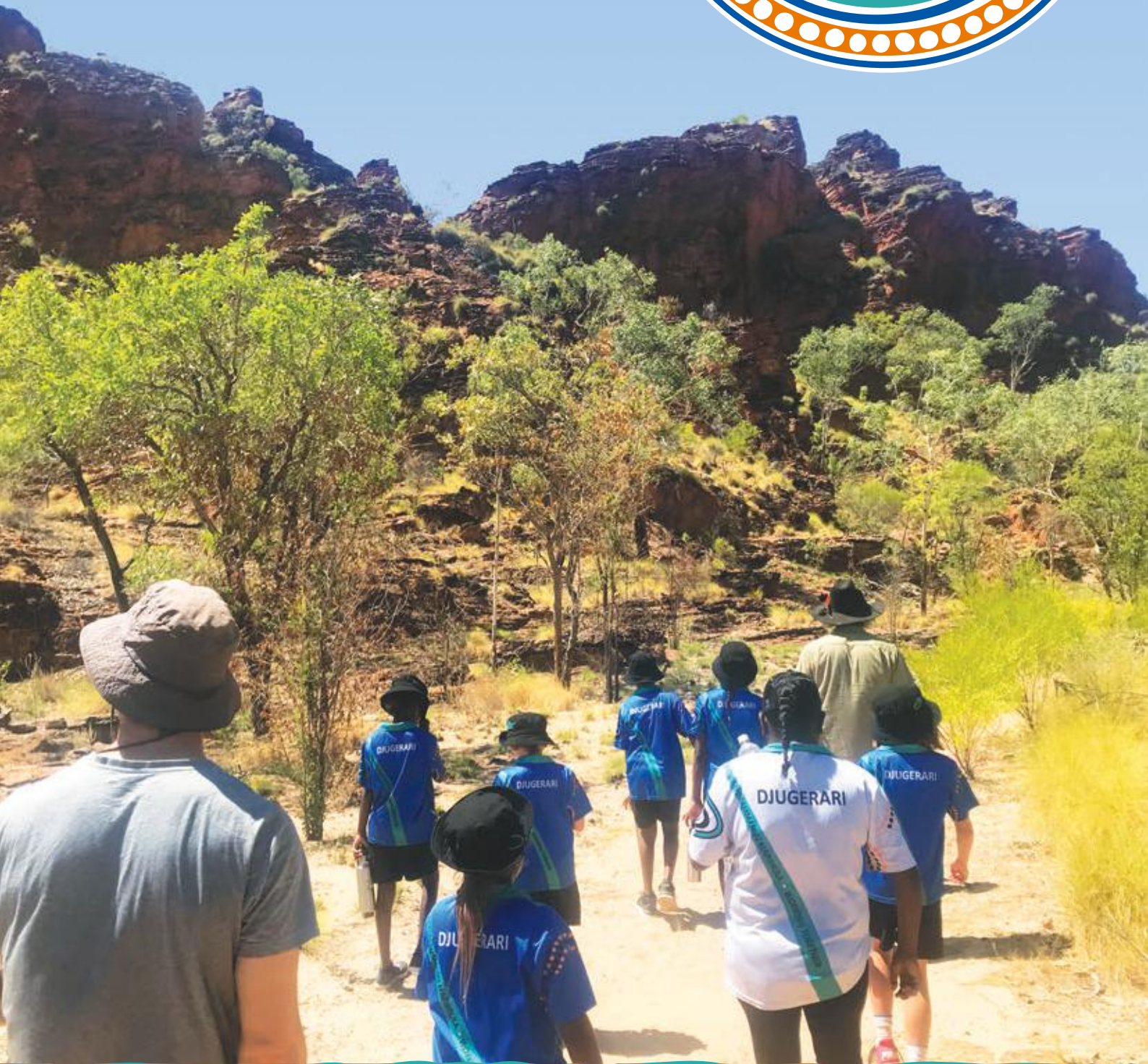


# 2021 – 2024 Strategic Plan

Warrakammurnu Mapirrulu  
Working Together





# Who We Are!

The Walmajarri word Kurrinyjarra, two together, conveys the sense that our students grow up in two worlds and learn to walk two pathways. It takes the combined care and nurture of families and educators to enable the children to experience learning in both worlds and reach successfully towards their future.

