.1%		1	4	31	46%	54%
Y05	38.3%		1	2	21	43%	57%
Y06	28.9%			2	25	37%	63%
Y07	25.7%			2	25	44%	56%
Y08	17.6%			1	21	31%	69%
Y09	8.4%				20	36%	64%
Y10	11.6%				12	36%	64%
Y11	5.6%				28	33%	67%
Y12	6.0%			1	18	51%	49%
Compulsory	26.2%	2	3	28	275	41%	59%

Attendance Profile 2023 Semester 2 Compulsory



2.0 STUDENT ENGAGEMENT AND ACHIEVEMENT

2.1 Engagement and Attendance

A great deal of cross-cultural understanding is still required to be developed between the school, students and their families to better address the continuing issues around engagement and attendance. There still exists lower attendance in our youngest and oldest students, with a swell in attendance evident during the middle-primary years. Given the autonomous manner in which many Aboriginal children can make their decisions with regards to their actions, including attendance at school, smaller children (especially without any pre-school formalised experiences like playgroup etc) may choose to remain with parents and older students to engage in more independent and adult pursuits, or responsibilities.

The school has not been successful with formalised parent agreements around severe non-attendance for a range of logistical and cultural reasons. School staff continue to seek information around unexplained absences and support students and families to attend, with flexibility where required.

A full-time school psychologist had been engaged at the school since 2017, however there was reduced school psychologist support since their departure. In 2023, the school was able to employ a full-time school psychologist and the school psychologist was able to work closely with teachers, principals and families to support the engagement, attendance and successful participation of students.

The school has a continuing focus on positive student engagement and improved attendance at school where school staff are required to reflect honestly on the role we play in prohibiting easy engagement of students and their families in our schools. Where obstacles created by leadership or teaching approaches are identified support is provided at a campus level to address this and improve the communication or relationship with community.

Strategic school measures

There are measures being taken at a whole school strategic planning level to address attendance, which are then reflected in individual campus Operational Plans. These include; resourcing to employ personnel to focus on attendance, regularly addressing attendance as part of leadership and whole school meetings. Community consultation and inclusion of attendance issues in NLS or campus board agendas also go across the whole school initiative.

A particular focus on student engagement and well-being has been embedded and the necessity for students to see purpose in attending school. The scope of secondary schooling opportunities has improved in order to better address student interests.

Conversations about adolescent boys attending school following cultural initiation have occurred on numerous occasions and several campuses are facilitating initiated “men” to continue to attend without the necessity to work alongside younger males or females. Whilst ‘wati rooms’ have been established it is still evident the school environment is difficult to navigate as an initiated young man. Where staff and resources are available a more flexible and off-campus approach with young men and women can be undertaken, however with very few facilities in communities to use as adult learning spaces this is limited in its effectiveness.

Understanding has also been reached about appropriate expectations of students who are attending school in the community where ‘sorry camps’ or funerals are taking place.

A range of common approaches across the school network are aimed at reducing the differences students find when attending different campuses - our data shows that some students have attended up to 6 of the campuses across one school year and that the number of students only attending one campus is quite low. Students can continue on their established learning plan, are learning the same content (common curriculum and assessment practices) and common behavioral management processes are evident. Transiency obviously poses a significant challenge for teachers and Yarnangu staff, however the common approaches have demonstrated students are more likely to attend as visitors at different campuses.

The Big Picture Education approach has been embedded in the NLS for several years now and is incrementally producing a diverse range of options for secondary students and a focus for our leadership and secondary team. We are continuing to provide professional learning for principals and teachers in the BPEA approach and work towards the mind set of creating an environment of individual learners within a community of learners. There is some challenge in establishing this approach, however the school is committed to seeking opportunities for our secondary students to become aware of and lead their learning pathway through an accountable and creative process.

