

February 2018 — December 2020

Ngaanyatjarra Lands School

In Review

Participants

- Tim Thornton
- Terry Brown
- Sandy Robertson
- Michelle Pass

Assessment Summary

The Ngaanyatjarra Lands School is a network consisting of eight remote campuses and two business offices situated in Warakurna and Kalgoorlie (Business Office). For the PSR it has been necessary to set up processes whereby the NLS leadership, business administration and campus principals have been able to contribute to reflection on the overall picture of whole school strategic directions as well as campus-specific operations. All groups have sought feedback from staff, students and community members in order to determine the evaluations they have made regarding their specific site.

Since the federation of, then, 10 remote community schools into the Ngaanyatjarra Lands School in 2007 there has been a steady movement towards centralising curriculum, assessment, reporting, student behaviour and well-being, workforce development, cross-cultural practices and more. Through this submission it is hoped the review team will be able to recognise the commonalities that are present

across the campuses, as well as the contextualised operations principals lead to align with their specific community and school situations.

The Aboriginal Cultural Standards Framework serves as the centralised document we use for planning and reflection on school improvement. The ACSF is aligned to the School Improvement and Accountability policy, as well as the AITSL Australian Professional Standard for Teachers and Principals, therefore it has been an effective tool for having a systems-wide foundation for school development whilst maintaining a focus on Aboriginal students, their parents and families.

Using the ACSF has allowed a common vernacular around school business that encompasses a direct consideration of our clientele and maintains the goal of moving towards providing a highly effective cross-cultural education in the Ngaanyatjarra Lands. Non-Yarnangu (Ngaanyatjarra word used to describe local Aboriginal people) school staff are on a steep learning curve to understand the languages, backgrounds, cultural knowledges, social circumstances and family life of our Yarnangu staff and students, whilst our students are being supported to access and achieve outcomes from the WA Curriculum and form an understanding of the non-Yarnangu world.

For the PSR the leadership team agreed on an approach that incorporates individual Campus Principals undertaking a collaborative review of each aspect of their campus' Operational Plan and this data/reflection being synthesised by the Executive Principal for the ESAT. These individual campus documents have been attached as evidence to each domain and the general statement has been written by Sandy Robertson. Other evidence attached across the ESAT consist of whole school documents and individual campus documents as appropriate.

It has been arranged for the PSR team to begin at the NLS Head Office in Warakurna to meet with the executive team, followed by campus visits to Warakurna, Wingellina, Blackstone, Jameson and Warburton.

Relationships and Partnerships

1.1 Relationships with Students, Family and Community

Attachments

Connect Site Map Feb 2021.docx

NLS Communication Protocols Feb 2021.docx

Weekly Connect Notices.PNG

Campus Reviews - Relationships 1.1.docx

Principal's Judgement

How are you going?

Evidence suggests that performance is as expected

Evidence & Analysis of Impact

How do you know?

All campuses have indicated that processes currently in place for sharing information about the NLS network and at a campus level with families are effective in both broad messaging and connecting on a more individual level. Whilst there has been a focus in the past on campus councils for sharing information with the wider community, our operational planning has included a wider range of communication, such as school leaders seeking input and feedback in both group and individual conversations. —

Sandy Robertson

The annual NLS Yearbook is an important aspect of communication with families and the wider community. Each family receives a yearbook and all Ngaanyatjarra agencies, organisations and individuals who have been involved with the school over the year also receive one. Acknowledgements, recounts and visions for the coming year are included as a school record, an important reason for establishing the yearbook several years ago. All editions are available on site but are too large to attach here. — *Sandy Robertson*

Each campus and the NLS admin post a weekly Connect Notice. Notices serve to record campus and school operations and to provide up-to-date and staff information. Connect Notices are considered an effective means of communication across our network and within campuses for staff who can easily access written SAE.

Consideration needs to be made at a campus level to share the notices in a more accessible way for Yarnangu staff. — *Sandy Robertson*

Campus and whole school Facebook pages have been very accessible and popular ways to share school information in an immediate and visual way. Research showed that most families had at least one phone and many students had phones. School protocols have been created to ensure images and text are appropriate and show active learning. School closures and COVID-19 information was effectively shared using this strategy. — *Sandy Robertson*

Communication Protocols were created to ensure consistency across our school sites. Protocols include written and spoken communications, effective telephone and video conferencing, outlines for campus and school-wide notices and common information sources/locations in campuses. Communications with parents and caregivers at their homes is carefully outlined to support sensitive and culturally appropriate behaviour. Meeting protocols have been collaboratively agreed upon and included. — *Sandy Robertson*

There is a general sense across the campuses that there exists a strong sense of goodwill towards the school from community members and agencies. It is well versed that sound, reciprocal relationships with families is paramount to student and family engagement. School open days and invitations to participate are well attended. Our touchstones for gauging school-community relationships are well-respected visitors who provide feedback to us that the school is well regarded. — *Sandy Robertson*

Home visits are an important strategy for making contact with parents and students. They need to be undertaken appropriately and support for new staff provided while they are establishing relationships. AIEOs play an important role in the bridge between community and school and are often accompanying other school staff to find people, if it is appropriate for them to do so. The NLS Communication Protocols outlines an appropriate way to seek contact with community members at their homes. — *Sandy Robertson*

Planned Actions

What are you doing to improve?

Continue to seek further opportunities to engage community members in school-based activity. This strategy of involvement has shown to be a purposeful way of incidentally sharing successes and issues related to the school. A strengthening focus on two-way, cross-cultural teaching and learning provides a meaningful opportunity for community involvement and this will remain a school priority. — *Sandy Robertson*

Investigate other ways in which staff can communicate and record information through handheld devices - such as apps that can be used across a school site. Two campuses don't have mobile coverage and ICT infrastructure would need to be considered. — *Sandy Robertson*

1.2 Professional Engagement with Local Community and Organisations

Attachments

Empowered Communities Transition Support Model.docx

NHS-NLS Memorandum of Understanding NOV 2018.docx

NPY Youth Forum 2019.pdf

3rd Warburton School Holiday Security Initiatives Report_September 2020 - October 2020.docx

Campus Reviews - Relationships 1.2.docx

Principal's Judgement

How are you going?

Evidence suggests that performance is more than expected

Evidence & Analysis of Impact

How do you know?

Considerable effort has been made to establish sustainable connections with a range of entities situated within the Ngaanyatjarra Lands, including through the co-design process with NPY - Empowered Communities co-design process. We were seeking actions such as job audits, work shadow and work experience practices built into Ngaanyatjarra Council operations, support for training etc. To date formalised arrangements have remained illusive though individual arrangements have been successful. — *Sandy Robertson*

Offering and being selected to chair a Ngaanyatjarra Lands Youth Forum in collaboration with a range of local and statewide organisations. Forum focuses on Yarnangu voice from a range of agencies, including the school, and it's intention is to improve the Ngaanyatjarra Lands youth voice and also a means of leadership and agency for Yarnangu in the Lands. Very little provision for youth in the Lands and this is a positive and engaging initiative. — *Sandy Robertson*

Warburton campus leadership coordinate a comprehensive and collaborative program to address a range of issues that present over school breaks. With combined funding from Dept of Education and Dept of Communities there is now security (Care-Takers) situated in Warburton who liaise and interact with other community agencies to provide safety for premises and a great holiday program for Warburton youth - resulting in better transitions returning to school for staff and students. — *Sandy Robertson*

The Executive Principal, School Psych and Warburton campus principal have been members of a Volatile Substance Use group that was convened by the Mental Health Commission and public health out of Kalgoorlie. The contributors included Warburton Police, CPFS, Ng Health representatives, AOD officers and a range of other community agency staff. Education, prevention, response and reporting mechanisms were established to address the significant issue of VSU, mainly in Warburton community. — *Sandy Robertson*

The school collaborates with a few of the groups within the Ngaanyatjarra Pitjantjatjara Yunkuntjarra Women's Council, located in Alice Springs and providing a range of services across the Tri-State region. Work can include youth camps and other youth related initiatives, child nutrition activities, domestic violence (helping to establish relationships with young women). NPY are the Aboriginal organisation hosting the Empowered Communities initiative. — *Sandy Robertson*

Planned Actions

What are you doing to improve?

