

Tjuntjuntjara Education Agreement and Action Plan

The following information is based on the third review of the agreement initiated in 2012 carried out in 2018 within the Tjuntjuntjara School Community.

There was a specific focus on stating the values the school community have that underlies the agreement and provides the foundation for education in the community generally and for the schools ongoing operation and development.

Core Value

Belonging to Country / Family: The retention of the Pila Nguru Tjukurpa (Spinifex Peoples Story) with the focus on language and culture within families and community. This is supporting the continuation of the connection to country and the Spinifex People's way of life

Main Values

Education / Knowledge: Children learning two ways everyday within the school community. Pitjantjatjara and English. Learning on country and learning about the wider world and the connections they have so they can live successfully within both cultural contexts.

Community Decision Making: Using the shared knowledge, experience and aspirations of the extended school community and families to make decisions about the operation and development of the school through shared meetings and shared understanding.

Interdependence: Knowing that working together cooperatively as individuals or different organisations and agencies within the community is stronger than working alone.

Cooperation/Reciprocity - To work with others to use the skills and knowledge each person has to support each other, families, staff and others in the school community. Ngapartji Ngapartji – The Pitjantjatjara word for Reciprocity, cooperation and working together.

Wonder & Curiosity: To experience a sense of marvel and wonder through the exploration of nature and the physical world including a focus on Spinifex Country and its history.

Honour, Loyalty, & Respect: Paying attention to and doing what is said and taught by elders in the community, parents, families, teachers, and those who work in community agencies and enterprises.

Key Area: Cultural Connections

We want:

- Children to keep being proud of their culture
- Everyone appreciating Pitjantjatjara culture and language and the history of our community
- Community members leading the teaching of culture.
- Children learning on country.

Community Commitment

To work with their school providing the knowledge and encouragement to children and school staff that enables the children to maintain strong cultural connections to Spinifex culture and country.

School Commitment

To work with the school community to maintain and further develop the schools learning program and school that reflects Spinifex Culture and Country.

Community Commitment	Community involvement	Actions
<ul style="list-style-type: none">• Help teachers learn more about Pitjantjatjara culture, history, language, and the country of the students they teach.• Inform teachers of community protocols, expectations, and conduct for living and working in Tjuntjuntjara.• Support the school's efforts to engage community people and elders in learning activities.	<ul style="list-style-type: none">• AIEO's.• Rangers.• Parents• Families• Community members.	<ul style="list-style-type: none">• Take new teachers on a tour around the community and introduce them to elders and the families of the children they will teach.• Tell the staff about where they can go in the community, what they can ask about cultural activities that may be happening and events that might affect children being at school.• Accompany teachers and students on culture activities, bush trips and overnight stays.• Share stories about Tjuntjuntjara culture and history with children and teachers.• Talk with Elders on important decisions about what is happening in the school.• Teach teachers Pitjantjatjara language/words/culture. (Tuesday afternoon sessions)• Plan and deliver lessons with teachers about Pitjantjatjara culture and language and Tjuntjuntjara history.

<ul style="list-style-type: none"> • Take part in school events and celebrations such as assemblies, open days/evenings, Spinifex Sports, Punu Project, Two Way Science and Learning on Country. 	<ul style="list-style-type: none"> • Parents • Families • Community members. • PTAC project officers. • Spinifex health workers. • Spinifex Rangers. 	<ul style="list-style-type: none"> • Community staff members help teachers to get volunteers and helpers for school events and celebrations. • Community staff members promote events in community. • Support community assemblies, open classrooms, meals to celebrate student achievement and significant school events. • Support learning on country and Two Way Science. • Support two way learning within the school program.
<ul style="list-style-type: none"> • Celebrate and share the school's and community's uniqueness, programmes, and achievements. 	<ul style="list-style-type: none"> • Community members. 	<ul style="list-style-type: none"> • Look for opportunities where the school story, its success and the programmes it provides can be shared in discussions or celebrations about Tjuntjuntjara.