## Warrakammurnu Mapirrulu - Working Together

### Our Context

Our school was established in 1964 when it was formally known as Cherrabun School and was located at the old Cherrabun Station site, where many of the men were working as stockmen. In the late 1980s the people relocated to what is now known as Djugerari Community. During this time, the students commuted to Cherrabun Station to attend Cherrabun School until the school was finally transported to Djugerari Community in 1990. The original school building has been refurbished as staff accommodation.

Many family members recall their school days at the old school as well as the school in its current location. Each year the rangers take the children out and share the history of the community and the ties to the land and develop the children's knowledge of traditional skills and Walmajarri culture.

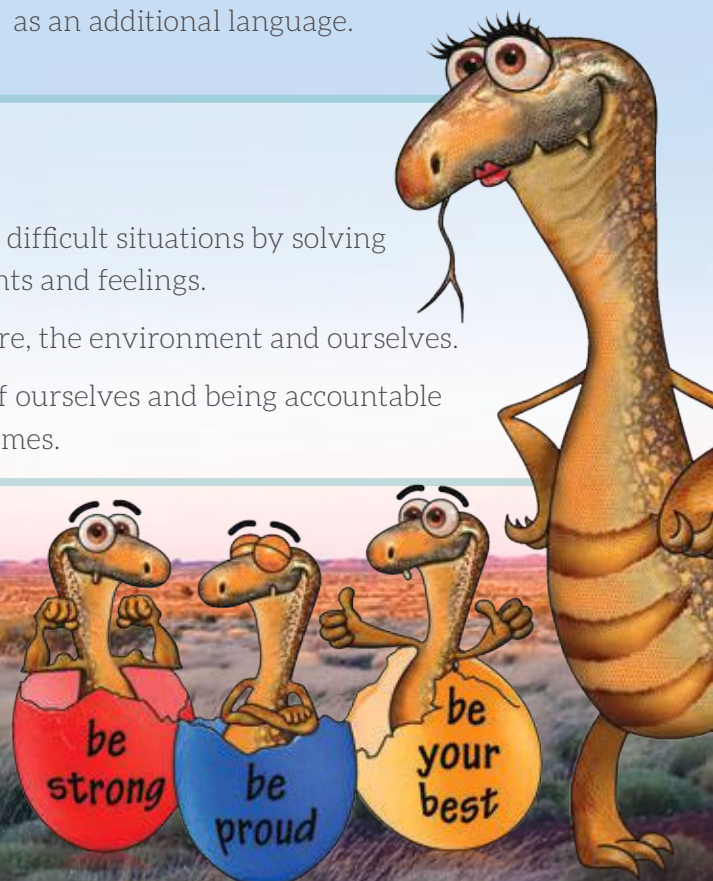
Our students speak Kriol as their first language, Walmajarri as their traditional language and Standard Australian English as an additional language.

### Motto

**Be Strong** is the ability to bounce back from difficult situations by solving problems and being aware of others thoughts and feelings.

**Be Proud** is respecting each other, our culture, the environment and ourselves.

**Be Your Best** is having high expectations of ourselves and being accountable for our choices, actions and resulting outcomes.





## Our Vision

Our vision is to provide a safe, supportive environment, that meets the needs of each individual, by embedding deep respect for their cultural roots and practice into our operational structure through strengths based co design with the community. Our students will develop capabilities to contribute to community, be proud of their culture and reach their full academic and personal potential for their chosen pathways.

## Values

We nurture and promote, persistence, innovation, collaboration, competence and resilience as vital skills for our students future life pathway choices.

