

# Djidi Djidi

## Aboriginal School

HONOURING OUR PAST  
LIVING IN THE PRESENT  
PREPARING FOR OUR FUTURE



Business Plan  
2024 -2026

## Acknowledgement of Country

Kaya koolangka, moort wer koorda, ngany djoorabiny noonook djinanginy. Nidja Noongar Wadandi boodja-k ngalak nyininy. Ngany kaadadjiny nganyang ngoongoolong Noongar birdiya, koora wer yeyi. Ngany kaaditj Wadandi moort ngalak boodja-k ngalak nyin.

Hello children, family and friends I am happy to see you. This is Noongar Wadandi country we are sitting on. I respectfully acknowledge my ancestors all Elders, past and present. I pay my respect to the Wadandi people on whose land we sit.

Ngany kaadadjiny nganyang Aboriginal Australians wer wedjela koolangka dandjoo kaadadjiny wer bandang nyin boodja-k winin-k wer bandang dandjoo yanginy Australia.

I also acknowledge the contributions of Aboriginal and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together, Australia.

Ngalang windang birdiya koorl nidja moorditj kwobidak boodja-k kaaratj-ak. Baalap kaaratj boodja-k, dek-ngat, marlak-ngat, bilya-k wer barna-k.

Our old people walked this strong beautiful land caring for it. They cared for country, plants, bush, river, and the animals.

Ngalang nyidinyal, moyran, kabarli djoorabiny noonook nidja Noongar boodja-k nyinalanginy. Baalabang djin-djin noonook-ngat kaaratj-ak. Noongar boodja-k.

Our ancestors', grandfathers and grandmothers are happy you are meeting in Noongar country. May their spirits watch over you today and always as you work, live and walk on this part of our beautiful country.



## **Our Vision:**

At Djidi Aboriginal school we will be relentless in our approach to creating a culture of excellence for staff, students and our community. Our school will be anchored by high expectations and relationships. Achievement will be evident in all that we do.

## **School Motto**

Honouring our Past

Living in the Present

Preparing for our future.



Djidi Djidi Aboriginal school was established in 1996 in order to better serve the needs of Noongar students in the Southwest City of Bunbury, Wardandi Country. The Noongar Community of Bunbury felt that an Early Childhood Centre (K – year 2) was needed to give Aboriginal students a sound start to their education with strong involvement by Aboriginal people and connection to culture. After further community consultation a recommendation was ratified to add an extra year level every year until full primary school capacity.

In 2004 on the 7<sup>th</sup> July the new school at 23 Erica Entrance, Glen Iris was officially opened.

Djidi Aboriginal School welcomes all First Nations children from Kindergarten to Year 6.

The school is unique in that Aboriginal culture, content and ways of learning are at the forefront of our practice.

The Djidi narrative is not one that shies away from the realities and disadvantage that affects many of the children and families who choose to send their children here. Whilst acknowledging that challenges do exist, we do not subscribe to the deficit model that too often attempts to define Aboriginal people. Our school is filled with strong minds, strong cultures and a resilience that is inspiring. What we choose to do every day is to challenge the stereotypes that exist for all children of disadvantage and provide them with access to an engaging curriculum, opportunities and experiences at the right dose and intensity required for each individual child. The outcomes that we chase for our children and their families are diverse and are as individual as the child placed before us. Our dedicated team of professionals are trained in trauma informed practice and have a 'whatever it takes' mantra; we know our core business and we do it exceptionally well. Our school is solutions focused and is committed to 'levelling the playing field' in the pursuit of health, wellbeing and academic excellence for all children.

Our school grounds and facilities are beautiful, and our staff strive to create classrooms that are calm, safe and supportive for all.