Review the current MOU with Ngaanyatjarra Health Services. Continue to seek engagement with Ngaanyatjarra Council management to establish school to work and training pathways. Continue to lead the NLS Youth Strategy with other agencies. Continue to strengthen the cross-cultural approach to learning in order to continue to develop senior Yarnangu involvement in the school. — *Sandy Robertson*

1.3 Leadership Opportunities with Students, Family and Community

Attachments

Campus Reviews - Relationships 1.3.docx

ACSF Focus across 2020.docx

SchoolBoardMinutes190611.docx

Principal's Judgement

How are you going?

Evidence suggests that performance is as expected

Evidence & Analysis of Impact

How do you know?

Communication protocols are required to provide a basis for consistent and common strategies across our eight campus network and offices. There are a range of systematic communications that provide continuity in expectations and staff are aware of where to find important information easily. Each campus and the NLS office contribute to weekly communications, there are protocols around timely response to written communications and a range of OSH measures are also included through movement forms. — *Sandy Robertson*

The NSOS surveys were undertaken in 2020 and considerable effort was made to ensure survey questions were translated and videoed for students, Yarnangu staff and parents. The videos were shared with all staff and it was outlined that only Yarnangu would conduct those interviews in an attempt to avoid respondents giving 'pleasing' answers. The videos encouraged honest responses in order that the school know how people were really feeling. Feedback was people did feel happy to participate. — *Sandy Robertson*

The school employs a full time Yarnangu Training coordinator. This role is integral to developing and maintaining a strong collegiate group amongst our Yarnangu workforce. They have several forums in which to contribute to development and implementation of school initiatives. Presently there are several AIEOs training to be Aboriginal Language Teachers, everyone is undertaking leadership training and workshops are held to lead the schools movement towards better cross-cultural practices. — *Sandy Robertson*

Through collaborations in cultural learning, whether on campus or on country, the opportunity exists for more natural sharing of ideas and school information. Principals and teachers are asked to be observant of opportunities where local community members can participate in or suggest directions for the school. There is a community run playgroup in Jameson on the school site, murals and artworks commissioned at every campus, collaborative term planning with senior people and campus councils. — *Sandy Robertson*

Several campuses are developing strong student leadership roles that are championing student voice and leadership. The Warburton student leaders include class and school captains who meet regularly with campus admin to share peer issues and suggestions. The Big Picture approach inherently seeks to develop independent leadership and confidence to engage with peers and mentors. Students lead their learning and more students are engaging in learning plans based on personal interest exploration. — *Sandy Robertson*

The NLS School Board has been involved in endorsing school direction and contributing to what they feel should be in school programs. The board consists of members from a range of communities and tend to be senior women. The board representation is somewhat changeable and for a variety of reasons there were no meetings in 2020 and we are yet to meet in 2021. Often, contact with members has been on an individual or smaller group basis when appropriate opportunities arise. —

Sandy Robertson

Planned Actions

What are you doing to improve?

We need to continue to seek more cross-school processes for student leadership and forums for student voice. Yarnangu educators and families encouraged to lead personal initiatives with the support required from school staff and admin. Formation of a Yarnangu Executive that can sit within the current NLS leadership team of campus principals and NLS admin. — *Sandy Robertson*

Whilst continued efforts are made to convene school board meetings there needs to be a more concerted strategy for regular meetings. Often the people who are willing and able to participate in this manner are integral members of other agencies board structures so seeking to engage younger community members may result in building leadership and more regularity. — *Sandy Robertson*

1.4 Staff Building Understanding of Local Context

Attachments

Tangentyere Council SPWA final report August 2020.pdf

Campus Reviews - Relationships 1.4.docx

Cultural Induction Day 1 Agenda 2020.docx

2019 NLS Yulara Conference Agenda.docx

Principal's Judgement

How are you going?

Evidence suggests that performance is more than expected

Evidence & Analysis of Impact

How do you know?

Through a range of avenues Yarnangu and non-Yarnangu staff continue to build understanding of the school and community contexts. Through Two-Way Science, connecting our integrated curriculum to local knowledges, opportunities to learn on-country and the relationships that are built between teachers, AIEOs and family members - this is strengthened. Not all staff have developed the same depth of understanding, but the school is committed to supporting opportunities for growth in this regard. — *Sandy Robertson*

The attached report from Tangentyere Council outlines the collaboration between the school, CSIRO, students and Ngaanyatjarra people with Two-Way Science. Through teachers, principals, Education Assistants and AIEOs working with knowledgeable local people there has been a significant increase in learning about both the local environment and culture. Yarnangu staff have also learnt from the senior people and feel more confident to lead 2WS in the school. — *Sandy Robertson*

The NLS Operational Plan and corresponding campus plans are arranged against the Aboriginal Cultural Standards Framework. These plans, throughout, indicate a range of strategies and opportunities to build the agency and leadership of students, families and community members. Our strong parent and student surveys provides evidence of the goodwill and respect that is held for school staff and the potential for them to be involved and lead in the school. — *Sandy Robertson*

Planned Actions

What are you doing to improve?

Continued focus to seek, record and act on Yarnangu voice regarding the broader direction of the school and the work within campuses. Continue the current project of creating a profile of 'the story of learning' through different phases of development that includes WA Curriculum and Anangu/Yarnangu knowledge and skills. — *Sandy Robertson*

Improved and more frequent cultural learning opportunities for non-Yarnangu staff. Whole school and campus specific outlines of events, literature and experiences that will build a broader understanding of local history and culture, as well as aspects such as Aboriginal parenting, family relationships and cultural obligations. — *Sandy Robertson*

Create a workforce development plan that focuses on the development of effective 'two-way teaching teams' in classrooms. Track the development of new teacher/AIEO to the school from induction/familiarisation with school processes through to leadership and model teams for the professional development of others. Continue to use the Capability Framework for Teachers of Aboriginal EALD Learners. — *Sandy Robertson*

Work is already underway to collaboratively create a revised AIEO Handbook for Ngaanyatjarra Lands School Yarnangu educators. This handbook will be differentiated for the use of teachers to understand the specific role of AIEOs as well as for AIEOs to develop a deep understanding of their integral role as the bridge between school and community. This document will also be the basis for AIEO PM. — *Sandy Robertson*

National School Opinion Surveys 2020

Attachments

2020 Parent Survey Ngaanyatjarra Lands School - 2_11_2020 7_52 PM.pdf

2020 Staff Survey Ngaanyatjarra Lands School - 2_11_2020 6_22 PM.pdf

2020 Student Survey Ngaanyatjarra Lands School - 2_11_2020 7_39 PM.pdf

Principal's Judgement

How are you going?

Evidence suggests that performance is more than expected

Evidence & Analysis of Impact

How do you know?

The comparison of the 2018 and 2020 surveys indicated the school had retained very high satisfaction across the three groups. Discussions were held by different forums within the staff to discuss the results. Whilst still sitting at a high level, some of the lower statements were connected to being able to discuss things at depth with teachers (students and parents) and this could be contributed to language differences. — *Sandy Robertson*

Planned Actions

What are you doing to improve?

Continue to build strategies to collect information from students, staff and families related to the vision and direction of the school - campus councils, forums for staff at individual, campus and whole level, student councils and leadership groups.

Continue to build on strategies to share information about the NLS and campuses.

Include AIEOs in student and parent discussions. — *Sandy Robertson*

Learning Environment

4.1 Building a Sense of Belonging and Connection

Attachments

Campus Reviews - Learning Environment 4.1.docx

NLS School Tjukurrpa Designs and Story.docx

Principal's Judgement

How are you going?

Evidence suggests that performance is more than expected

Evidence & Analysis of Impact

How do you know?

