



Government of Western Australia
Department of Education

BHP



PILBARA EDUCATION PARTNERSHIP

Early Years Strategy



Pilbara
Education
Partnership





A Proud History

The BHP Pilbara Education Partnership (the Partnership) was established in 2005 to enhance education services and improve education outcomes in public schools within Newman, Port Hedland and surrounding areas within the Shire of East Pilbara and Town of Port Hedland, and has seen BHP invest approximately \$30 million in education since 2010.

These generous contributions have had a positive impact on public education across the Pilbara.

2021 - 2023

Partnership Overview

CONCEPT

A collaborative partnership strengthening a community-based approach to ensuring all students start school well-prepared and young people are future ready to take advantage of unique Pilbara employment opportunities.

PARTNERSHIP OBJECTIVES

Key objectives of the Partnership are to:

- Improve education opportunities and generate greater value for students in the Pilbara.
- Improve life outcomes for young people in the Pilbara.
- Improve attraction and retention of families in the Pilbara.
- Offer children the opportunity to start school better prepared.
- Offer youth the opportunity to approach the future better prepared.
- Provide positive life outcomes for students.
- Increase range of opportunities which complement what students/young people already access.
- Accelerate the impact of current learning programs in Pilbara schools.

SCHOOLS SUPPORTED

The following schools are supported in the program:

PORT HEDLAND:

Hedland Senior High School

Baler Primary School

Cassia Primary School

South Hedland Primary School

Port Hedland Primary School

Port Hedland School of the Air

Cassia Education Support Centre

NEWMAN:

Newman Senior High School

Newman Primary School

South Newman Primary School

OTHER:

Onslow Primary School

Jigalong Remote Community School

Marble Bar Primary School

Nullagine Primary School

Yandeyarra Remote Community School





Focus Areas



FOCUS AREA 1

THE EARLY YEARS

Preparing children to be ready for school through provision of a coordinated approach to services and early intervention to address areas of concern. Across a range of agencies and organisations, the Partnership coordinates specialist services to deliver targeted support so all children are prepared for successful early engagement with school.



FOCUS AREA 2

PATHWAYS

Preparing young people for life beyond school by building skills and capabilities for employment, further training or further study. With support of training providers and industry partners, the Partnership provides students with the knowledge, skills and attitudes through a planned program of learning experiences to assist young people to make informed decisions about their future. By increasing their understanding of career pathways and providing targeted support, they have increased opportunity to engage in the new world of work, training or study, ensuring a successful future.



FOCUS AREA 3

RISE UP

The Rise Up program focuses on encouraging students to engage by rising up to achieve individual improvement around attendance, achievement, leadership, mentoring and community engagement and celebrating those achievements. A key element of the program is to capture student voice to provide ongoing guidance to the program, ensuring it is tailored to individual student needs.

The Early Years



PURPOSE

The Early Years strategy focuses on a strengthened community-based approach to ensuring all students start school well-prepared. This aspect targets children's readiness for school by provision of a coordinated approach to engaging families and children with important services and early intervention to address areas of developmental concern, as highlighted by the AEDC 2018. This strategy supports children aged:

- 0 to 3 years - ensuring children are assessed and achieve developmental milestones that prepare them for schooling
- 4 to 8 years - ensuring children continue to be monitored more effectively and achieve developmental milestones that enable them to continue to be engaged and effective learners

OBJECTIVES

The objectives of the Early Years strategy are to increase and enhance:

- Student achievement across all five domains of the AEDC.
- Provision and access to child development services in the Pilbara region.
- Level of early years developmental assessment undertaken with children.
- Awareness by parents, care givers and families of the early years and developmental services that are available for their children.
- Accessing of early years and developmental services by parents, care givers and families of the early developmental services that are available.
- Level of intervention and support for children who are developmentally vulnerable.
- Student performance in standardised literacy and numeracy test (e.g. NAPLAN) in the early years.
- Participation rates in the early learning programs and children's readiness for school.

KEY DIRECTIONS

The following key directions underpin the broader Early Years strategy and guide the actions, resourcing and measurement of progress:



1. **Communication and Engagement**

Develop consistency of communication and raising awareness of collaborative partnerships, developmental milestones and access to coordinated delivery across locations.



2. **Assessment and Intervention**

Ensure all children are screened and provided the relevant intervention and supports in a timely manner.



3. **Interagency Data Management**

Increase the collation and analysis of data from interagency screening, interventions and supports to provide a smooth transition for children from 0 to 3 years (before school age) to 4 to 8 years (school entry and early childhood school years).



4. **Sustainable Practice**

Support schools, agencies and service providers to develop consistent practice and a common language when dealing with barriers to learning, supporting students and families.



5. **Capacity Building**

Provide support for families to connect to agencies, liaise with organisations to support child development, and provide opportunities for further training and employment in the child development space.