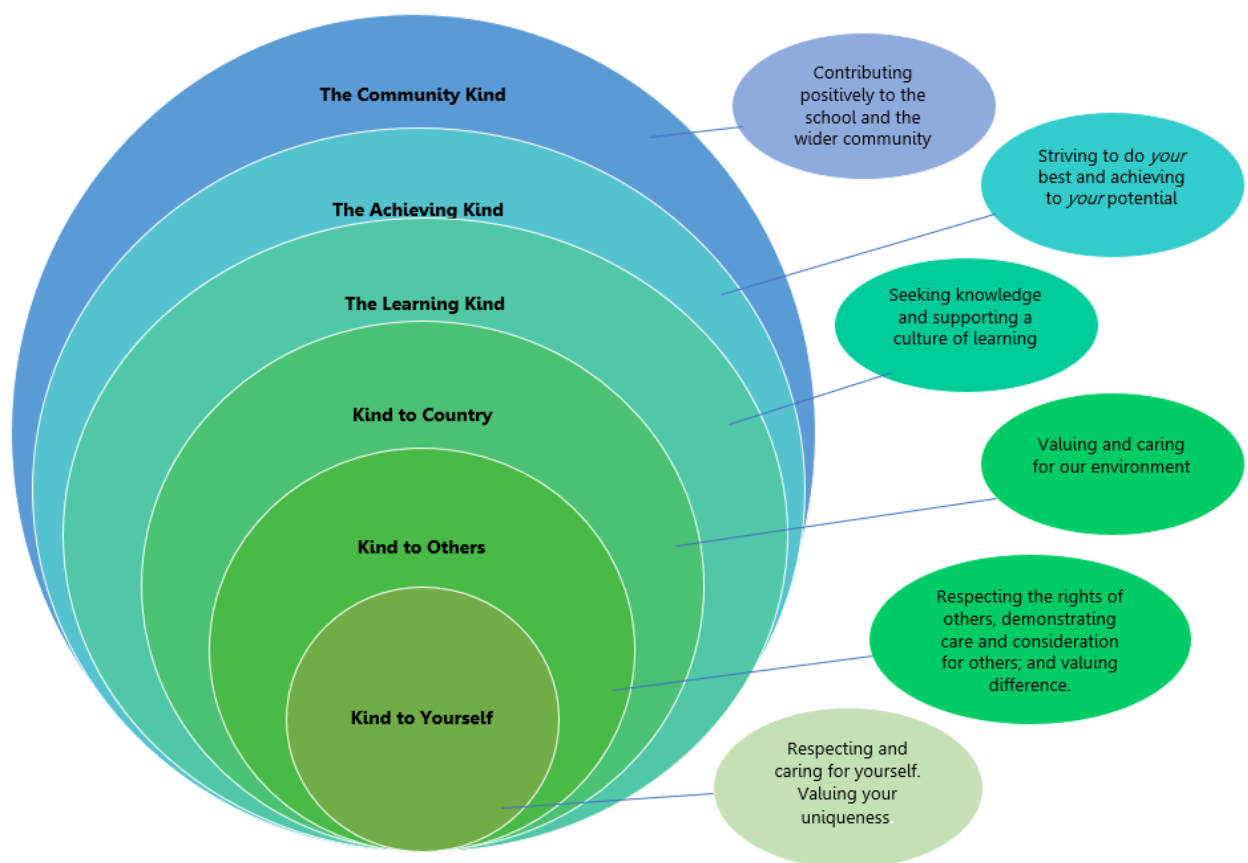
High expectations relationships are central to our success, and we are relentless in our approach to creating a culture of excellence for staff, students and our community.

Our School Council is made up of parents, Elders and community members. They promote our school to the wider community and also act as a cultural compass; guiding us in new and successful directions. Early intervention and speech and language development are central to the philosophy of the school and are recognised as a cornerstone in developing and fostering life long learning skills. Djidi employs a Speech Pathologist to support early intervention in language development.



## Kaadadjiny Moorditjabiny

**Kaadadjiny Moorditjabiny** (Learning and Becoming Stronger) was developed to support the specific, contextual behaviour needs of the students at Djidi Djidi. There is a strong focus on proactive approaches and a dedicated commitment to trauma informed practice. Kaadadjiny Moorditjabiny gives the school community a common language with which to discuss both positive and negative behaviours. Kaadadjiny Moorditjabiny is supported by the Berry Street Model and the Positive Education (PERMAH) model



## **Strategic Plan for Public Schools in Western Australia 2020-2024**

The Djidi Djidi Aboriginal School Business plan is underpinned by the Department of Education's strategic plan "Every student, every classroom, every day.

The Western Australian public school system is a major contributor to the State's prosperity and growth as a fair society promoting the wellbeing and participation of all its citizens.