As previously mentioned, student leadership roles have been established in several campuses (mainly the larger campuses as this makes it more viable and also more culturally appropriate). Students advise on the physical nature of the school, suggest additional resources and activities. Principals are careful to act on these suggestions in order to build the sense of ownership and connection to school processes. —

Sandy Robertson

The school worked with senior Yarnangu men and women to create campus graphics and texts of a local cultural story - Tjukurrpa. The designs are on school and campus signage, campus uniforms and a 4-5 panel mural has been commissioned from a local artist for each campus. Many learning activities and on-country trips are related to the Tjukurrpa and this initiative alone has resulted in strong identification with the campus and links to the community. It provides a great basis for connection. —

Sandy Robertson

Cohesive staff teams are paramount in what can be an intense and sometimes volatile work and living environment. For some time we have introduced a personal 'check in' to the beginnings of all staff meetings. The premise is to connect with each other, build trust and collegiality and check in to see how colleagues are travelling. During an individual's check in others remain quiet and don't interact. It is suggested to follow up with colleagues who have expressed they're facing challenges. — *Sandy*

Robertson

The school has an annual minor works and refurbishment plan whereby each campus principal, following consultation with the school community, puts forward a list of prioritised new work or refurbishment requests. The finance committee then reaches consensus around prioritising works for each campus. The MCS coordinates liaison with BMW and maintains communication with campus and NLS leadership. We also pay for a truck each term to deliver school supplies and larger freight. —

Sandy Robertson

Campuses have utilised a range of strategies to enable students and families see direct connection to community, culture and language within the school. These include; displays of community maps with photos of students attached, Kinship displays with photos, celebration of NAIDOC and associated displays/artworks, culturally recognisable resources, display of student work, home language signage and displays, school uniforms with Tjukurrpa artwork, yearbooks on display. — *Sandy*

Robertson

Attendance and student engagement is an ever-present focus for all in the school community. Significant resources have been committed to both the practical requirement to record accurate records and the range of strategies to address what remains a significantly low attendance rate. The school undertook a four year (2014-2017) research project gathering fine-grained attendance and transience data (report attached) that illuminates and analyses the factors impacting on attendance. —

Sandy Robertson

What becomes clear is there are many societal and cultural reasons that will impede sustained attendance at any campus. Families understand their children can attend any campus within the Ngaanyatjarra Lands and students will have access to common curriculum, behaviour, attendance, timetables and family communication approaches. Concerted effort is made to truly operate as 'one school' for this reason and to minimise the anxiety that can be experienced by students attending different campuses. — *Sandy Robertson*

Planned Actions

What are you doing to improve?

Continue to develop cross-cultural learning opportunities where the students are learning through and in their home language with community Elders. Include teachers and principals as appropriate to provide an opportunity for students to lead learning and share knowledge and expertise with their teachers. Record these observations formally as achievement in line with a Yarnangu curriculum. — *Sandy Robertson*

Across the campuses there are only two gardeners and cleaners. The imposition of these tasks usually falls to teaching staff and principals to undertake in addition to their usual challenging roles. We need to investigate employing contractors who can assist with the grounds maintenance and major cleaning on a routine basis. These roles are made available to local people but there is low uptake. — *Sandy Robertson*

Suggestions by campus principals for continued improvement include; continued mural commissions from local artists, strengthen links between the campus and art centre, timetable weekly on-country experiences, students leading the design and set up of new learning spaces, translate NLS School values into home languages for display around campuses. — *Sandy Robertson*

Our data has revealed the number of students who only attend one campus are in a minority. It is far more likely students will attend across campuses (up to 5 campuses) in a single school year, as well as schools in SA, NT and within the Goldfields region. We have a dedicated attendance coordinator who attempts to trace students and provides each principal with a visitor list each week. — *Sandy Robertson*

The school's intention is visitors, whether from other Ng Lands communities or other places, are facilitated to engage in the class programs as quickly as possible - this is where routines and common approaches become so valuable. It can be difficult to accurately identify visiting children as they will often arrive with local students, therefore ID and health information needs to be sourced. — *Sandy Robertson*

Whilst our average whole school enrolment sits around 330 students it is not unusual that we will have contact with up to 500 students across a school year. The periods of time will range from a few days to a few terms, depending on the family situation. This naturally has an impact on a range of school operations, not least disruption to teacher planning and assessment routines. — *Sandy Robertson*

Other than continued, frequent contact with families and students to try to establish reasons for non-attendance the school focuses more positively on what measures can be made within the school's approach and campuses in order to minimise factors

that will discourage student engagement. Ongoing addressing of school operations across the board need to remain focused on student engagement. — *Sandy*

Robertson

4.2 Involvement of Students and Community in Establishing Physical Environment

Attachments

Campus Reviews - Learning Environment 4.2.docx

Principal's Judgement

How are you going?

Evidence suggests that performance is as expected

Evidence & Analysis of Impact

How do you know?

The school faces a range of learning environment challenges in providing optimal facilities for our students. School buildings are on the whole aged, transportable buildings that lack many of the facilities more modern, non-remote classrooms enjoy; separate wet areas, extra spaces away from classrooms, specialist teacher spaces, timely response to ICT, vandalism, repairs and utility issues, appropriate staff and office space, access to transport and resources. — *Sandy Robertson*

Efforts are made to maintain a regular refurbishment program. Internal and external painting as well as floor coverings was undertaken in 2016. Sandpits were focussed on for every campus over the last two years, shade structures are often requested and this year Warakurna, Blackstone and Warburton will receive theirs. Reticulation and maintenance of grounds can be problematic due to lack of gardeners and maintenance workers, as well as the issue with repairs often taking a long time to occur. — *Sandy Robertson*

A school strategy is to create 'adult' learning spaces for our secondary students. Students were involved in discussion around how classrooms would be refurnished and what 'zones' could be created. The provision of both independent and group learning spaces are available in most secondary classes and a separate 'college' class has been established off-site in Warburton. — *Sandy Robertson*

'Wati' classes have been discussed with senior Yarnangu and accepted for young initiated men to be able to continue their education. Great efforts were made to provide learning spaces in accordance with the necessity to be separate from younger boys and female students, however there have been few young men who have continued at school. Often contact is maintained outside of school by teachers and principals, with encouragement to participate in flexible arrangements. — *Sandy Robertson*

Break-ins and vandalism tend to affect most campuses, however it is much more sustained in a few. Principals are often faced with trying to re-secure premises without access to tradespersons or appropriate tools, however community members and other staff often help. This can of course negatively impact on staff members and is frequently mentioned as a challenge in staff surveys. 'Patched up' buildings can be unsightly and unsafe as rooms may be reduced to single entry and exit points. — *Sandy Robertson*

In response to one of the most impactful student needs - Otitis Media and hearing loss - every classroom has sound field systems. This involves the teacher wearing a

clip-on microphone that transmits to fixed or portable speakers. Hand-held microphones are available for student use and research indicates this measure is imperative for students able to hear and contribute to learning activities. Not every system is functioning or being used by teachers. — *Sandy Robertson*

Participation in the Nationally Consistent Collection of Disability Data, report attached. At present the school doesn't have students with significant disability as these families need to live nearer to medical services. Many of our determinations are imputed disabilities and most are addressed with common strategies to address teaching and learning requirements. The school contributes to management of diabetes of students with health plans in relation to nutrition and medication. — *Sandy Robertson*

Planned Actions

What are you doing to improve?

Audit school facilities and rooms to determine whether replacements should be applied for. — *Sandy Robertson*

Organise security audits of our most targeted campuses in order to have security upgraded or replaced as necessary. — *Sandy Robertson*

Consistent replacement of faulty equipment and principal monitoring of teacher usage of the sound field systems is required. Use is mandated and needs to be upheld across all campuses. — *Sandy Robertson*

4.3 Shared Expectations and Responsibility for Attendance and Behaviour

Attachments

Ngaanyatjarra Lands School Behaviour Management 2019 Final Dec 2019 (10).docx

Ngaanyatjarra Lands School Approach to Attendance (updated 2020).docx

Campus Reviews - Learning Environment 4.3.docx

NLS Attendance Data for Selected Students.pdf

Principal's Judgement

How are you going?

Evidence suggests that performance is as expected

Evidence & Analysis of Impact

How do you know?

