



Ngalangangpum School

Annual Report 2015

Contextual Information

Ngalangangpum (Mother and Child) School was established as a Catholic School in May 1979 in answer to a direct request from the Warmun Aboriginal Community. Under a legal contract, the school authority agreed:

- to provide a curriculum suited to the needs of the children of Warmun Community
- to involve community members in the teaching of the traditional culture and beliefs
- to endeavour to provide instruction in two languages Kija and English.

As a result of this commitment a 'Two Way' learning process was formed. This places equal importance on both Kija Curriculum and the Australian Curriculum. It gives specific role to Aboriginal personnel in both areas but particularly Aboriginal Curriculum. It believes that education is more than information processing- rather, it is the link between school and community. It recreates the teaching-learning relationship between the older and younger members of the community. It assumes flexibility in school structures to accommodate the appropriate Two-Way learning stance and the implementation of the Aboriginal Curriculum. It respects and fosters Aboriginal languages and culture whilst providing instruction in Standard Australian English and western culture and technology. This reciprocal relationship of learning between staff, local liaison, community and student is to be valued and promoted at all times through the curriculum.

Ngalangangpum School enrolment sits between 90-100 students from Kindergarten to PP. 95% of students are Aboriginal or Torres Strait Islanders – members of Warmun Community. For these students Standard Australian English is the second or third language. 5% of students are children of local service providers such as police and teaching staff.

In 2011 the community was affected by a flood. 85% of community buildings were destroyed, including the school. The process of funding and building the new school took 5 years – in the meantime the school operated in temporary facilities on the school site. In March 2015 moved into the new school facility.

In 2015 the school commenced training in a new Trade Skills Centre supported by trainers from Kimberley Training Institute. This centre caters for Year 10 students through to Adults. The programs so far targeting the male disengaged students in the community. It is supported by the local youth team and Warmun Council. The men participating in the program have been stable role models for the young men and make up numbers in courses to enable them to run.

Teacher standards and qualifications

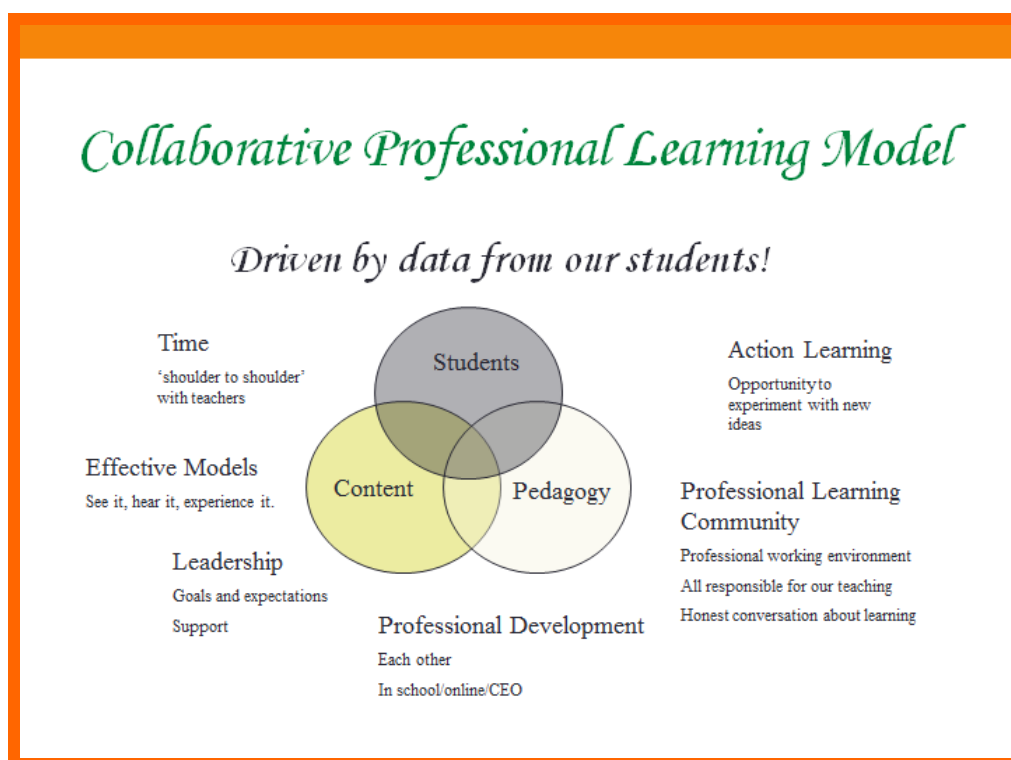
Qualifications – Teaching Staff

9 Bachelor of Education

1 Bachelor of Education – honours

1 Bachelor of Education – Early childhood and Special Education

Current Strategies to Drive the Curriculum and Improved Delivery to Students:



Ngalangangpum School has a on teacher up skilling and whole school directed professional development. Each staff member is appointed a coach (qualified or training through GROWTH Coaching International). Coaches work with staff on a Teacher Skill Set. ATA Skill Set currently being developed. The Teacher Skill Set links to the AITSL standards, but puts it in the context of Ngalangangpum School. This model is in place to assist in the high turnover of staff in the Kimberley ensuring that whole school processes are not lost in this turnover and the students remain in routine – continuing to be the priority and focus of the school. The above CPL model is used as a focus to drive whole school improvement.

Curriculum coaches work with staff across the school early years and upper primary and high school to:

- Implement whole school approaches to literacy and numeracy
- Support teachers in development of classroom skills as identified through self-assessment in coaching meetings through the teacher skill set and non-negotiables (see appendix).
- Model, observe, give feedback, suggest suitable resources, provide professional reading, guide PLC's and provide relief for staff to have shoulder to shoulder time in other classrooms, to ensure the acquisition of skills.

Focus on effective use of data throughout the school

- Data analysis to inform teaching to be facilitated by coaches through PLC content and in class support.
- Leadership team to direct school focus through the analysis of data.

Engaging in action learning

- Annual focus question to drive the learning with published results (Annual Curriculum Review (see appendix) results provide focus for Annual School Improvement Plan.
- Commitment to Collaborative Professional Learning in Action model process in PLCs, Cluster meetings and Case Management meetings for professional development and to guide practice throughout the school focus on content knowledge, pedagogy and knowledge of the students.

Professional learning for all staff

- Ongoing commitment to professional reading from a wide range of sources.
- Focused and directed PLC meetings (focus question & CPL model).
- Ongoing mentoring and coaching using GROWTH model.

Implementation of:

- Literacy/ Numeracy dedicated time.
- Pre/Post Literacy/ Numeracy testing (Ob Surveys/MAI's/PIPs).
- Maintaining student evidence files.
- Whole- Small- Whole structure for Literacy and Numeracy.
- EAL/D strategies across school
- Intervention programs such as Reading Recover, EMU etc.
- Trade Skills Centre programs and pathways engagement in the HS.

Use of Technology in the Literacy / Numeracy dedicated time

- Computers for accessing Reading and Numeracy programs such as Oxford Literacy and Mathletics.
- Interactive whiteboards.
- Set of iPads for accessing the internet and research.

Workforce composition

11 Teaching staff

3 Male – non Indigenous

8 Female – non Indigenous

16 Non-Teaching Staff

1 Female – non Indigenous

1 Male – non Indigenous

9 Female – Indigenous

5 Male – Indigenous

13 Non Indigenous Staff

14 Indigenous Staff

TOTAL 27

Student School Attendance

School has an attendance policy and plan in place. Any student attending school less than 75% has an Attendance Improvement Plan written with student, family and school. These students are flagged at fortnightly student welfare meetings. The school liaison is responsible for ensuring these plans are written and followed through.

Student attendance rates:

	Kindy	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
%	46	42	69	51	68	62	60	62	60	53	46	21

The school has an attendance strategy that includes targets and actions. The following is a summary of duties regarding student enrolment and school attendance:

Leadership

- Oversee enrolment and attendance policy and its implementation
- Facilitate welfare meetings and liaise with agencies
- Monitor all processes for student enrolment and attendance

Liaison Officer

- Liaise with parents, staff, council and leadership team regarding the whereabouts of students
- Record appropriate information on SEQTA
- Facilitate parent meetings
- Develop Attendance Improvement Plans
- Follow up on truants and unexplained absences
- Attend Student Welfare Meetings and report on attendance issues

Admin Assistant

- Complete and file student transfers
- Liaise with other schools on the whereabouts of students
- Data entry
- Primary manager of SEQTA and SES
- Write and enter Late Slips
- Follow up unexplained absence each Friday/Monday with the liaison officer
- Scan plan/IEP's and work samples to SEQTA

Teachers

- Complete the attendance roll daily
- Enter absences/explained absence on SEQTA and send notes to student services
- Enter daily pastoral care issues onto SEQTA
- Communicate with liaison/leadership team and admin regarding the attendance of students in their class.