Our aspiration is for every student to:

- Unlock and fulfill their learning potential
- Be equipped with contemporary and emerging work capabilities
- Develop the personal and social attributes that form the basis for future wellbeing.
- Achieve year on year growth in learning throughout their schooling
- Be well prepared to take the step beyond school into further education, training or work.

There are 6 improvement drivers:

1. Provide every students with a pathway to a successful future
2. Strengthen support for teaching and learning excellence in every classroom
3. Build the capability of our principals, our teachers, and our allied professionals
4. Support increase school autonomy within a connected and unified public school system
5. Partner with families, communities, and agencies to support the educational engagement of every student.
6. Use evidence to drive decision making at all levels of the system.

The intent of the School Business Plan is to improve student outcomes through better teaching and learning and alignment of resources. The success of the plan will be in line with the departments strategic plan and the success will

- Enable Aboriginal students to succeed as Aboriginal People
- Ensure students are on track in the early years for continued success
- Enhance student health and wellbeing
- Progress student literacy and numeracy
- Improve student attendance
- Ensure students gain the skills and knowledge to experience success in life.

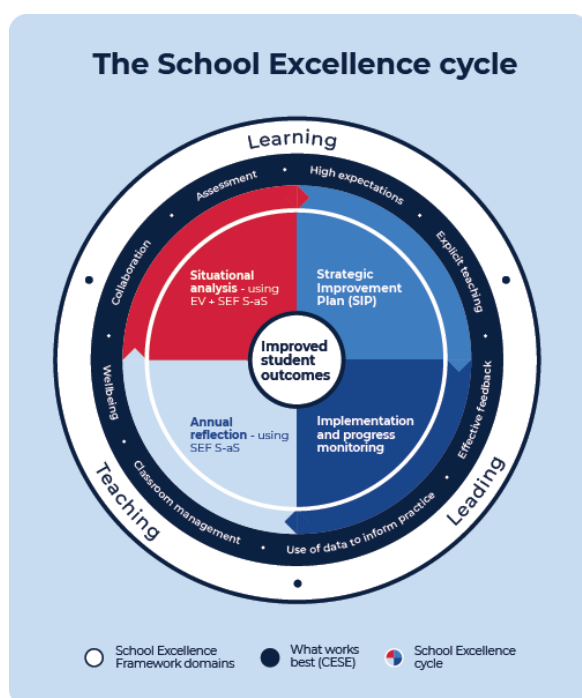
The business plan is a guide that can be summarised as:

- Improvement and cultural change
- Support delivery of student achievement
- From the business plan, operational plans will be developed. There is an expectation that teachers will align classroom planning with the goals of business and operational plans
- Teacher performance will be linked to these plans
- Cultural knowledge and understanding is the foundation for all we do.

## School Improvement and Accountability Framework (Department of Education WA 2008)

The Framework that underpins the School Improvement and Accountability Framework has 5 components. Research has shown these domains have the greatest impact on student achievement and progress.

1. **Successful Students** are at the core of school improvement and accountability.
2. **School improvement cycle**, where we assess our performance, plan for improvement and act on our plans for effective development
3. **School operations** include – safe teaching and learning environments and resources .
4. **School reporting**
5. **School Review**



(Department of Education (2008))