An outline of the school's approach to addressing poor attendance has been outlined previously. A report is attached that has been provided to the Goldfield's Regional Education Office in order to better explain why some of the measures included in The Attendance Toolkit aren't appropriate or effective in our context. There have been repeated attempts to engage formal Responsible Parenting Agreements without success. — *Sandy Robertson*

Whilst the school can offer a measure of support to families, there is a distinct lack of external agencies that would enable a more comprehensive support arrangement to be devised. AIEOs are in a precarious situation where intervening in other families, or even their own, with regards to non attendance can be culturally inappropriate. It is often the case that AIEO children have similar issues impacting on student attendance. — *Sandy Robertson*

It is necessary to understand the differences that exist between Yarnangu parenting and school expectations for agreement and collaboration on increasing student attendance. Yarnangu children, on the whole, have almost full independence over their actions by the middle of primary school. Parents are loathe to coerce or force children of any age to participate in something they don't want to do. ECE children may wish to stay with parents and older children may seek community activities instead. — *Sandy Robertson*

Campuses include a range of activities and incentives to encourage school attendance. Community stores will not serve students during school hours and community pool managers also accept school attenders for the first part of afternoon swim sessions. Our school philosophy is to not use reward and punishment, coercive measures, around attendance. Celebration of individual improved attendance is suggested as often students do not have agency over whether they are able to attend. — *Sandy Robertson*

The EYLF is used as a focus for ECE planning, assessment and reporting across all campuses. The ECE Phase of Learning Team uses a collaboratively created Kindy report that focuses on the outcomes of the EYLF. Resources are available for up-skilling Yarnangu educators to understand the EYLF and to implement a range of activities. — *Sandy Robertson*

SAR attendance data shows the average attendance rate for the period the child is enrolled. This is not always indicative of the actual attendance over the year when considered in the analysis of assessment data. The attached graphs have been

calculated to demonstrate the actual attendance during the year for targeted students. Students with 3 years of consecutive assessment have been selected to correspond with EAL/D and Letters and Sounds data submitted as evidence in Student Achievement. — *Michelle Pass*

Planned Actions

What are you doing to improve?

Continue to implement a common approach to school attendance across all campuses. This will necessitate challenging conversations with school leadership at times in order that rewards, especially food related, are not used in relation to behaviour or attendance matters. Reciprocal, equal-power relationships with parents and support-focussed relationships with students are required. — *Sandy Robertson*

Include the EYLF AIEO resource into the training regime for Yarnangu educators. This will provide a leadership opportunity for AIEOs and would also be beneficial to senior students as well. — *Sandy Robertson*

It is imperative that a cross-cultural understanding of student behaviour and attendance is reached by students, families, teachers and school leadership. Not surprisingly, there are conflicting beliefs around issues of responsibility, effective strategies and management of young Yarnangu people. Continuing development of the collaborative 'story of learning' should progress this understanding. — *Sandy Robertson*

4.4 Safe and Supportive Learning Environment

Attachments

Campus Reviews - Learning Environment 4.4.docx

16 NLS Excursion Emergency Response Plan (updated Feb 2021).docx

NLS Excursion Proposal Form.docx

Staff Vehicle Movement Form 2021.doc

Principal's Judgement

How are you going?

Evidence suggests that performance is as expected

Evidence & Analysis of Impact

How do you know?

Consistency is provided across the campuses with regards to planning for safe and supportive learning environments. The school has established responses to a range of scenarios that take into account our context and geographical challenges. Common approaches increase the level of safety through broader understanding across the worksites of effective and longstanding procedures. — *Sandy Robertson*

Significant road travel is inherent in the operation of our school and stringent protocols exist around the use of school vehicles and driver safety. All staff undertake approved 4WD driving courses and require further support to gain a sound knowledge of the specific vehicles they will be driving and associated recovery gear. We use a Staff and Vehicle Movement form for every inter-community trip that includes a vehicle check, contact persons and emergency satellite phone and EPIRB numbers. — *Sandy Robertson*

Each campus has a Bushfire Emergency Response Plan submitted annually, with three of our campuses required to close during Catastrophic Fire Danger warnings. Campus principals conduct campus drills, announced in the campus Connect notice, and most often community members are alerted to the fact there will a drill. The school was instrumental in improving community emergency responses when we sought information as to what resources and responses were planned or available in each community. — *Sandy Robertson*

Each campus has an emergency lock down procedure for use in the event of violence on the school site or immediate surrounds. Mobile phones are most used for communication between staff, however the school has resourced each campus with two-way radios as a back up. Air horns are also in every campus for use as an emergency siren if the campus either doesn't have one or the power is out. The school's OINS record will show the extent to which these measures have needed to be implemented. — *Sandy Robertson*

There has been a perceived increase in the use of alcohol and other drugs, namely Marijuana, within most communities. Prevalence of AOD related behaviours and incidents increased during the 2020 changes to Newstart/Job Seeker when the amount was doubled in response to CV-19. This impacted on schools through increased movement of families out of the Lands and community unrest. Spikes in such events significantly impact on staff and community members needing to respond to volatile situations. — *Sandy Robertson*

Effective strategies identified by campus principals in creating safer and calmer school environments include; Consistent behaviour management approaches, restorative practices, Daily Mind Up sessions, improved reporting and reflection on behaviour data, role-playing by students to learn and practice positive behaviours. Strength-based, restorative approach for responding to student behaviour. Stronger Smarter posters used as prompts for both teachers and students. — *Sandy Robertson*

In several campuses appropriately trained principals or teachers provide CMS professional learning and conferencing across the campus. A variety of strategies are used, including a weekly focus on a CMS strategy (low-key strategies, transitions etc) and group reflection during staff meetings, group PL and follow up, group PL and individual conferencing with CAT trained personnel. — *Sandy Robertson*

A complete set of excursion documents have been customised to the school's context and a checklist, aligned directly with Departmental excursion and outdoor education activities, is used to ensure all excursions are carefully planned and parents receive all relevant information. Excursions are often on-Country trips or more major camps to the larger centres like Kalgoorlie or Perth. With a range of teacher expertise being involved in somewhat risky excursions a lot of focus is placed on safety — *Sandy Robertson*

Planned Actions

What are you doing to improve?

Ensure staff have access to the Keeping Our Workplaces Safe PL and resources. —

Sandy Robertson

Continue to have staff and student safety measures reviewed in regard to violence within the campuses. Have sought advice from the OICs at the Warburton, Warakurna and Blackstone police stations with regards to appropriate school requests for assistance as there have been numerous situations, mainly Blackstone, where response has been negligible or unanswered. — *Sandy Robertson*

More regularly provided training for staff in de-escalation strategies as well as access to trauma-based behaviour responses. Mind Up is a mandated school program that includes a series of strategies and learning related to trauma-based behaviours and is resourced for use in all classes. — *Sandy Robertson*

Engage staff in professional learning programs, such as Stronger Smarter Leadership Training and Rap2Grow that will provide a strong foundation for strength-based and restorative practices. — *Sandy Robertson*

Leadership

2.1 School Vision for Teaching and Learning

Attachments

NLS Strategic Plan 2019 - 2022 (Feb 2021).pdf

NLS Operational Plan 2019 - 2022.pdf

Warakurna Operational Plan 2020-2022 (Revised Jan 2021).docx

Campus Reviews - Leadership 2.1.docx

SchoolBoardMinutes190611.docx

Principal's Judgement

How are you going?

Evidence suggests that performance is more than expected

Evidence & Analysis of Impact

How do you know?

