

# *Strong Foundations:*

## Kununurra Education Strategy | 2018-2022

# Berrthalb yarrenkooyan!

*(Let's always be strong together!)*

## Vision

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Every child immersed in a lifetime of learning

***Woothoo-woothoonga waniwoogeng  
miljib berrandawoon, miljib berrindawoon***

*(Children always learn and will keep learning)*



*'We want to invest in education by incorporating culture into the learning journey, lifting attendance rates and literacy and numeracy standards and reducing rates of developmental vulnerability. These changes will facilitate sustainable education outcomes for our children and will ultimately result in their genuine engagement with the local economy.'*

**Peter Brown**

**Chair, Binjarri-binyja Yarrowoo Aboriginal Corporation**  
*backbone organisation for Empowered Communities in the East Kimberley*

**Strong Foundations** provides direction towards strong and positive outcomes for Aboriginal children and their learning journey, in Kununurra over the next five years

Developed over 6 months by Aboriginal leaders and Aboriginal Organisations, this strategy has been informed by what works best for Aboriginal students within research and literature, as well as what local Aboriginal families know from experience.

Six strategic objectives have been developed to guide medium term outcomes:



Strengthen relationships



Start from pre-conception



Build strong cultural identity



Excel into adulthood



Support every individual



Sustain success

# 1. Strategic Objective: Strengthen relationships



Perceptions and relationships between schools, community, and families are positive, assisting to increase engagement and attendance

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## Key strategies

- Establish regular purposeful forums to encourage collaboration and information sharing between families, support services, and education providers
- Identify and address language barriers to form a common understanding, enabling families to support their child's learning journey
- Broaden and strengthen the informal communication channels between families and schools, and the presence of support services and education providers in the community
- Implement formal arrangements between education providers, Aboriginal communities and parents to support relationship building
- Investigate and implement effective co-accountability models for families, education providers and student support services
- Ensure support programs exist across all aspects of a child's education journey
- Educational and support programs are co-designed and co-delivered by involving the Aboriginal leaders and communities, and local schools
- Provide targeted strengths based services to families that need support assisting their child's learning
- Support families and communities to value education and have trust in schools and services

## 5-year target

*Aim:* All students are supported by their families to attend school every possible day and attendance rates are at or above national averages.

*Expectation:* A 10 per cent increase in attendance rates.

## 2. Strategic Objective: Start from pre-conception



Parents and families give children the best chance of success, starting at pre-conception.

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### Key strategies

- Ensure early childhood education and development programs are evidence-based, culturally responsive, and focus on successes of the individual child
- Increase access and availability of culturally responsive child health services
- Provide programs with focus on strengthening attachment between child and parent and families from birth
- Support students and families during transitions into early childhood education, through early engagement with education providers
- Improve diagnosis and support options for children potentially affected by Foetal Alcohol Spectrum Disorder (FASD)
- Provide FASD education and information services for future parents to help raise awareness, support change and reduce prevalence
- Create culturally responsive and welcoming services focused on educating and enabling future parents
- Build capabilities of families to play the lead role in their children's early development
- Inform and support families to provide their children with good health and wellbeing

### 5-year target

*Aim:* The proportion of Aboriginal and non-Aboriginal children identified as developmentally vulnerable on one or more Australian Early Development Census (AEDC) domains is at or below the national level.

*Expectation:* The proportion of Aboriginal and non-Aboriginal children identified as developmentally vulnerable on one or more AEDC domains is decreased by 10 per cent.

### 3. Strategic Objective: Build strong cultural identity



Aboriginal culture and language is embedded in learning environments to increase student identity building, school attendance and engagement.

