



# *Ngalangangpum School*

Annual Report 2017

## **Contextual Information**

Ngalangangpum School is in Warmun Aboriginal Community in the East Kimberley.

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 (SCSA). 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 always through the curriculum.

Ngalangangpum School enrolment sits between 60- 80 students from Kindergarten to HS. 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 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 North Regional TAFE . 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.

In term 4 as the part of the Child protection framework in, Ngalangangpum School delivered professional learning for all staff on the Keeping Safe Child Protection Curriculum. The KSCPC program has been mandated throughout Western Australian Catholic schools. The Professional Learning has equipped teachers with the knowledge and guidelines on how to comply with the program related to grooming and child abuse prevention practices and strategies. At the beginning of each year Ngalangangpum School staff receive professional development on the staffs' Code of Conduct. The Code of Conduct is read and discussed with staff to make sure all staff understand and agree.

The program covers what the boundaries are between appropriate and inappropriate interactions and when, how and who to tell when a boundary is crossed.

In 2018, Ngalangangpum School will be informing parents and guardians about the whole school delivery of the Keeping Safe Child Protection Curriculum by inviting them to a family information night. The training has been adapted to cater for parents and carers due to the sensitive nature of the content being delivered.

### Snapshot of Students At Educational Risk Register (SAER)

The SAER register is reviewed each term and meetings with the classroom teacher and leadership members are scheduled to discuss each students' progress or regression. The SAER register forms a snapshot of the whole child so that the team can be well-informed of their students

#### Ngalangangpum School Warmun Community - STUDENTS AT EDUCATIONAL RISK REGISTER

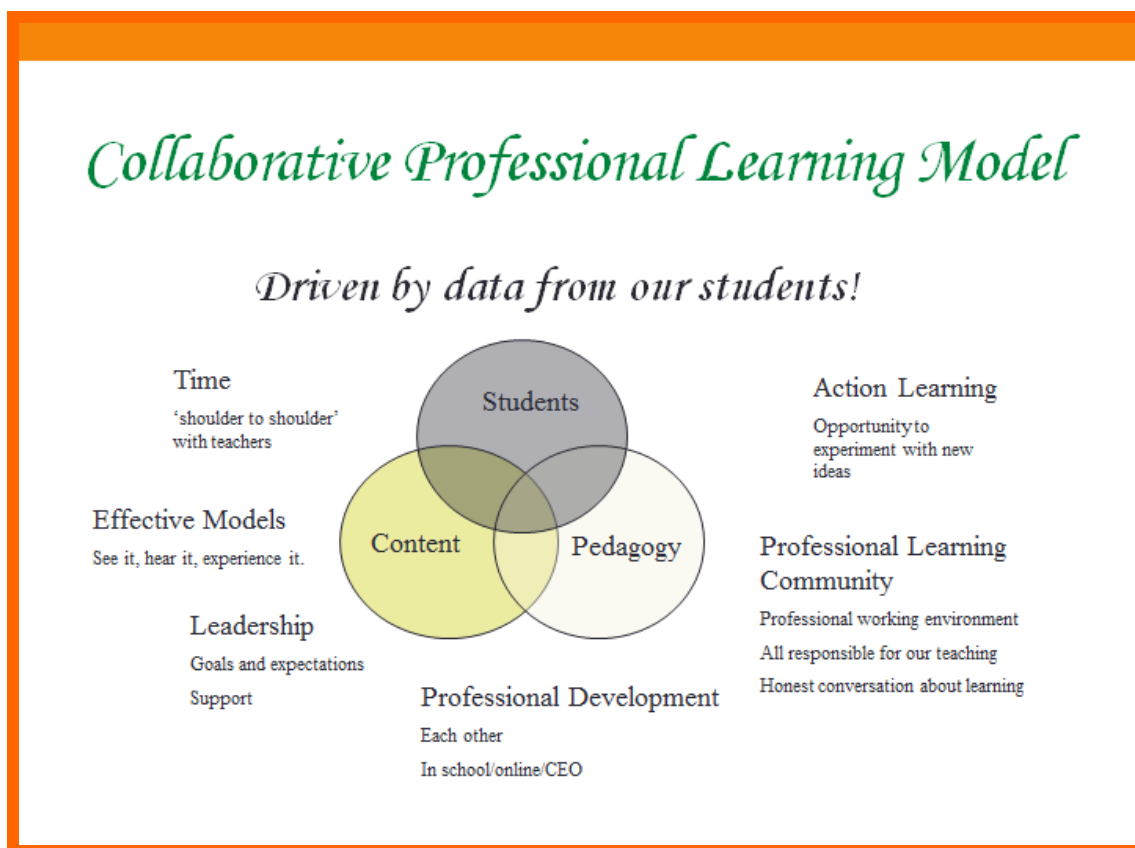
Class	Gender	Attendance	Health	Completed by:			Additional Information (eg. Nature of health problem; is there an IEP in place?; where could reports and information be located?; if transient between communities, which are they?)
				Learning	Emotional Health and Wellbeing	Behaviour	
1	F	2	2	3	2	2	CAP - attendance has declined since term 1, overall health seems poorer, still trying hard in learning when she is here
1	M	1	1	2	2	2	grown up a lot since term 1, work on letter formation
1	M	1	1	1	1	1	reading and spelling has improved greatly with additional help from home.
1	M	3	2	2	2	2	Often away, but when at school pays attention and trys really hard not to get distracted by the others
1	F	1	2	2	2	3	Behaviour is very immature, however academical one of the highest in the class