The school has a comprehensive approach to developing and sharing a common vision and implementation of agreed strategic directions. There is an overarching Ngaanyatjarra Lands School Strategic Plan that outlines the main priorities over a period of time, in the current plan there are five priorities; Co-designing a cross-cultural curriculum, Innovative opportunities for secondary students, Focussed EALD approach, Develop as a TDS for two-way science, develop a Workforce Development plan. — *Sandy Robertson*

The school's operational plan is organised against the Aboriginal Cultural Standards Framework domains (based on the School Improvement and Accountability Framework); Relationships, Leadership, Teaching, Learning Environment and Use of Resources. These domains are then broken down into performance indicators (reflected in the headings added to the ESAT). Each campus principal co-creates a Campus Operational Plan that mirrors the NLS Operational Plan contextualised to their community and school. — *Sandy Robertson*

A rubric of ACSF Performance Descriptors scope out a year of fortnightly reflection prompts for school community reflection. Principals lead discussion and invite feedback around the particular performance descriptor, in line with the strategies indicated in the campus operational plan, and feeds back to the weekly leadership meeting. This forum for sharing presents an additional opportunity for principals to develop or add to their own strategies. — *Sandy Robertson*

As the ACSF is the lens through which we plan and invigorate school strategic directions there is an inherent focus on building the agency and leadership of Aboriginal students, their families and community. Each performance indicator relates back to this premise and therefore leads school decision making towards this. I have received feedback from other remote and Aboriginal education leaders that this school's approach is singularly the most direct and successful implementation of the ACSF. — *Sandy Robertson*

Warburton principal uses the ACSF domains as the structure for his campus notices, teacher performance development discussions and other strategies woven into the school processes. Other principals and support staff also use the domains as a means of organising school discussions and reflections. I believe most, if not all, staff are very aware of the school's vision and strategic directions and that we use the ACSF as the foundation of our work. — *Sandy Robertson*

Principal Performance Development is a process whereby campus principals are asked to reflect on their performance against their campus operational plan and the Principal Performance Improvement Tool. Principals choose professional goals considering these documents and include them in a Principal Performance Agreement in term 1, reviewed in term 4. Timelines, SMART goals and evidence of the successful attainment of the goal are included. Principals complete a PPA Review for the term 4 meeting. — *Sandy Robertson*

Teacher Performance Development is undertaken through a reflection process with goals set in term 1 and reviewed in term 4. The suggested reflection tool is the Capability Framework for Aboriginal and Torres Strait Islander EALD Learners (base on the AITSL Teacher Standards, modified to include school mandated programs and priorities. This provides teachers with an opportunity to identify needs for support and also to indicate areas they feel they could lead or mentors others in the school. — *Sandy Robertson*

We are currently creating an updated outline for AIEO (Yarnangu Educators) based on the current DoE AIEO Handbook. Whilst the content will remain the same it will be presented in more accessible language, including translations, and examples of practice inherent to the AIEO role. The intention is to also create a version for non-Yarnangu staff. Both versions will include strategies for developing effective two-way teams, contributed to by teachers and AIEOs. — *Sandy Robertson*

The connection between planning for teaching and learning is evident in that while teachers have autonomy over the structure of their planning, they must include the stated programs and approaches. Principals meet with teachers in about week 3 of each term to discuss planning and check for adherence to the NLS Integrated Curriculum overviews, SEN planning for each student is evident in the plans, Big Picture distinguishers must be evident in secondary planning. — *Sandy Robertson*

A school-wide strategy calls for principals and teachers to have regular discussions around student progress. This is not performance development but is a collaboration around targeted planning and addressing of student needs. With the complexity of the education setting it is important for principals to have a clear idea of the factors contributing to learning progress or identified challenges. Principals address this strategy in different ways. — *Sandy Robertson*

The central ethos and premise of the Ngaanyatjarra Lands School is that students and their families will be satisfied their school/s are working hard to create teaching and learning programs that are relevant, meaningful and champion the knowledge and skills they bring. Our surveys and anecdotal evidence would suggest that there is

high satisfaction with the learning opportunities made available to Ngaanyatjarra students. — *Sandy Robertson*

Planned Actions

What are you doing to improve?

Ongoing work needs to be done to realign the teacher performance development strategies that are occurring in the school to ensure the Capability Framework is indeed being referenced as a guide to teacher development. We need to also ensure every teacher has the document and a clear understanding the framework. PL is available through the Aboriginal Teaching and Learning Directorate and IKON. — *Sandy Robertson*

Provide school leadership staff, including the Executive team, with an opportunity to undertake the 360 Feedback process for further information to contribute to personal leadership goals and development. — *Sandy Robertson*

Develop a whole school approach for AIEO recruitment and corresponding workforce development plan that can identify a range of pathways towards specialisation or leadership within the school. Consider developing Level 3 Program Coordinator roles for Yarnangu staff as a step between AIEO and the Senior Cultural Liaison role. — *Sandy Robertson*

Revisit the school purpose, school values and school priorities from the NLS Strategic Plan with the whole school community to gauge its ongoing relevance and acceptance. Translate the agreed statements into home languages for display and sharing. — *Sandy Robertson*

Turn-over of teaching and leadership staff can present issues with the continuity of commitment to the school's direction and values. Staff induction is always carefully planned however a range of interim and ongoing information sessions or other avenues for informing staff need to be developed more systematically. — *Sandy Robertson*

2.2 Building Staff Capacity

Attachments

Campus Reviews - Leadership 2.2.docx

Anangu-Yarnangu Educator Training.docx

Principal's Judgement

How are you going?

Evidence suggests that performance is as expected

Evidence & Analysis of Impact

How do you know?

In accordance with the Leadership Strategy the school has avenues for school employees to seek opportunities for professional development and to build leadership capacity. Opportunities include but are not limited to; Acting principal opportunities, aspirant leader identification, peer leadership within the Phase of Learning teams, being a mentor teacher to incoming staff, invitations to contribute to school initiatives, GROWTH coaching, TDS involvement for a range of staff. — *Sandy Robertson*

Supporting Graduate teachers by ensuring they receive all entitlements, Graduate DOTT, support with Graduate portfolios, engagement and coordination of Graduate Advocates through the IPL for graduates, informing graduates and principals of resources and available guides, allocation of a 'buddy' mentor teacher on arrival at the school. The Deputy Principal is an additional resource for graduate teachers to ensure they receive the support they require. — *Sandy Robertson*

Yarnangu educators are prepared for and supported to undertake Aboriginal Language Teacher training, a three year course that requires participants to undertake both block and school-based assignments. We currently have two Yarnangu teachers completing their training and two graduate teachers who are teaching Pintupi in Kiwirrkurra and Ngaanyatjarra in Warburton. — *Sandy Robertson*

Kiwirrkurra Yarnangu educators have also had the opportunity to access ILC workshops conducted by the Pintupi Schools Network in the NT. The workshops have helped Yanangu staf to develop both their general and language teaching skills in the classroom. Workshops are conducted in Pintupi and allow for excellent networking. Wingellina Anangu educators have also had the opportunity to be involved in Pitjantjatjara language courses and network with APY Aboriginal educators from SA. — *Sandy Robertson*

The Anangu/Yanangu Training Coordinator, Carol de Lacy, oversees a range of AIEO development pathways including the Aboriginal Language Teacher Training, Certificate 1 and 2 in Leadership, the NPY Leadership Training in NT (halted due to CV-19) as well as personalised training related to building confidence and competency in the AIEO role. This includes discussing school documents, computer skills, organisational skills and behaviour management. Resource development has been suggested by YT. — *Sandy Robertson*

The campus principal role is a busy, complex and often challenging role and there are high expectations that they will also lead teaching and learning on their campus as an instructional leader. To support this a range of duties usually within a level 3 principal

role are moved to the Kalgoorlie Business office or the Executive team. This is often offset though with the fact that most campuses don't have other support staff and these roles invariably fall to them to do or to delegate. — *Sandy Robertson*

Planned Actions

What are you doing to improve?

Seek feedback from staff as to what additional opportunities they would like to have within the school. Include appropriate pathways in the new Workforce Development Plan. — *Sandy Robertson*

In response to Yarnangu staff who have indicated they would like to produce resources related to a range of science and cultural learning, set up a project plan for this to occur. Link the project to identifying skills and competencies that can be RPL for formal training. — *Sandy Robertson*

Endeavour to recruit additional Yarnangu staff to better address the absenteeism that occurs due to a range of other responsibilities or personal matters. It has been suggested by an AIEO that more Yarnangu staff would allow for flexibility in the role within the campus - perhaps not full time in the class but able to pursue other interests such as language teaching or school officer duties. — *Sandy Robertson*

The development of highly effective two-way teaching teams is challenging due to factors such as teacher turn-over, effectively and appropriately engaging Yarnangu educators, additional demands on newly arrived or graduate teachers to collaborate and co-teach. Create a strategy that uses work shadow of effective teams and other strategies connected to EALD and two way teaching. — *Sandy Robertson*

Implement a more supported and directed strategy for ensuring campus principals feel adequately prepared to lead the scope of school teaching and learning programs. Principal performance development is one avenue for identifying support needs, however more avenues need to be available to efficiently assist principals in their instructional leadership capacity. — *Sandy Robertson*

Suggestion to provide professional learning for all staff in peer coaching/mentoring. — *Sandy Robertson*

2.3 Innovation and Change

Attachments

Handover Checklist.docx

Secondary Student Information.doc

Campus Reviews - Leadership 2.3.docx

Principal's Judgement

How are you going?