School Commitment	Actions
<ul style="list-style-type: none"> • Learn about and be respectful of Pitjantjatjara history, language, land and families of the students that they teach. 	<ul style="list-style-type: none"> • Actively support all school and community initiated language and culture activities • All new staff to be provided with a copy of Pila Nguru, Maralinga, and the Pitjantjatjara Dictionary to read as professional reading. • All staff to engage in weekly language/culture sessions.
<ul style="list-style-type: none"> • Aboriginal culture and history is taught within programs across each year level. 	<ul style="list-style-type: none"> • Plan, implement, and evaluate a learning program that incorporates specific learning outcomes related to the Spinifex People in collaboration with local staff and community members and agencies. This includes history, science, contemporary issues, Punu and storytelling. • Maintain Friday whole school bush and activity days that have a main focus on "Two Way Science" and incorporate Spinifex culture and history led by local staff and families. This could include hunting, digging, and collecting bush foods, cooking traditional food, making language and culture mini films, making animations, recording community people's stories, traditional craft and art activities.
<ul style="list-style-type: none"> • Support Pitjantjatjara language through inclusion in lessons and displays in classrooms 	<ul style="list-style-type: none"> • Development of a multimedia display of Spinifex that can be used as an temporary installation on trips to other communities and on learning excursions to other country. • Write and produce class based language picture story books. • Record language both verbal and non-verbal.
<ul style="list-style-type: none"> • Pursue opportunities to invite community people and elders to contribute to learning activities. 	<ul style="list-style-type: none"> • Maintain community involvement in Friday bush days, Punu bush trips, and open days. • Individual classes to engage families and elders in the learning program across the curriculum. • Support and engage in bush trips, the community camp to Ilkurlka with Rangers and community. • Family/School overnight local bush camps. Negotiate dates, activity, and location. Family and Ranger support.
<ul style="list-style-type: none"> • Provide a welcoming environment for families and 	<ul style="list-style-type: none"> • Maintain an open door policy for parents to visit classrooms and support their children. • Negotiate use of school resources where appropriate to support community activity and need.

community members.	<ul style="list-style-type: none"> • Maintain visual displays of school activity in the community as needed throughout the year. (photo and electronic photo displays, student work and art displays.) • Shared community assemblies, open classrooms, meals to celebrate student achievement and significant school events • Continue the development of the school environment that reflects country and community.
<ul style="list-style-type: none"> • Reflect the identity and culture of our students throughout the school. 	<ul style="list-style-type: none"> • Continue to grow school based archival records of art, recording short movies, increasing signage, and playground development that reflects the cultural and country heritage of Spinifex Country and Spinifex People. • Continue the development of the “School Community Story” through collaboration with others that is reflected around the school.
<ul style="list-style-type: none"> • Celebrate and share the school’s uniqueness, programmes and achievements 	<ul style="list-style-type: none"> • Maintain the reciprocal relationship with Firbank Grammar in Melbourne. • Maintain the positive relationship with the Indigenous Literacy Foundation with a focus on the Spinifex Country Writers and Illustrators camp and book publication. • Maintain the reciprocal Notre Dame University collaboration that includes a third year practice student for term 2, and the second year service unit visit at the start of term 3. • Maintain the reciprocal collaboration with Cecil Andrews College
<ul style="list-style-type: none"> • Review the schools efforts on a yearly basis. 	<ul style="list-style-type: none"> • Utilize the Education Departments Cultural Standards Framework as a tool to reflect on the schools capacity to maintain and support cultural connections and identity of Spinifex children.

Key Element: Working Together

We want:

- Everyone in Tjuntjuntjara sharing high expectations of our school.
- Parents, communities and services understanding how and why the school does things.
- Teachers understanding how and why the community does things.
- The school and community making decisions about our school together.
- The school and other services partnering together to support the community's children.
- Community members working and volunteering in our school.

Community Commitment

To work together with the wider school community and school staff to develop the school and support the success for Spinifex children.

School Commitment

To work together with the school community to improve the learning program and support success of Spinifex children reflecting the community's aspirations and culture.

Community Commitment	Community Involvement	Actions
<ul style="list-style-type: none">• Parents get to know their child's teacher.	<ul style="list-style-type: none">• AIEOs• Parents	<ul style="list-style-type: none">• Introduce parents to their child's teachers at the start of the year• Visit their child's classroom and/or help out in classes
<ul style="list-style-type: none">• Interagency meetings	<ul style="list-style-type: none">• PTAC officers• Health Clinic• Women's Centre	<ul style="list-style-type: none">• Interagency meetings to include report from principal on school and education related matters that impact on community and service providers• Input from service delivery representative on issues, opportunities and challenges related to partnerships with school – including secondary education, sharing resources, organisation of community events, community issues impacting families that may impact on school.
<ul style="list-style-type: none">• Communicating with the school.	<ul style="list-style-type: none">• Parents	<ul style="list-style-type: none">• Meet with teachers about their children when requested or contact school if there are concerns.
<ul style="list-style-type: none">• Support the events that the school organises to involve parents in their children's education.	<ul style="list-style-type: none">• Parents• AIEOs• AIEOs• Community Agencies.	<ul style="list-style-type: none">• Support school events and meetings• Advertise and promote events with community• Assist and advise teachers on making visits into the community
<ul style="list-style-type: none">• Access services that help children to be healthy.	<ul style="list-style-type: none">• Parents• Parents	<ul style="list-style-type: none">• Take children to the health clinic for appointments and check-ups• Talk to teachers if there is something about their child's health they need to know or think could be affecting their learning