We actively seek to give our students many and varied experiences both to strengthen their cultural foundations and explore the opportunities and pathways available outside their current locality for a strong future.

The children of Djugerari Remote Community School will participate in the best educational opportunities that we can provide with highly skilled teachers who are willing to consciously respect, value and integrate the culture within which these children are born.



## Location

Djugerari Remote Community School is a Level 3 Department of Education school situated in Djugerari Community, in the Kimberley Region of Western Australia. The school is located amongst the St George Ranges on Walmajarri Country and is 110km by road from Fitzroy Crossing. There is 55klms of dirt road to the bitumen that joins Fitzroy Crossing with Halls Creek. The community is frequently cut off during the wet season due to several creeks which flow during that time.





PRIORITY  
**1**

Building on  
strengths





- > We focus on each child's individual strengths and motivations to inspire them to achieve their best.
- > We have a reflective wellbeing program that supports the children and the staff to be resilient, calm, resourceful and creative.
- > Every student has an individual education plan that designed to meet their needs and is reviewed each term with parents/carers and necessary agencies.
- > The students participate in daily core curriculum learning opportunities and also integrated STEM (Science Technology Engineering Maths) based learning through a variety of experiences and activities designed between the school and the community.

## THIS WILL LOOK LIKE:

### STUDENTS

- The implementation of an integrated STEM curriculum including Two Way Science across the school. Substantially complete at the end of 2021
- The development of an individual student profile digital portfolio that includes cultural and academic information and photos each year.
- Regular acknowledgement and celebration of individual and group progress using our Positive Behaviour Support program and class recognition strategies.
- Targeted case management with their families and external agencies to support students.
- The development of student leaders and providing them with opportunities to participate in school activities.
- The students will be able to participate in art experiences that reflect the Kurrinyjarra planning processes

### STAFF

- Teachers will work and plan collaboratively with our classroom assistants and cultural advisors to develop, support and expand the integrated curriculum.
- We will increase the instructional skills and knowledge of Educational Assistants and teachers by providing professional development in key focus areas.
- All teaching staff will access regular classroom observations, coaching and feedback that informs their practice.
- We will maintain a performance management process for staff maintained that is based on the AITSL standards and the Aboriginal Cultural Standards Framework.
- Professional learning attended by staff is linked to the school's priority areas and/or the staffs' performance management goals.
- Key community members will be supported to become cultural mentors in order to build the capacity of teaching staff to be culturally responsive.
- We will maintain a thorough induction process for all new staff that takes into account both system compliance requirements and local protocols.
- The effective, collaborative collection and analysis of assessment and performance data to enable targeted planning and individual goal setting.
- Staff who are friendly, approachable, respectful and supportive of their colleagues, support staff and non teaching staff.





PRIORITY

2

Designing and  
creating learning  
opportunities with  
the families





- > The staff, administration and the community will meet and communicate regularly to exchange ideas, maintain and create new opportunities for the students and maintain effective school governance practices.
- > We will support increased school collaborations with service providers external to the school to develop and maintain exchange of information and ideas that can support student learning.
- > We will actively pursue understanding of the culture in a historical and current context and provide opportunities for staff to increase their appreciation and understanding of the current challenges faced by the community families.
- > We will pursue meaningful partnerships based on mutual respect between school, home and the wider community. This is essential for all students to succeed, developing the skills to live in both worlds.
- > We will use an integrated two pathway curriculum to intentionally explore the local area and the wider world round us to show the children what is out there so they can make informed choices for strong pathways to their future.
- > We will provide language and STEM activities in Australian Kriol through partnership with the community.



- > We will maintain working relationships with the Ngurrara Rangers to provide a culturally inclusive learning program as part of our integrated curriculum
- > We will continue to develop, trial and implement technology throughout the school, this is embedded in our integrated planning
- > We will provide workshops to parents in collaboration with local agencies.
- > We will develop cooperative and collaborative relationships with agencies that work within the Fitzroy Valley and the Kimberley region.
- > The establishment of the cultural advisory role within the school to enable information flow and inform staff.