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#### Key strategies

- Increase and promote locally led cultural awareness training for all permanent and visiting education and service provider staff; review service delivery methods to ensure cultural identity is incorporated and strengthened into service delivery
- Increase the number of Aboriginal employees and volunteers within education and student support providers, and provide relevant training and support to retain their employment
- Explore alternative and innovative methods that incorporate Aboriginal led cultural practices alongside standard education and mainstream student support services
- Encourage personal relationships between Aboriginal and non-Aboriginal students of all ages to promote sharing of Aboriginal language, culture, and perspectives
- Encourage and support cultural leadership from the Aboriginal community; empower local communities to develop and lead cultural events and programs in educational environments
- Increase and promote opportunities for all children to acquire and strengthen knowledge of Aboriginal language and culture
- Promote the importance of language and culture for a child's wellbeing and identity

#### 5-year target

*Aim:* All staff and volunteers in educational and student support services have deep knowledge and respect for Aboriginal culture, and actively incorporate language and culture into decisions and education delivery.

*Expectation:* Over 80 per cent of staff and volunteers in educational and student support services have attended locally run cultural awareness training.

## 4. Strategic Objective: Support every individual



Every child's unique needs and aspirations are recognised so that they can grow with the confidence, ability, and desire to learn.

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### Key strategies

- Increase families' and educators' abilities to identify and address engagement barriers
- Establish physical spaces that are culturally and linguistically responsive, to support learning and embed community engagement
- Provide conflict resolution and behaviour management methods that directly involve family and community
- Implement tailored joint case management, involving both education providers and student support services
- Deliver services using strength-based approaches
- Hold high expectations of every student, both within and outside the educational environments
- Build student aspirations and motivation by: offering educational incentive programs that reward positive outcomes; encouraging local role models to contribute to program delivery
- Offer intensive learning support for literacy and numeracy skills, exploring teaching methods that focus on skill mastery as opposed to only skill memorisation
- Celebrate and share student successes from achievements both in and out of school
- Create environments for children to demonstrate and develop their own strengths

### 5-year target

*Aim:* All students are supported by their families to attend school every possible day and literacy and numeracy are at or above national averages.

*Expectation:* 10 per cent increase in average proportion of students at or above national literacy and numeracy standards.

## 5. Strategic Objective: Excel into adulthood



Every student has the opportunity and means to achieve their aspirations and excel into adulthood.

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### Key strategies

- Integrate service delivery to ensure pathways to employment and further education are well-communicated, understood, and accessible to students in school
- Expand student learning and personal development by communicating options, including boarding and scholarship program options
- Provide early career mentoring and relevant workforce training to support transition to meaningful employment
- Encourage and support parents to continue to stay strongly invested in their child's education beyond secondary school
- Encourage local Aboriginal role models to contribute to education service design and delivery, further building student's aspirations
- Provide services that further develop lifelong interpersonal and relationship skills
- Help students identify their aspirations and set high expectation personal objectives

### 5-year target

*Aim:* The proportion of Aboriginal students that enter meaningful employment or further study after school is at or above the national average.

*Expectation:* A 10 per cent increase in the proportion of Aboriginal and non-Aboriginal students that enter employment or further study after school.

## 6. Strategic Objective: Sustain success



Successful approaches and programs involving parents, families and communities are adopted for the long-term.