	<ul style="list-style-type: none"> • Women's Centre 	<ul style="list-style-type: none"> • Support the school in delivering nutrition programme
<ul style="list-style-type: none"> • Be involved in discussions and decisions about what happens at the school. 	<ul style="list-style-type: none"> • Tjuntjuntjara Community 	<ul style="list-style-type: none"> • Discuss how the school can inform (and be informed by) the school on issues that are important to the community about education. • Talk about different types of school governance and community decision making – including the process for becoming an Education Department Independent Public School. • Discuss with school and the Education Department about having community involvement in the appointment of new staff. • Monitored and review the Tjuntjuntjara Education Agreement. • Seek opportunities for Chairperson/Principal to address PTAC committee meetings to share information about school and broader education issues that involve community interests.

School Commitment	Actions
<ul style="list-style-type: none"> • Understand the relationships and connections of families in the school. 	<ul style="list-style-type: none"> • Support the maintenance of the Tjuntjuntjara Family Tree in collaboration with the Women's Centre and Rangers. • Staff actively pursue developing positive relationships with families and community members to improve understanding and knowledge of children's families and culture.
<ul style="list-style-type: none"> • Meet families (including home visits), share successes or concerns and communicate class expectations and processes. 	<ul style="list-style-type: none"> • All staff to do a home visits to share class work and information about students with family. • Maintain erm open days that target families visiting classrooms and sharing/viewing children's work. • Maintain a newsletter at least twice a term providing information and updates including photos for families. • Hold school meetings open to all that share information and support ongoing planning of specific concerns or events. • Provide accurate and informative semester reports for all students. • Develop a Face book page to provide information, promote the school and share student learning and success.
<ul style="list-style-type: none"> • Be active and feel part of Tjuntjuntjara community. 	<ul style="list-style-type: none"> • Staff/School to engage in and support community events and activities where appropriate and possible. • School and staff engage, collaborate, and support other community agencies and organizations. • Principal to maintain attendance at Tuesday community agency meetings. • Provide use of school resources where appropriate to support community activity and need.
<ul style="list-style-type: none"> • Support and encourage work colleagues in the school. 	<ul style="list-style-type: none"> • Maintain a focus on children and engage in collaborating and supporting other staff to do their best to achieve positive outcomes for children.
<ul style="list-style-type: none"> • Partner with other services, share information and seek opportunities that contribute to student well being, their capacity to learn and access to educational experiences. 	<ul style="list-style-type: none"> • Maintain the daily health checks in collaboration with the clinic for the junior class. • Collaborate with the clinic in relation to health issues for students and visiting doctors and specialists. • Partner and collaborate with the Ranger program to support school based bush and culture trips. • Partner with the Women's Centre and PTAC to facilitate the Punu Project. • Partner with other agencies in opportunities to develop initiatives and identify resources that support Secondary Education Pathways. • Maintain the Tjitji Kulunpa program in collaboration with the Women's Centre and the school four sessions a week.
<ul style="list-style-type: none"> • Follow agreed procedures if there are concerns about the well being 	<ul style="list-style-type: none"> • Implement Education Department policy, and school procedures that provide care for specific needs of students. • Maintain School Psychologist visits.

of a child or a need for access to additional support.	
<ul style="list-style-type: none"> • Deliver clear, encouraging messages that promote family co-operation. 	<ul style="list-style-type: none"> • Keep families and community informed of events and concerns throughout the year to enable co-operation and collaboration to support students and resolve issues. • Use Face book page to promote positive family engagement
<ul style="list-style-type: none"> • Share information about the school with the community 	<ul style="list-style-type: none"> • Maintain newsletters, open days, community displays, home visits, etc as stated in other sections of these action plans.

Key Element: Learning

We want:

- The performance of our students comparing favourably with all other Australian schools.
- Young children and their parents being supported in the early years of learning.
- A learning focus on Standard Australian English and numeracy
- Our children experiencing a wide range of social, educational, artistic and physical activities
- Students moving successfully from Pre-kindy to Primary School and Primary School to High School
- Meaningful education pathways for all secondary aged students in our community

Community Commitment

To support children learning within families and community, and supporting the school to provide an engaging learning program that reflects Spinifex culture and community aspirations.

School Commitment

To provide an engaging learning program that provides success for children and supports the community expectations and aspirations within the framework of the state curriculum and policy.