ATA's

- Assist teachers in monitoring student attendance
- Liaise with parents and students at home regarding attendance at school
- Communicate with liaison/leadership team/teacher and admin regarding the attendance of students in their class.
- Enter daily pastoral care issues onto SEQTA

Other strategies for improvement include:

- Children at risk meetings – CPFS, police, clinic and school leaders meet to discuss students at risk and work to resolve issues such as attendance
- Rewards and incentives program to encourage positive attitudes towards school and from an early age. E.g. trips interstate, bush trips, pink slips for positive behaviour, prize boxes, attendance awards and assemblies.
- Parents are required to explain student absence with a Yellow Slip available in the front office.
- The school works with Warmun Council in the case of chronic non-attenders- council youth team target students aged 10-25 ensure students have regular support, bedtimes and routines.
- ATA's are present in each class and implementing EALD strategies to ensure students feel welcome and that their culture is valued Individual Behaviour Plans are implemented for difficult to manage students and those re-entering school after considerable time away.
- Restructure of the High School to engage older students
- Trade Skills Centre to engage with year 10 students and above
- School café run by Hospitality
- Continual connection with Youth Services- Youth officers work within the school to encourage non-attenders to come to school.
- They are involved with chasing up non-attenders and working with the on goal setting and social issues.

Senior Secondary Outcomes - Trade Skills Centre- Pathways to future learning

We are a K-10 school- however we have a Trade Skills Centre operating in Warmun. Currently purpose of the TSC is primarily engagement. Secondary to this it is in forming pathways to apprenticeships/jobs/further learning.

Ngalangangpum School is in partnership with North Regional TAFE for the delivery of most subjects. Batchelor Institute works with Ngalangangpum on the delivery of Cert IV in Education. Ngalangangpum School funds 1 FTE fully qualified Hospitality teacher to enable school based activities and the function of a school based café.

Courses and timeline for delivery includes:

Subject	2015	2016	2017	2018	Delivered By
Automotive	Certificate I-Industrial Skills	Certificate II – Small Motors	Ongoing	Ongoing	NR-TAFE
Engineering	Certificate I-Industrial Skills	Certificate II – Engineering	Ongoing	Ongoing	NR-TAFE
Construction	Certificate I-Industrial Skills	Certificate II – Construction	Ongoing	Ongoing	NR-TAFE
Horticulture	Certificate I-Industrial Skills	On Hold	Ongoing	Ongoing	NR-TAFE
Business	-	Certificate IV - Business	Ongoing	Ongoing	NR-TAFE
Hospitality	-	School based courses	School based courses	Certificate I Hospitality	School
Education	Certificate III – Education	Ongoing	Ongoing	Ongoing	Batchelor Institute
Horse Skills		Term 3 basic Horse Skills			Local – John Echo

NAPLAN Information

NAPLAN Data is extremely varied each year due to student transience and attendance. School data is inconsistent; it is rare that data is available for the same student over a period of time.

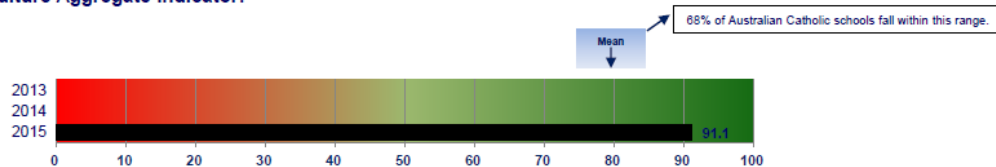
See myschool website for further information:

<https://www.myschool.edu.au/ResultsInGraphs/Index/101209/NgalangangpumSchool/48975/2015>

Parent Student Satisfaction

Our school climate survey data (graph below) indicates parent satisfaction to be high. Areas for improvement include student behaviour.

Parent Catholic Culture Aggregate Indicator:



nsight **SRC**



Post School destinations

- Trade Skills Centre in Warmun (as indicated above in student engagement) caters for students from 15-Adult.
- Boarding School – Ngalangangpum School assists students in pathways to boarding school. Admin and Liaison officers monitor and support families in getting students to and from each term.
- Pathways to work- Ngalangangpum School supports students with individual pathways plans. We are currently working with Warmun Council – Youth Team creating support plans for students returning from boarding school.

School Income

As per myschool website.

<https://www.myschool.edu.au/Finance/Index/101209/NgalangangpumSchool/48975/2015>