## Department of Education Shaping the Future

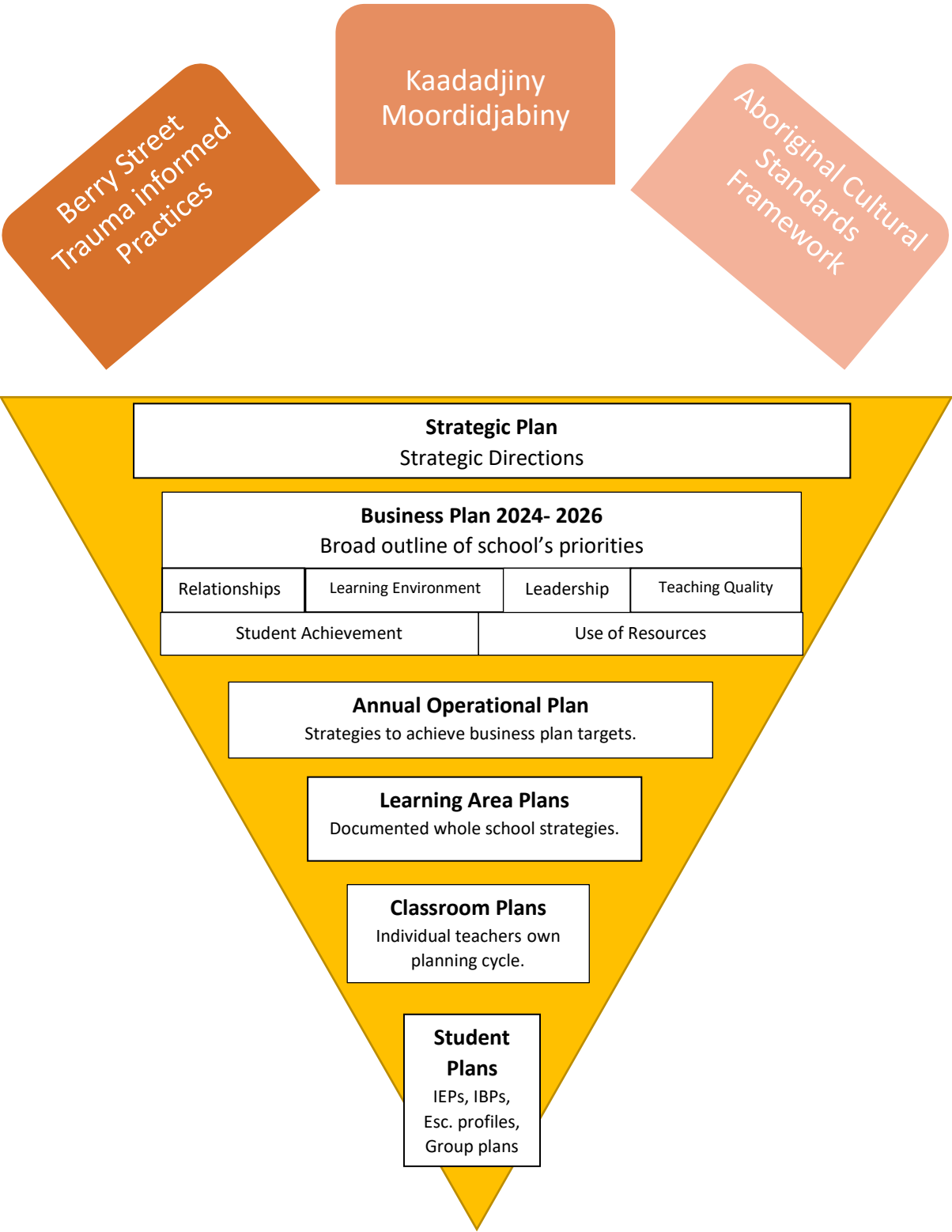
### The Standard

Having a clearly articulated Standard strengthens common understanding about what all schools should look for when reflecting on their performance. It also strengthens the consistency of the validation of the Public Review System process.

- Relationships and Partnerships
- Learning Environment
- Leadership
- Use of Resources
- Teaching Quality
- Student Achievement and Progress

# Our Planning Framework

## Overarching Documents



## **Strategic Plan**

Strategic Directions for the Department of Education 2020 – 2024

## **Business Plan**

The Business plan outlines our approach to priorities within, and performance indicators for the Department of Education, Shaping the future standards. It reflects the strategic direction of the Department and the aspirations of our community.

## **Operational Plan**

Annually we will develop an Operational Plan. This plan takes into account the findings of our self - assessment processes. Priority areas specific to our school needs are identified and strategies to achieve success are documented.

## **Learning Area Plans**

Learning Area Plans are collaboratively developed by our teachers and clearly document the “Djidi Djidi way” of being and Kaadadjiny Moordidjabiny, ensuring approaches to teaching and learning within the different learning areas are consistent across the school.

## **Classroom Plans**

Developed by individual classrooms teachers, Classroom Plans take into account the priorities and targets of the Business Plan, Operational Plan, Learning Area Plans and the requirements of the Western Australian curriculum specific to the needs of their students in their class.

## **Student Plans**

Individual and Group Education Plans, Behaviour Support plans and Escalation profiles, are developed by teachers in collaboration with their class team and administration to cater for the specific needs of students identified at educational risk. This includes students that require extension and challenge.