Evidence suggests that performance is more than expected

Evidence & Analysis of Impact

How do you know?

At the end of every year the classroom teacher completes the Student Handover checklist which has valuable personal and academic information for the next teacher. It may be that the staff member is leaving the Lands permanently so the information gathered during their time is vital. The Secondary checklist is slightly different and takes into account aspects of Big Picture. This handover document helps the new to teacher to better understand and support each student. — *Terry Brown*

Staff turnover in our context has a significant impact on classes, campuses and staff cohorts and cohesion. This change needs to be managed carefully in order to adequately support the incoming staff member and maintain momentum with student engagement and learning. Even staff who have been involved in Aboriginal education in other regions may discover significant difference in living and working with and for Anangu/Yarnangu people. Cultural and school induction requires a range of processes. — *Sandy Robertson*

Allowing incoming staff the opportunity to work alongside the teacher or principal they are replacing for a work shadow/handover has been an effective strategy. It is beneficial to remove some of the pressure to perform the role 'cold' and the conversations, introductions, examples of teaching or leadership style are valuable. Establishing relationships and students/families having an opportunity to meet new staff in a more relaxed situation is more conducive to a smoother transition. — *Sandy Robertson*

There is a comprehensive approach to communication about and within the school. Introducing new information or initiatives, DoE directives or important urgent information needs to be relayed accurately and efficiently across the network of campuses, offices and support staff. Consideration needs to be made about time zones, access to a mobile network and operating ICT in emergency situations. The most important factor for effective change is a cohesive and informed leadership team. — *Sandy Robertson*

Staff are given the opportunity to work-shadow other experienced staff in the school to develop their teaching pedagogy and see effective classroom practises. Teaching staff who are relocating back to mainstream positions after completing three or four years are supported to set up work shadowing experiences in order to effect a smoother transitions. An additional effect of this strategy is the opportunity for the host school to have first-hand exposure to the remote teaching experience. — *Sandy Robertson*

The experience and knowledge of Yarnangu staff is recognised and valued as an important resource in the school. Their contribution and capability to lead innovative approaches of engaging and teaching Yarnangu students needs to be encouraged and supported. Through the forum of the Yarnangu educator group these innovations are discussed and can result in development of school resources and new approaches. — *Sandy Robertson*

The inclusion of ICT and STEM related learning has increased over the past few years. This has included VR, use of drones on-Country, 3D printing design and production, seeking engagement with our ICT provider and network administrators to teach and develop improved use of ICT in learning. 2020 provided the situation where networking through platforms such as Microsoft Team, Zoom and Webex was beneficial for students and staff alike. — *Sandy Robertson*

Engagement with the CSIRO Two-Way Science program has resulted in a dramatic increase in two-way and on-Country learning. The program has provided a practical and contextually relevant resource that the school community has embraced as the platform for bringing Yarnangu knowledges and western science together in a meaningful way. Improved student engagement and teacher development have both resulted through implementation of the program. We are now a TDS school for Two-Way science. — *Sandy Robertson*

Focusing on the development of cultural change. Working with the timely evolution of each staff member. Learning through actions and supporting self-motivation and self-direction. Determined by staff willing to take learning risks. Move outside known comfort zones and being uncomfortable in the unknown. Supporting staff to be LEARNERS; Implemented in Performance Development structures. Ongoing with expectations of improvement; — *Sandy Robertson*

An important strategy that has greatly aided the school transitioning to a more culturally responsive school is engaging experienced anthropologists to work alongside school leadership as cultural advisors. Their input has been invaluable with regards to staff induction, production of school text resources, staff workshops on history, culture and understanding of different Government policies on Yarnangu people. Input into school decision making, being a link between school and community. — *Sandy Robertson*

Planned Actions

What are you doing to improve?

Share leadership procedures with staff and create opportunities for staff to lead events and activities. Teach community management and community development framework for the Campus operations. Motivate staff to become critical reflective thinkers utilizing the experiences as an opportunity to improve practice. — *Sandy Robertson*

Whilst succession planning is involved in school planning, there could be more determined efforts to seek appropriately trained and prepared staff in readiness for staff departures, particularly in preparing for the end of year transitions. Outreach strategies could include information and recruitment drives with universities, Regional education offices, develop remote education expos and forums. — *Sandy Robertson*

2.4 Communication and Transparency

Attachments

Campus Reviews - Leadership 2.4.docx

NLS Annual Report - 2020.docx

Principal's Judgement

How are you going?

Evidence suggests that performance is as expected

Evidence & Analysis of Impact

How do you know?

Progress determined by Aboriginal students, parents and families feedback. We can't accept internal determinations of success without endorsement or agreement from Yarnangu. The school attempts to have appropriate mechanisms for sharing information and school/student progress and welcome feedback. This situation differs between communities dependent on established relationships and support in translation and interpretation from bi-lingual or cultural/language advisors. — *Sandy Robertson*

SEN planning and reporting is used for all students as it was considered mainstream reporting wasn't providing any indication to students and parents of incremental progress as students were being assessed against grade level exemplars. Individualised planning has allowed for the school to create a set of learning objectives which in turn lends itself to improved data collection. Whilst SEN plans are individualised, they are still largely inaccessible to Yarnangu without a high level of SAE. — *Sandy Robertson*

A main distinguished of the Big Picture approach is that parents are integrally involved in the planning of student learning plans. This is a challenging undertaking, however is increasing in it's prevalence and success. Students are then required to conduct a learning exhibition at the end of the term that includes parents and other invited guests. This process provides a direct channel for involvement and understanding of their children's interests and progress. — *Sandy Robertson*

All campus leaders have identified open and frequent conversations with community members covering a range of school related issues and information. People have generally been happy to share impressions and ideas of school procedures, if not directly then through Yarnangu staff or others. School staff become skilled at 'sideways' talking and realising that direct communication is not always appropriate or comfortable. This aspect of staff development will continue. — *Sandy Robertson*

Planned Actions

What are you doing to improve?

Create reporting to parents strategies and reports that are significantly more accessible, understandable and meaningful. The current strategy to create the 'story of learning' will result in student phase-related profiles of learning and skills that could be better represented in more visual and simplified reports. — *Sandy Robertson*

Use of Resources

5.1 Expertise of Aboriginal Staff Valued and Built

Attachments

Campus Reviews - Use of Resources 5.1.docx

Anangu-Yarnangu Educator Training.docx

Principal's Judgement

How are you going?

Evidence suggests that performance is as expected

Evidence & Analysis of Impact

How do you know?

It has been described earlier how the school is addressing the important work of valuing and building the expertise of Yarnangu staff. Our mandated school curriculum approach involves an integrated approach that is based on the Ngaanyatjarra Language and Culture Curriculum, and now Two-Way Science as well. Inherent in the teaching of Yarnangu content is that is either facilitated or taught by Yarnangu staff. It is understood that many Yarnangu staff may also be in the space of learner.

— *Sandy Robertson*

The confidence and agency of Yarnangu staff is certainly increasing and this is evident in the proactive manner in which this cohort is increasingly willing to share, lead and contest school directions or work. The vernacular across the school is such, since embedding the ACSF and progressing towards being more responsive to Yarnangu input, that reference is often made to 'Yarnangu' and cultural/historical learning. Survey feedback shows Yarnangu are feeling valued and respected. —

Sandy Robertson

Yarnangu contributions are recognised and commended for their contributions formally through newsletters and certainly the NLS yearbook dedicates a significant amount of content to both Yarnangu educator work and their role as the conduit between school and community. — *Sandy Robertson*

Collaborative planning for teaching programs is integral to improved cross-cultural learning. This is happening well in some classrooms and still developing in others. Factors that can impede this development are; a beginning relationship where clear communication or understanding between the AIEO and teacher has been established, differing expectations of what collaboration looks and feels like and sporadic or irregular attendance by the Yarnangu educator - could be related to being unsure. — *Sandy Robertson*

Yarnangu staff continue their learning to live and work cross-culturally. They are working out how to be successful in their work life whilst maintaining Yarnangu identity, cultural obligations in relationships and attend cultural events relevant to their networks. All staff know that working in partnership with Yarnangu staff provides a strong foundation for students to engage in the learning opportunities on the campus.