Individual campus work

Principals, teachers, AIEOs and other support staff work with students and families to provide support and encouragement for students to attend. This can include staff drive-arounds during the day, gathering information about whereabouts and factors impacting on student attendance (family, cultural, school-based and other) and taking students home when sick or after kindy etc.

Meeting with individual caregivers and families to talk about attendance and the impact of disengaging from school is also undertaken by a range of staff in sensitive and open conversations, with intentions, hopefully, to identify school-based issues contributing to attendance.

Campuses have assemblies and newsletters that acknowledge improved attendance, of families as well as students. Campus Facebook pages are also popular ways of family members seeing their kids at work and actively engaged in school. A crucial factor – to make sure families are aware of what the school is doing and providing avenues for them to be involved in decision making and participating more generally in school.

Breakfast and lunch programs are run on all campuses to address issues of nutrition and poorly resourced families. Where possible, family members are involved in these programs.

3.0 ANNUAL BUDGET AND SCHOOL ACCOUNTS

School:	Ngaanyatjarra Lands School	School Year:	Dec 2023 (Verified Dec Cash)	
Region:	Goldfields Region	Aria:	15	
		Distance to Perth (km):	1438,66	
One Line Budget – Dec 2023				
		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$	1,356,793	1,356,793	-0
Carry Forward (Salary):	\$	3,889,409	3,889,409	0
INCOME				
Student-Centred Funding (including School Transfers & Department Adjustments):	\$	10,124,789	10,124,789	0
Locally Raised Funds:	\$	231,418	231,418	-0
Total Funds:	\$	15,602,408	15,602,409	-0
EXPENDITURE				
Salaries:	\$	6,050,020	6,050,020	0
Goods and Services (Cash):	\$	6,585,620	4,902,193	1,683,427
Total Expenditure:	\$	12,635,640	10,952,213	1,683,427
Variance:	\$	2,966,768	4,650,196	-1,683,427

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$1,356,792.86	\$1,356,793.00	\$-.14
Carry Forward (Salary)	\$3,889,408.64	\$3,889,408.64	\$0.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$10,124,788.82	\$10,124,788.82	\$0.00
Per Student	\$2,726,363.00	\$2,726,363.00	\$0.00
School and Student Characteristics	\$2,974,202.27	\$2,974,202.27	\$0.00
Disability Adjustments	\$-1,120.61	\$-1,120.61	\$0.00
Targeted Initiatives	\$517,497.51	\$517,497.51	\$0.00
Operational Response Allocation	\$3,916,548.65	\$3,916,548.65	\$0.00
Regional Allocation	\$0.00	\$0.00	\$0.00
School Transfers – Salary	\$-5,508,702.00	\$-5,508,702.00	\$0.00
School Transfers - Cash	\$5,500,000.00	\$5,500,000.00	\$0.00
Department Adjustments	\$0.00	\$0.00	\$0.00
Locally Raised Funds (Revenue)	\$231,418.00	\$231,418.15	\$-.15
Voluntary Contributions	\$2,106.00	\$2,106.00	\$0.00
Charges and Fees	\$550.00	\$550.00	\$0.00
Fees from Facilities Hire	\$0.00	\$0.00	\$0.00
Fundraising/Donations/Sponsorships	\$0.00	\$0.00	\$0.00
Commonwealth Govt Revenues	\$0.00	\$0.00	\$0.00
Other State Govt/Local Govt Revenues	\$34,860.00	\$34,860.00	\$0.00
Revenue from CO, Regional Office and Other schools	\$0.00	\$0.00	\$0.00
Other Revenues	\$193,902.00	\$193,902.15	\$-.15
Transfer from Reserve or DGR	\$0.00	\$0.00	\$0.00
Residential Accommodation	\$0.00	\$0.00	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$15,602,408.32	\$15,602,408.61	\$-.29