## Relationships and Partnerships

*In recognising success for students is dependent on the relationships between staff, students and families, Djidi Djidi Aboriginal school has created an environment that is welcoming and nurturing to all in the community. Families express high levels of satisfaction and pride in the school.* Public School Review 2023

The school seeks to develop a positive climate based on trust and respect with all.

- Professional relationships between staff are enabled through collaboration.
- Staff, student, and parent relationships are respectful.
- Clear communications are evident.
- Parent/student and staff feedback is sought and acted on
- The School Council fulfils its role in supporting school governance.
- Community partnerships are sustainable.

At Djidi Djidi Aboriginal school we engage with our community to enhance and develop our learning programs and to develop a culture of Aboriginal learning and being. At Djidi Djidi we recognise the importance of cultural safety, and this is always at the forefront of our minds. The staff morale at our school reflects quality professional relationships based on trust and respect. The power of a collective unit is harnessed through a Growth Coaching model and the provision of constructive opportunities for staff to collaborate and grow.

Performance Indicators
Collaboration meeting minutes (WiT) and (WiT-CH) held regularly. Moderation tasks included in WiT - CH Professional Learning dissemination of information across school Family and Community surveys to provide a broad representation of views and opinions. Engagement and partnerships with Aboriginal organisations to expand cultural ways of learning. All teachers achieve at the highly accomplished level in APST standards: 6.3 Engage with colleagues to improve practice. 7.1 Meet professional ethics and responsibilities. 7.3 Engage with parents and community. 7.4 Engage with professional teaching networks and broader communities. All teachers implement the requirements of Reporting to Parents Policy and the 8 ways of Aboriginal Learning portfolios. National School Opinion Survey for Students and Staff. (Rating 3.5 or above) Djidi Djidi Parent survey developed. School council is inclusive of community.

## Learning Environment

Djidi Djidi is a culturally safe, caring, inclusive and culturally responsive environment.

- Student behaviour, attendance and engagement strategies enhance student learning.
- Student and staff health and wellbeing is a priority.
- Students at educational risk are identified, supported, and monitored for improvement.
- Student voice informs decision making.

Performance Indicators
<ul style="list-style-type: none"><li>• National Quality Standards Audit completed</li><li>• Focus on attendance plans and support</li><li>• NSOS student survey</li><li>• Aboriginal Cultural Learning Standards Framework is evidenced</li><li>• Djidi develops and maintains a culturally safe learning environment</li><li>• High care, health and well being plans for students and staff</li><li>• Wellbeing for staff and students is planned and measured</li><li>• Kaadadjiny Moorditjabiny is evidenced in all classrooms.</li><li>• Student services process reflect attention to, behavioural, academic and social/emotional needs.</li><li>• Environmental Faults reported and addressed in a timely manner</li><li>• Inclusive practices and Quality Differentiated teaching is evident across school</li></ul>



## Leadership

*Having high expectations of themselves, staff, students and the community, the Principal and the Deputy Principal lead a culture of collaborative and collective responsibility for every child's success.*

Public School Review 2023

School leaders facilitate organisational change and growth.

- School vision and priorities align with Departmental expectations.
- School planning is evidence based and aligns with the learning needs of the students.
- Leaders provide instructional support to staff.
- Staff are provided with opportunities to lead.

At Djidi Djidi Aboriginal school the Leadership Team encourages staff to undertake leadership positions across a range of roles. The prioritising of culture through the appointment of a cultural language teacher and cultural leader sees the embedding of the Aboriginal Cultural Standards Framework.

Djidi Djidi is part of the Department of Education's initial Leading Cultures of Teaching Excellence program to guide the school towards a high performance in the development of leading culture.

Performance Indicators
<ul style="list-style-type: none"><li>• Development and structure of a robust performance management and development program is evident.</li><li>• Instructional support for teachers to be embedded across the school through a formalised process of observation and feedback as a driver of quality teaching and the implementations of High Impact Teaching strategies.</li><li>• Student voice to be evident in planning and lesson development.</li><li>• Student feedback sought annually through formal and informal surveys.</li><li>• Students are explicitly taught leadership skills and provided with authentic opportunities to apply.</li><li>• The Leadership team will lead the development and implementation of school plans which contain specific targets related to improvement of student achievement, attendance and retention.</li><li>• Use of coaches and mentors to support teachers and education assistants.</li><li>• Opportunities for teacher leaders is evident</li><li>• Operational Plans are evident and reviewed annually</li></ul>

## Use of Resources

*A strong and trusting relationship exists in the school which ensures planning, management and monitoring processes for the use of resources are aligned to school operations.* Public School Review 2023

Djidi Djidi manages resources in a targeted manner, maximising the learning outcomes for all students.