— *Sandy Robertson*

Planned Actions

What are you doing to improve?

Through the development of a formalised workforce development plan for Yarnangu staff there will be benchmarks and tasks that could be recognised as part of a progression. Yarnangu staff will also have a role in developing the outline and be recognised for that work. — *Sandy Robertson*

We intend to work with a RTO to create training packages for senior students and AIEOs that will add to their training and education profile. Leadership training is already embedded in the PL available to Yarnangu staff and as more take on leadership roles there will be increased recognition of their contribution. — *Sandy Robertson*

Whilst it exists in some classrooms and campuses, Yarnangu staff need to be involved in the design and set up of specific work and collaboration areas. Space and necessity varies across campuses however the creation of language rooms, meeting places and resource centres have been established and need to be increased. — *Sandy Robertson*

5.2 Staff Allocated to Support Learning Needs of Students

Attachments

NCCD Information 2019 and 2020.xlsx

Campus Reviews - Use of Resources 5.2.docx

Art specialist role for 2021.docx

Secondary Pathways Role Outline.docx

Principal's Judgement

How are you going?

Evidence suggests that performance is as expected

Evidence & Analysis of Impact

How do you know?

There is a small decrease in the number of students on the NCCDD register from 2019 to 2020. Most of our students benefit from Quality Differentiated Teaching Practice or with Supplementary support. This may mean using the Sound field devices everyday or scaffolding learning so all students can engage. Those who require Substantial or Extensive support can at times disrupt the learning environment through poor behaviour choices. Staff and student well being can be impacted when this happens. — *Terry Brown*

Support teacher roles were created to supplement the secondary team, namely a specialist art teacher and secondary pathways teacher. These teachers provide support and avenues for students to engage in their learning plans and interest-based pathways. These teachers are able to provide variety to the campus teaching programs and undertake a broader approach to engage and support teachers to seek opportunities for students with like interests or experiential opportunities to broaden interests. — *Sandy Robertson*

The school has provision for two full time relief staff who reside in the Lands. This strategy is a significant benefit to campus operations with regard to being able to release teachers for other work, cover teacher absence and provide extra support on a campus. Relief teachers are highly valued and acknowledged for the challenges inherent in the role. The school also engages many relief teachers over the year and a report is attached with regards to this resourcing. — *Sandy Robertson*

School funding is allocated to secondary pathways as a resource to engage specialist or visiting personnel to contribute to campus or student-interest related programs. 2020 saw a halt to the degree of travel and visitors able to come to the school, however we did engage a sculptural artist who worked with students from several campuses to create a helicopter model related to a first contact story of a Warburton senior man, now in the Boola Bardip WA Museum. — *Sandy Robertson*

Planned Actions

What are you doing to improve?

Teachers receive professional learning on the impact of otitis media and the importance of using their Sound Field devices in the classroom every day. Our whole school behaviour plan supports teachers to manage challenging behaviours so that disruptive behaviour is lessened. Staff are also provided with PL about Trauma Informed Practice so they can better understand each child and support them. —

Terry Brown

The specialist teachers are allocated to provide support and variety to the secondary program and it could be considered to increase the support team to address primary and ECE requirements for additional support within specialist areas. — *Sandy*

Robertson

Increased professional learning related to issues that affect our students; Otitis Media, First Aid, Trauma-informed practices, mindfulness, diabetes, rheumatic heart disease and nutrition related to good health and management of diabetes. — *Sandy*

Robertson

5.3 Targeted Allocation of Resources

Attachments

2020 Whole School Internal Audit Tool.docx

NQS 2018_19_20 overview of data by campus.docx

NLS Business Office Operations - Kalgoorlie.docx

Campus Reviews - Use of Resources 5.3.docx

Selected Cost Comparisons.docx

Principal's Judgement

How are you going?

Evidence suggests that performance is as expected

Evidence & Analysis of Impact

How do you know?

NLS data for 2018 - 2020 shows an improvement in most aspects of the NQS Internal Audit. The strengths include a strong educational program that is responsive to the needs of all students. Our cross cultural focus is developing in each campus and here are more Yarnangu teachers supporting the teaching and learning. The ECE team is a stable cohort of teachers with the majority of them being trained in the NQS and EYLF in 2018 by the team from State wide Services. — *Terry Brown*

Campus principals have control over the allocation of EA, AIEO, gardening and cleaning FTE. A base allocation is made in accordance with student numbers and principals make decisions about how best to deploy those funds. This has resulted in more flexibility for principals in their staffing profile. — *Sandy Robertson*

The NLS SCFM allocation is managed through a finance committee that is comprised of all campus principals and lead by our Manager of Corporate Services. Cost centre allocations are based on previous years and upcoming expenditures, agreed to through consensus. Campus principals control cost centres for their respective campuses for admin, curriculum, learning/gardening and support staff. Funds are available for a scope of whole school expenditure and extraordinary funds can be requested. — *Sandy Robertson*

Planned Actions

What are you doing to improve?

Resources are being allocated to the ECE to improve the physical environment, equipment and learning spaces. Teachers and AIEOS are provided with Professional Learning to improve understanding and practice in teaching two-way. NLS has requested NQS and EYLF training for the the team again this year and has requested State-wide Services visit the school to verify our findings in the NQS Audit. — *Terry Brown*

5.4 Culturally Appropriate Use of Resources

Attachments

Campus Reviews - Use of Resources 5.4.docx

Ngaanyatjarra A5 animal cards-draft13.pdf

SciencePathways_IntegratedPlannerA3.pdf

Principal's Judgement

How are you going?

Evidence suggests that performance is more than expected

Evidence & Analysis of Impact

How do you know?

The school sources and develops learning resources that are highly appropriate for our students and show a familiar context. We have done and will continue to work closely with Margaret James from Honey Ant Readers (Daisy Ward recently narrated one the books on film) and CSIRO Two-Way Science resources. Teaching staff are often making resources and displays directly related to the work the students have been doing, and yarnangu staff have indicated they would like to produce a range of texts. — *Sandy Robertson*

Planned Actions

What are you doing to improve?

In line with yarnangu educator suggestions resources will be contributed to the creation of a range of books and films that will be used in classrooms. There are also ideas for creating further history books, such as the Warburton History book the school contributed to in 2018. — *Sandy Robertson*

Continue to work with the whole school community to co-design a cross-cultural curriculum, building on the current model to include clear student profiles, targets and cultural learning through every phase of schooling. — *Sandy Robertson*

Teaching_Quality.

3.1 Teachers Know Students and How They Learn

Attachments

Ngaanyatjarra Lands School Integrated Curriculum.pdf

Campus Reviews -Teaching Quality 3.1.docx

NLS Teacher Performance Development.docx

Capability Framework - Teaching Aboriginal and Torres Strait Islander EALD learners.pdf

Principal's Judgement

How are you going?

Evidence suggests that performance is as expected

Evidence & Analysis of Impact

How do you know?

Teachers are learning how culture and experiences shape the learning of our students through the continuing opportunity to learn alongside them on Country. Local knowledges and skills are becoming more firmly the basis of new learning, especially connected to Yarnangu Connections in the Integrated Curriculum and Two-Way Science learning. — *Sandy Robertson*

The school has supported the production of resources and academic readings from David Brooks and Jan Turner, experienced Ngaanyatjarra Lands Anthropologists to provide both practical classroom based resources, as well as self-directed learning for school staff in order that we become more informed about the histories, cultures and languages of our students. — *Sandy Robertson*

The Capability Framework for teachers of Aboriginal and Torres Strait Islander EALD Learners is the basis of NLS Teacher Performance Development reflection. The framework outlines a very clear scope of knowledge and skills that teachers will require to be effective teachers in our context. The reflection also gives teachers the opportunity to identify areas of strengths and those needing support. — *Sandy Robertson*

Planned Actions

What are you doing to improve?