Community Commitment	Community Involvement	Actions
<ul style="list-style-type: none">• Access programmes that provide special support in the early years	<ul style="list-style-type: none">• Women's Centre• Health Clinic	<ul style="list-style-type: none">• Continue to operate Tjitji Kalunpa from Women's Centre and School.• Continue to work in closely with the Women's Centre and Health Clinic.
<ul style="list-style-type: none">• Engage in conversations with the school about achievement level of their children.	<ul style="list-style-type: none">• Parents	<ul style="list-style-type: none">• Share with teachers the needs, interests and goals so that they understand the needs, interests, and aspirations that they have for their children they teach.• School makes sure it explains student's report or interviews in a way that parents can understand. Sometimes this might include having a Community Staff Member available to explain what the teacher means.
<ul style="list-style-type: none">• Support children learning at home.	<ul style="list-style-type: none">• School• Families	<ul style="list-style-type: none">• Identify how community agencies can support developing and delivering training programmes for parents that will help them support their children's learning
<ul style="list-style-type: none">• Partner with school to identify appropriate secondary school options for Tjuntjuntjara children.	<ul style="list-style-type: none">• Parents• School• PTAC	<ul style="list-style-type: none">• Engage with school in development and implementation of Secondary Education Pathways including:<ul style="list-style-type: none">- High school programme options and resources available to students who stay in community.- Schooling options for students who leave Tjuntjuntjara for high school.

		<ul style="list-style-type: none"> - Negotiating a community agreement on which school/s Tjuntjuntjara students will be sent to. - Preparing students and supporting families for high school outside of Tjuntjuntjara such as scholarship availability, Abstudy and school enrolment applications, different school options, orientation visits, support network at school where student is boarding, transport, monitoring how student is coping, coping skills about going to a new place - Options in the community for 15-17 year olds for meaningful and engaged high school education including working with other services or resources such as Rangers, Women's Centre, CRC - Alternative programmes for students disengaged from school.
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School Commitment	Actions
<ul style="list-style-type: none"> • Effectively teach students the skills and understandings of Standard Australian English and Mathematics 	<ul style="list-style-type: none"> • Provision of well planned, effectively implemented, accurately evaluated explicit classroom learning programs in numeracy and literacy that provide success and improved outcomes for Tjuntjuntjara Students. • Maintain numeracy and literacy consultant visits for classroom based support. • Consolidate the development of the Tjuntjuntjara Numeracy Tjukurpa (Story) and the Tjuntjuntjara Literacy Tjukurpa (Story) that provides the framework for classroom programs. • Maintain a focus on AEIO engagement and development. • Maintain the reciprocal relationship with Firkbank Grammar in Melbourne. • Maintain the positive relationship with the Indigenous Literacy Foundation including hosting Spinifex Country Writers and Illustrators festival. • Maintain the Notre Dame University collaboration that includes a third year practice student for term 2, and the second year service unit visit at the start of term 3. • Further develop the reciprocal collaboration with Cecil Andrews College.
<ul style="list-style-type: none"> • Provide a curriculum across all learning areas that includes in-school and extracurricular activities. 	<ul style="list-style-type: none"> • Maintain a focus on providing within the learning program all areas of the Australian curriculum with well planned, effectively implemented, accurately evaluated explicit classroom learning programs. • Partner and collaborate with the Spinifex Rangers, Women's Centre, Spinifex Arts, families to support school based bush and culture trips with a major focus on Two Way Science and the integration of other curriculum areas within the learning program. • Continue to make local small movies with a focus on Pitjantjatjara language and culture and significant local events. • Continue to record stories in Pitjantjatjara within the community.
<ul style="list-style-type: none"> • Individually plan and cater for the needs of each child 	<ul style="list-style-type: none"> • Support each semester for individual student assessment and record keeping across the whole school. • Maintain individual plans for children reviewed at the end of Term 1 and term 3.
<ul style="list-style-type: none"> • Support families where required in initiating or following up on access to medical or other services that may be barriers to children learning. 	<ul style="list-style-type: none"> • Continue the present processes of collaboration with health and community agencies. • Maintain information provision to families in regard to issues children may have.
<ul style="list-style-type: none"> • Provide a viable and appropriate 	<ul style="list-style-type: none"> • Lead the development and work in partnership with the community and service providers in the implementation of

secondary education programme within the resources that are allocated to the school.	Tjuntjuntjara Secondary Education Pathways.
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Engaged Students

We want:

- Our school to always be a safe place.
- Our children attending school every day.
- Our children understand why families want them to go to school.
- Students working to the best of their ability, achieving their goals and respecting others.
- Everyone supporting our children to make the right choices and succeed in their learning.
- All of our children accessing an education programme that keeps them engaged in their learning.