- Resource allocation decision making is evidence based
- Budget and resource management practices support school planning
- Use of Student characteristics and Targeted initiative funding assists student learning
- Workplace planning and management practices align with student needs.
- Finance committee works collaboratively to analyse, review and make recommendation for resource management and disbursement

Teachers and support staff collaborate regularly by sharing their knowledge in WiTs (Working in Teams)

Performance Indicators
<ul style="list-style-type: none"><li>• Budget reflects school focus and culture</li><li>• School expends annual budget according to expectations</li><li>• Development and ongoing monitoring of workforce plan. Workforce plan will sustain human resource management to progress whole school initiatives.</li><li>• Finance committee guidelines to be implemented with fidelity.</li><li>• Teacher leaders will maintain cost centre curriculum budgets in line with DoE policy and address procurement of resources as per school plans.</li><li>• Staff will collaborate to input target linked budget proposals to the Leadership team and the Finance committee for consideration in budget planning in Term 3 annually.</li></ul>

## Teaching Quality

Quality teaching, above all other influences, is the most important factor in supporting student achievement. At Djidi Djidi we have a shared ownership of high expectations and success of all students.

- School wide belief and understanding of school wide practices and programs.
- Teachers use culturally responsive approaches to the selection of resources for, and instruction in, embedding Aboriginal perspectives in classroom practice.
- Staff differentiate their practice to address each students learning needs.
- Staff use data to inform conversations about student wellbeing, achievement, and practice.
- Professional learning builds staff teaching capability.
- Implementation and evidence of Teaching for Impact.
- Implementation of whole school scope and sequence documents in English and Mathematics
- Differentiation and inclusive learning is a priority of teachers best practice

Success for All students – Enable Aboriginal Students to succeed as Aboriginal people.

Ensuring that students have equal access to learning and support that provides greater opportunities for growth across all areas of education, including academic and social and emotional wellbeing.

Performance Indicators
<ul style="list-style-type: none"><li>• School wide beliefs on teaching and learning are understood and embedded in practice. (Teaching for Impact)</li><li>• Student learning will be connected and embedded in Aboriginal perspectives and cultural understandings.</li><li>• All teachers will identify students at educational risk and differentiate teaching, assessment and reporting to meet student need.</li><li>• The school has a repertoire of fair and inclusive assessment and reporting strategies.</li><li>• Teachers will collaborate to plan, act, assess and report on student learning.</li><li>• School collects data to guide decision making.</li><li>• Teachers adhere to Teaching for Impact guidelines.</li><li>• Student ongoing performance appropriately tracked and monitored by teachers.</li><li>• Differentiation occurs for children identified as NCCD through lesson modifications.</li></ul>



## Student achievement and progress

Judgements about student achievement and progress are a blend of standardised and school-based instruments in combination with integrated set of observations, daily records, and student feedback.

- Systemic and school-based data are used to assess student progress.
- Plans demonstrate a commitment to improve student achievement.
- All planning includes improvement targets to focus staff on improved student achievement.
- Staff use data sets and work samples of colleagues to moderate their judgements.
- Staff understand and accept that improvement targets for both individual and groups of students must be guided by evidence.
- Staff have high expectations for all students.
- Staff monitor and set targets for non academic outcomes.

Performance Indicators
<ul style="list-style-type: none"><li>• Assessment and data collection of student performance and intervention</li><li>• High expectations for increased attendance</li><li>• All students to be working</li><li>• Development of Students individual educational plans</li><li>• Differentiated curriculum delivered across all learning areas</li><li>• Reporting to Parents systems in place</li><li>• Data collection and analysis of speech therapy progress.</li><li>• By 2025, a STEM coordinator will be supporting teachers to embed best practice across the school.</li><li>• Leadership team support teachers with documented planning.</li><li>• Deputy Principal support teachers develop SEN plans</li><li>• Teachers have evidence and can support judgements in regard to student performance</li></ul>