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$6,050,020.02	\$6,050,020.02	\$,00
Appointed Staff	\$5,269,142.89	\$5,269,142.89	\$,00
New Appointments	\$,00	\$,00	\$,00
Casual Payments	\$735,148.25	\$735,148.25	\$,00
Other Salary Expenditure	\$45,728.88	\$45,728.88	\$,00
Goods and Services (Cash Expenditure)	\$6,585,620.00	\$4,902,192.96	\$1,683,427.04
Administration	\$1,039,511.00	\$995,872.39	\$43,638.61
Lease Payments	\$,00	\$,00	\$,00
Utilities, Facilities and Maintenance	\$502,260.00	\$438,511.58	\$63,748.42
Buildings, Property and Equipment	\$3,329,523.00	\$1,740,510.26	\$1,589,012.74
Curriculum and Student Services	\$916,040.00	\$929,007.80	\$-12,967.80
Professional Development	\$54,365.00	\$54,365.10	\$-.10
Transfer to Reserve	\$700,000.00	\$700,000.00	\$,00
Other Expenditure	\$18,371.00	\$18,375.83	\$-4.83
Payment to CO, Regional Office and Other schools	\$25,550.00	\$25,550.00	\$,00
Residential Operations	\$,00	\$,00	\$,00
Residential Boarding Fees to CO (Ag Colleges only)	\$,00	\$,00	\$,00
Farm Operations (Ag and Farm Schools only)	\$,00	\$,00	\$,00
Farm Revenue to CO (Ag and Farm Schools only)	\$,00	\$,00	\$,00
Camp School Fees to CO (Camp Schools only)	\$,00	\$,00	\$,00
Total	\$12,635,640.02	\$10,952,212.98	\$1,683,427.04

PARENT, STUDENT AND TEACHER SATISFACTION

The Ngaanyatjarra Lands School has a range of avenues to receive feedback from parents, students and teachers.

It is embedded school practice that all staff within our campuses have face to face contact with families – both within and outside of the school sites. Principals, teachers, AIEOs and EAs are frequently in contact with community members, formally and informally, throughout the school week and term. It is understood that factors such as language difference, literacy proficiency and family movements are acknowledged and addressed by the school to ensure our school community can share information and concerns as required. The most important role and conduit between the school and families are AIEOs and our senior cultural and community liaisons who work within the NLS executive team.

Whilst the National School Opinion Survey was undertaken in 2022, and is planned again for 2024, the school has a range of videos of our Cultural and Community advisor, Daisy Ward, asking questions in Ngaanyatjarra for parents, students and Yarnangu staff. School leaders have access to the videos to incorporate as part of their conversations with stakeholders around school culture, school performance, student services and staff satisfaction or concerns. It is usually conversational or relayed information from parents and community members that give school staff the impression of parent and community satisfaction with the school.

The school's ongoing collaboration with senior knowledge holders, families and community ranger groups within the two-way science initiative has consolidated awareness and trust across the communities. These collaborations include group planning (led by Yarnangu) for on-country learning focuses and bush trips across the term, classroom-based learning, ongoing engagement with family and community participants and reflection opportunities. Opportunities exist for a wide range of conversations with school leaders and teachers around a range of topics and often include suggestions and observations related to school approaches or curriculum etc. Without authentic relationships and opportunities to share it is felt there would be diminished opportunity for parent voice and less awareness by the school of the level of satisfaction or concerns.

Ngaanyatjarra Lands School Highlights 2023

LIVING STEM CONFERENCE DERBY

NLS staff from across the school travelled to Derby to participate and present about bringing Indigenous ecological knowledge and STEM together. Hosted by the CSIRO.



CULINARY TRIP - PERTH

Students and staff travelled to Perth to work with world class chefs and primary producers in preparation for the World Indigenous Tourism Summit gala dinner – cooked and served by them!



Djinda Ngardak - Albany

The school has participated in the Djinda Ngardak program for 5 years now and this year it was a chance to go to Albany for cultural exchange, mentoring, cooking and talking about life in the desert.



YEAR SEVEN CAMP - DWELLINGUP



CANBERRA TRIP



AROUND THE CAMPUSES