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### Key strategies

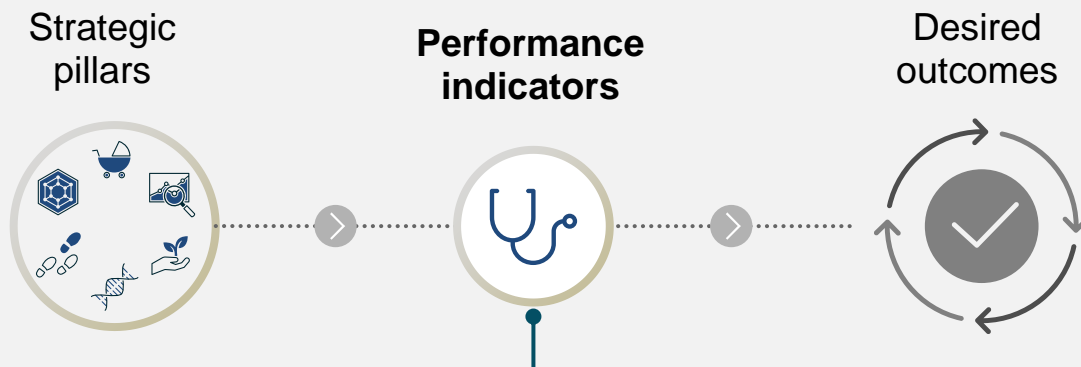
- Increase coordination and genuine collaboration between services, and formal agreements are embedded to sustain collaboration efforts
- Develop consistent methodologies for evaluation to identify successful programs and help establish long-term approaches
- Increase the sharing, linking and use of data and community surveys to inform decisions, evaluations, and refinements across the sector
- Strengthen desire of Aboriginal people to pursue careers as tertiary qualified educators and qualified service delivery professionals
- Implement regular high-quality professional development and vocational support to aide recruitment, retention and career progression of Aboriginal staff
- Encourage and support families and support services to learn from each other by openly sharing successes and advice relating to children's wellbeing and progress
- Review, enhance, and reinforce *Strong Foundations* to create a 5-year strategy 2022-2027, maintaining an Aboriginal led vision for education in Kununurra

### 5-year target

*Aim and Expectation:* All key indicators consistently have a positive trend; education providers and support services identify as aligning with (or working towards) this strategy.



## Monitor desired outcomes with performance indicators



### Measured indicators

- Attendance rates
- Early vulnerability indicators
- NAPLAN results
- Post school pathways

### Community and cultural indicators

- Inclusion of culture and language
- Community surveys
- Engagement rates and frequency of participation across pillars

# Strategic Objectives: Performance Indicators









## Performance indicators

### Population Level indicators

Quantitative metrics (most common across Australia); use to track progress

### Proposed Community and Cultural indicators

Community insight and data unique to Kununurra; use to help guide local priorities and direction

 <p><b>Strengthen relationships</b></p>	<p>-Attendance rates are at or above national averages.</p>	<p>-Surveys and interviews of community members and families on perception and engagement of education providers and student support services.                      -Number of MOUs/Co-design agreements in place between education providers/non-ACCO student support services, and ACCOs.                      -Number of Aboriginal community led events in educational and student environments in a calendar year.</p>
 <p><b>Start from preconception</b></p>	<p>-Proportion of Aboriginal and non-Aboriginal children identified as developmentally vulnerable on one or more Australian Early Development Census (AEDC) domains is at or below the national level.</p>	<p>-Number and frequency of parents and families engaging in early childhood programs (mid to long-term engagement)                      -Prevalence of FASD and Ear, Nose and Throat conditions in infants and children.</p>
 <p><b>Build strong cultural identity</b></p>	<p>-Number of education and service providers with staff completed locally run cultural awareness training.</p>	<p>-Number and frequency of locally led culture and language programs in educational environments across all ages.                      -Total attendance, by age and Aboriginal status, at locally led language and culture programs.</p>
 <p><b>Support every individual</b></p>	<p>-Average NAPLAN results by category, age, and Aboriginal status, compared to state average and/or similar remote school.</p>	<p>-Surveys and interviews of parents and families on perception of barriers for participation, and effectiveness of case management coordination practices and intervention methods.</p>
 <p><b>Excel into adulthood</b></p>	<p>-The proportion of Aboriginal and non-Aboriginal students that enter employment or further study after school is at or above the national average.</p>	<p>-Number and frequency of students engaging in career development programs (mid to long-term engagement).                      -Surveys and interviews of students and families on perception of effectiveness of early career development programs.</p>
 <p><b>Sustain success</b></p>	<p><i>This strategic pillar is focused on the positive trajectory of all the above indicators</i></p>	