Community Commitment

To make sure children are at school every day and encouraging them to work together and do their best.

School Commitment

To provide a safe place that provides a learning program and activities that promote children working together and doing their best to provide enjoyment and success for children.

Community Commitment	Community Involvement	Actions
<ul style="list-style-type: none">• Support the school to help children understand that everyone has the right to learn and that teasing and bullying are unacceptable behaviours.	<ul style="list-style-type: none">• Parents• Community members	<ul style="list-style-type: none">• Talk as a whole community about teasing and what behaviours should be discouraged at home and in the community.• Come up to the school and talk to the teacher and Principal if they are concerned about something that happens at school.• Talk to Principal if there are incident in the community that could cause trouble in the school.
<ul style="list-style-type: none">• Make coming to school every day a priority for everyone in the community.	<ul style="list-style-type: none">• Parents• Whole community• AIEOs	<ul style="list-style-type: none">• Tell the school of issues that might affect children coming to school or if community business might affect attendance.• Tell students they should be at school if they see them in the community in school time.• Make arrangements so that children to stay in Tjuntjuntjara during the school term.• Enrol children in school if they are staying long term in another community.• Use the school car pick up or let AIEOs know if children won't be at school.
<ul style="list-style-type: none">• Help students understand the importance of education and staying at school.	<ul style="list-style-type: none">• Parents• Whole community• PTAC agencies	<ul style="list-style-type: none">• Teach children and understanding of why families want them to do their best at school.• As families and a community review if there are activities that interfere with students engaging in their learning or being at school.• Change practices that impact on children not being at school.• Reinforce with young people and provide incentives that promote the importance of education.

		<ul style="list-style-type: none"> • Work with school to develop programmes that keep young people engaged positively in school and the community. • Work with the school and service providers to develop the Secondary Education Pathways that enables opportunities and provides resources for all young people for ongoing access or re-engagement with education.
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School Commitment	Actions
<ul style="list-style-type: none"> • Ensure that the school is a safe place for everyone 	<ul style="list-style-type: none"> • Regularly revise expectations of behavior for students. • Establish protocols for community and visitors entering the school. • Maintain school buildings, equipment, and playground in a safe and secure state based on a daily morning inspection of school grounds and reporting of maintenance issues. • Maintain security of the school at all times. • Follow school notification procedures if students leave the school.
<ul style="list-style-type: none"> • Provide classroom activities and whole school programmes that keep students engaged, focused and able to succeed. 	<ul style="list-style-type: none"> • Base planning on the school's vision to provide an inclusive program based on the whole school working together for success and catering for individual interests and needs. • Further develop the resources that can be utilized using iPads, laser cutter, 3D printers and in Two Way Science. • Planned program activities outlined in the Cultural Connections and Learning Action Plans.
<ul style="list-style-type: none"> • Find out and share information that may be having an effect on a child's well being, behaviour or learning 	<ul style="list-style-type: none"> • Maintain a focus on interagency collaboration and working closely with families to ensure children are being cared for and receiving appropriate support and attention.
<ul style="list-style-type: none"> • Involve families to address well being, learning or behaviour concerns 	<ul style="list-style-type: none"> • Maintain home visits and sharing of information to establish an action plan to address the needs of the child.
<ul style="list-style-type: none"> • Follow processes related to accessing support or addressing concerns about students 	<ul style="list-style-type: none"> • Follow Department policy and school procedures. • Maintain positive links with agencies such as DCP, the School Psych, and health professionals.
<ul style="list-style-type: none"> • Promote and celebrate positive individual and whole school achievements 	<ul style="list-style-type: none"> • Recognition through awards at end of term and year open days. • Display of work in community and school. • Open day classroom focus. • Sharing achievements with families through home visits. • Where possible enter work in competitions and share with other schools.
<ul style="list-style-type: none"> • Have high expectations and be consistent in implementing and modelling agreed appropriate student behaviour strategies 	<ul style="list-style-type: none"> • Maintain a focus on the school motto – Ninti Pulka – Smart and Strong / Respect and Learning. • Establish a school community framework with families that describes the approach to building a positive school and school community that maintains a positive and consistent approach to expectations about behavior and learning.

<ul style="list-style-type: none">• Provide a secondary education programme that keeps students engaged in their learning.	<ul style="list-style-type: none">• Lead the development and work in partnership with the community and service providers in the implementation of Tjuntjuntjara Secondary Education Pathways.
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