### **THIS WILL LOOK LIKE:**

- Local and agency participation in community-based events including festivals, sports and local businesses.
- The complete renovation of the old accommodation donga and establish it as the Kurrinyjarra learning centre in 2021.
- The development a bush tucker and edible garden around the Kurrinyjarra centre with the community.
- An increase participation of community involvement in activities across the school. There will be a minimum of five formal invitations each term when families/carers are invited to the school to participate in an activity at the school. For example, Cultural activities, Library Days, Assemblies, Health Events, Community consultation meetings.
- A School Board will be maintained and the training completed New school board members approached and inducted. Meetings are held each term.



PRIORITY

3

Planning and  
assessing using  
the best evidence  
available





- > We will use measurable goals to co design with the community innovative activities and pathways for the students.
- > The administration and teaching staff will actively develop collegial relationships to extend their knowledge of effective current practice in other like communities and develop collaborative practices.
- > We will maintain a whole school approach for the Maths and English curriculum using a whole school database developed to track students' progress and measure value-adding.
- > We will continue to use explicit instruction to teach fundamental knowledge and skills in all classrooms through the implementation of Let's Decode, Spelling Mastery and Daily Reviews and assess according to the KSP protocols.
- > We will maintain and review student achievement data to identify appropriate learning points for teaching, inform interventions and set goals for students' further learning.
- > Whole school classroom planning documents are created that align school achievement data and teaching instruction.

- > Staff will work together to moderate and adapt our assessment protocols to suit our school priorities and individual student needs.

### THIS WILL LOOK LIKE:

- Collection for and analysis of, school data related to the Kimberley Schools project.
- Students improves by 10% in 2021
- We will conduct annual school performance review using analysis tools provided and feedback from staff and community members.
- We will complete the implementation of whole school Maths and Literacy Trackers to develop school information tracking data, assessment and opportunity for shared moderation
- Student achievement in On Entry Assessments (Reading and Numeracy) are at or above the expected range relative to like schools and demonstrate progress to previous years where possible to measure.
- Our data collection practice will be reviewed annually.





A young child with dark hair, wearing an orange t-shirt with a graphic that says "BUILD WRECK", is sitting on a green chair at a table. The child is looking at a sensory bin on the table, which is filled with colorful confetti and small toys. The background is a grey floor with a decorative border at the top consisting of a blue line with white circles and an orange line with white circles. A large teal circle with a white border and orange dots contains the text "PRIORITY 4".

PRIORITY  
4

Early Years  
Learning.  
Playing and  
Growing



- > We will work collaboratively with the Kimberley Schools Project, our local community and agencies to maintain a sustainable Kindilink 0-3 program.
- > We will further develop collaborative relationships with local agencies to support the health and wellbeing of the Kindilink families.
- > We will collaborate with local agencies to improve the play opportunities of the children in the community in the residential area.
- > We will encourage development of capacity in the community workers to run the Kindilink program in the community through access to Abcedarian training and skill development.
- > We will continue to maintain and improve our National Quality Standards implementation throughout the school.
- > We will continue to embed the Early Years Learning Framework in our planning for the 0 to 8 cohort.



- > We will focus attendance strategies that encourage and reinforce the development of strong attendance routines for our youngest students.



#### **THIS WILL LOOK LIKE:**

- The documented development of the information flow between external agencies and the school.
- Records to be kept in the student's digital portfolios which are established when they start Kindilink.
- Opportunities for training cultural workers to staff the Kindilink program in the future and access appropriate training and mentoring.
- Working with community leaders to reestablish a playground within the community.
- Training cultural workers to understand the Early Years Learning Framework and embedding it in the school practice through their cultural lens.





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**Djugerari**  
REMOTE COMMUNITY SCHOOL

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