Plan for all teachers and principals to receive support and professional learning around the Capability Framework for Aboriginal EALD Learners. — *Sandy Robertson*

Ensure all teachers and principals are aware of and using the NLS Teacher Performance Development process. — *Sandy Robertson*

3.2 Teachers Know Content and How to Teach it

Attachments

Term 3 2020 Student Assessment Data Collection A.docx

08 Letters and Sounds Student Tracking Booklet.pub

Term 1 2021 Integrated Curriculum Overviews.docx

Campus Reviews -Teaching Quality 3.2.docx

NLS Curriculum Assessment Reporting Overview.docx

Principal's Judgement

How are you going?

Evidence suggests that performance is as expected

Evidence & Analysis of Impact

How do you know?

Data collection is an ongoing process. Teachers use the assess, plan and teach cycle to ensure they are being responsive to student learning. NLS Admin uses data to inform curriculum programs and professional learning to support teachers. The Maths tracker and Letters and Sounds tracking booklet ensure accurate data is kept on a regular basis. Whole school data is collected once a year (Term 3, week 5), collated and shared with staff at whole school and campus levels. — *Terry Brown*

A workforce development plan has been created to ensure staff are fully supported and provided with professional learning and leadership opportunities. The NLS Professional Learning Audit has been developed to inform all staff of the PL required by the Education Department at the beginning of their placement. The audit is a simple way to track completion. — *Terry Brown*

Planned Actions

What are you doing to improve?

NLS gathers data from academic testing and consultation with families. Our aim is to listen to families and act on what they want their children to learn. The current focus on cross-cultural learning is a result of survey information gathered from parents and staff along with the academic evidence showing that current approaches were not engaging a broad cohort of students. — *Terry Brown*

The workforce development plan and the Professional Learning Audit enable principals and teachers to track the compulsory PL that must be completed by staff. Using the checklist enables principals to support their staff to keep up with Departmental requirements. — *Terry Brown*

3.3 Teachers Plan For and Implement Effective Teaching and Learning

Attachments

BP Schools Student Expectations Draft_2020.doc

NLS Curriculum Assessment Reporting Overview.docx

Campus Reviews -Teaching Quality 3.3.docx

EALD Planning and Assessment.docx

SEN PLANNING AND REPORTING EALD.docx

Principal's Judgement

How are you going?

Evidence suggests that performance is as expected

Evidence & Analysis of Impact

How do you know?

The secondary team has worked together with NLS Admin to create the Draft of the NLS Big Expectations booklet. This document is a planning tool that supports teachers to target an incremental immersion into Big Picture Learning ensuring all the necessary steps are taken to implement the approach well. There is a high turnover of staff and this document supports our new staff to know what to teach at each stage of learning. — *Terry Brown*

Teachers are supported to build their understanding and pedagogy through support from a specialist EALD teacher. Dorothy O'Reilly is employed by the school to assist and lead curriculum and resource development related to teaching SAE and working within a two-way learning paradigm. A comprehensive range of teacher support documents, learning activities, moderation tasks, contextualised films of teacher and student work, as well as individualised mentoring is available to teachers. — *Sandy Robertson*

Teachers use SEN Planning for all students in the school. A set of NLS Learning Objectives have been created for EALD Listening, Speaking, Reading/Viewing and Writing, Maths (in direct connection the Maths Tracker, a scope and sequence linked to First Steps Maths that is mandated for tracking student progress), science, HASS and a range of others. Support and collaboration is available for SEN planning peers, principals and the Deputy Principal oversees SEN Planning and Reporting. — *Sandy Robertson*

Planned Actions

What are you doing to improve?

Ensure all teachers and principals are upskilled and reminded of the resources and processes for effective planning to ensure consistency and sustainable progress for students. — *Sandy Robertson*

3.4 Teachers Assess, Provide Feedback and Report on Progress

Attachments

Assessment Data Reveiw Mar 2019.ppt

Ngaanyatjarra Lands School_Big PICTURE Report.docx

Big Picture education A1 poster JM.pdf

Campus Reviews -Teaching Quality 3.4.docx

Teacher Narrative Example - Art Specialist.docx

Principal's Judgement

How are you going?

Evidence suggests that performance is as expected

Evidence & Analysis of Impact

How do you know?

The Assessment Data Review (Mar 2019) attached provides a good outline of a review of our data collection processes as well as reflection, based on feedback from teachers and principals, as to the data that was being collected. This report outlines avenues for development that have now been addressed, as seen in the NLS Operational Plan 2019-2022. The premise of the school-wide-data collection is for a snapshot whereby teachers access their ongoing student records to complete the data sheets. — *Sandy Robertson*

Big Picture Education has taken some time to become established in the Lands due to the high staff turnover and mobility of students. The school has committed to sending secondary teachers and principals to the annual Foundation Course to ensure they understand the approach and have support with implementation. Evidence shows that some students are staying at school until the end of year 12 and following their interest into work placements. Two students are working for the school at the moment. — *Terry Brown*

An aspect of the Big Picture approach is teachers writing narratives for their students, outlining the learning they observed and any other feedback that would be meaningful and useful to ongoing progress. The example attached is from the Art Specialist who provides an outline of skills to be taught during the session/project and the narrative provides direct feedback (provided a few days after the event) to contribute to their end of term learning exhibition and ongoing portfolio. — *Sandy Robertson*

Planned Actions

What are you doing to improve?

NLS Admin will continue to support the Big Picture implementation with ongoing professional learning and consultant support. The school currently has limited data about how many students have completed Exhibitions, Portfolios, Internships and Leaving to Learn placements. NLS office will begin the process of collecting this data to enable the Office to track progress and engagement of students. — *Terry Brown*

Student Achievement and Progress

NLS Student Achievement Data

Attachments

2018 to 2020 NLS P to Y12 Data Collection Overview.pdf

NLS Collection of Whole-School Assessment Data.docx

NLS EALD Assessment Data for Selected Students.pdf

NLS Letters and Sounds Data for Whole School.pdf

Principal's Judgement

How are you going?

Evidence suggests that performance is as expected

Evidence & Analysis of Impact

How do you know?

Secondary teachers meet with families and student to create a learning plan that reflects each student's interests. All students have a current learning plan. Big Picture Exhibitions occur each term and can take on many forms. The student shares their learning with family, friends and teaching staff. All campuses run exhibitions.

Narratives are written by teachers and students to describe learning and personal growth. Narratives are powerful devices that reflect learning and relationships. —

Terry Brown

Secondary attendance and retention is an ongoing challenge for NLS. Attendance data shows that as students progress through secondary school, attendance decreases dramatically and by Year 12 the average attendance rate is around 4%.

We know that Aboriginal people have many obligations and commitments outside of school and these commitments begin at a very young age. Family obligations, Lore, Funerals and caring for family take our students away from school at high rates. —

Terry Brown

Whole school Literacy and Numeracy Assessment Data is collected in Term 3 of each year. Fine grain data is currently being electronically recorded to provide a more informed platform for analysis. This will provide evidence for the Leadership Team to evaluate the effectiveness of current programs. Overall, the data is indicating the main literacy focus is on Letters and Sounds rather than EAL/D pedagogy. The inconsistent mathematics data indicates the need to address the mathematics

curriculum — *Michelle Pass*

Planned Actions

What are you doing to improve?

There has been a large turn over in the secondary team at the end of 2020. We continue to provide professional learning to upskill our new teachers so they can successfully implement the Big Picture program. NLS has regular visits from our specialist consultants who travel to each campus and support each secondary teacher face to face. There are regular Zoom meetings to discuss the BP approach.

— *Terry Brown*

NLS has responded to the poor attendance by implementing Big Picture Education to create a learning environment that is responsive to the interests of the students. We have appointed a Secondary Pathways teacher who works closely with teachers to create opportunities for students to explore leaving to learn placements and internships as well as participating in certificate courses. — *Terry Brown*

A greater emphasis on EAL/D pedagogy includes the simplification of SEN objectives and the development of training material and PL for teachers. The appointment of Math and EAL/D Curriculum Coordinators to support teacher development. Flexible and adaptive class and whole school practices to respond to cultural considerations and geographical complexities. — *Michelle Pass*