Measuring Performance

KEY PERFORMANCE INDICATORS

1. Increase the number of 2 year old health assessments completed.
2. Increase the number of 4 year old health assessments completed at the commencement of kindergarten.
3. Increase the number of 5 year old health assessments completed at the commencement of pre-primary.
4. Reduce the number of students requiring further assessment.
5. Reduce the percentage of students requiring literacy intervention, demonstrated through AEDC data.
6. Increase the number of on school site Early Learning Programs.

EXPECTED OUTCOMES

1. Increase the awareness of parents, care givers and families of the developmental milestones at each stage of childhood development.
2. Increase the awareness of the broader community, parents, care givers and families regarding where to access child development services that are available, and access these services as required.
3. Child development services are accessible to the broader community, parents and care givers.
4. Parents, care givers and families have increased confidence and engagement with schools and services.
5. Increase the capacity of parents, care givers and families to support early childhood development for children in their care.
6. Improve the assessing and tracking of children's (0 to 8 years) developmental progress through a data management system, including sharing across Education and service providers.
7. Increase assessment and intervention of children 0 to 3 years, case management and continuity of service delivery.
8. Assessment and intervention for children 4 to 8 years, is monitored and tracked for students identified as requiring additional support.
9. Partnerships and relationships between Government agencies, schools and service providers are strengthened through active collaboration and transparency.
10. Strengthen the use of common language regarding service provision and advocacy across agencies, schools and service providers.
11. Increase the availability and accessibility of intervention services (including but not limited to speech, dental, ear health, vision, learning difficulties) across schools.





Strengthened Community Partnerships



The BHP Pilbara Education Partnership Early Years team is developing positive relationships with a number of agencies and organisations in both the private and public sectors across the Pilbara.

A common goal of service providers is to effectively collaborate on appropriate information related to screening and interventions for families in our region. To support this collaboration, the Partnership has secured relationships with local service providers across Hedland and Newman.

By developing agreements, the Partnership is aligning to the needs of the community to ensure children are getting the best start to life within the Pilbara.

The Early Years team is actively engaging in opportunities to collaborate with key stakeholders and agencies to identify opportunities for increased access to support networks, ensuring that communities across the Pilbara benefit from a supported and informed approach to screening and intervention.

Our Community Partners

As a collaborative partnership, we are focused on developing positive relationships with agencies and organisations across the Pilbara in both the private and public sectors.

To support this collaboration, the Partnership has secured relationships through signed Memorandum of Understandings, forming agreements which allow the Partnership to better understand the needs of the community and provide a range of services that ensure children in the Pilbara are getting the best start to life.



- Hedland
- Newman
- Onslow

Enabling sharing of child health assessment data and intervention information, supporting schools to be as prepared as possible for incoming students.



- Hedland
- Newman
- Onslow

Delivering Growing Strong Brains® training to community-based organisations across Hedland and Newman to establish a community wide program of parent, care giver and family capacity building activities.



- Newman

Enabling sharing of child health assessment data and intervention information, supporting schools to be as prepared as possible for incoming students.



- Hedland
- Newman

Enabling sharing of ear health data and intervention information, supporting schools to be as prepared as possible for incoming students.

Early Learning Programs in the Pilbara



**BALER
PRIMARY
SCHOOL**

baler.ps@education.wa.edu.au

(08) 9172 8400

South Hedland



**CASSIA
PRIMARY
SCHOOL**

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(08) 9172 8500

South Hedland



**PORT HEDLAND
PRIMARY
SCHOOL**

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(08) 9174 6000

Port Hedland



**PORT HEDLAND
SCHOOL OF
THE AIR**

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Port Hedland



**NEWMAN PRIMARY
SCHOOL**

newman.ps@education.wa.edu.au

(08) 9154 3900

Newman



**ONSLOW
PRIMARY
SCHOOL**

onslow.ps@education.wa.edu.au

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Onslow

Abecedarian Approach Australia (3a)

The Early Learning Programs follow the Abecedarian Approach Australia (3a), which is a set of practical evidence-based teaching and learning strategies for early childhood educators and parents to use with children from birth to age five.

The Abecedarian Approach Australia has proven to maximise children's learning outcomes by enriching and enhancing educator practice, and form part of the worldwide evidence on the efficacy of high quality early childhood programs.

The Abecedarian Approach was developed and tested over 30 years of randomized trials and has demonstrated effectiveness in promoting positive and long-lasting changes in children's life outcomes (Sparling, 2011).



The 3a elements specifically promote intentional and meaningful adult-child interactions and can be adapted to a variety of Early Childhood Education Care (ECEC) settings, including centre-based programs, family day care programs, parent groups, and home visits with a focus on children's language development, and social and emotional wellbeing.





BHP and the Department of Education are proud to partner to deliver a positive future for students and communities in the Pilbara.

For further information please contact:

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This document was
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