### Teacher standards and qualifications

#### Qualifications – Teaching Staff

Deborah Finn	Bachelor of Teaching Bachelor of Arts Active study in Accreditation to Lead in a Catholic school
Rosanna Antonio	Bachelor of Education (Primary) Active study in Accreditation to Lead in a Catholic school
Julianne Murphy	Master's in religious education Grad diploma Social Science Grad Dip Instructional Use Comps
Bernard Clarke	Diploma of Education Bachelor of Arts
Cimonie Vanderpol	Bachelor of Media Arts Grad Dip Education
Phil Mckechnie	Bachelor of Education
Bonnie Anderson	Bachelor of Education
Genevieve Healy	Bachelor of Education (Primary)
Linzi Canavan	Bachelor Honours Degree Diploma – Religious Education
Belinda King	Bachelor of Education (P-12)

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

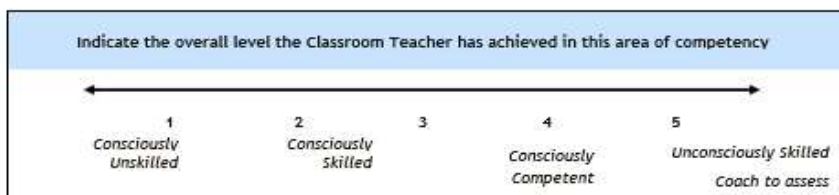
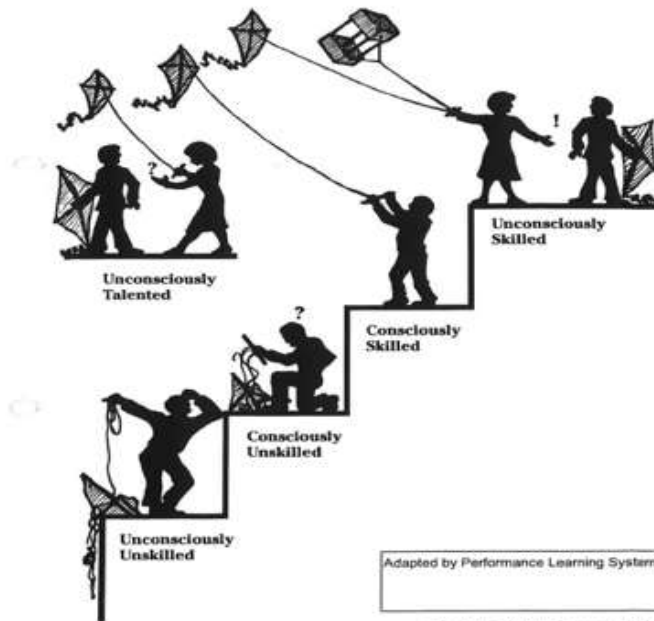


Ngalangangpum School has a focus on teacher up skilling and whole school directed professional development. Each staff member is appointed a coach (qualified or training through GROWTH Coaching International). Coaches work with staff on a Teacher Skill Set. ATA / TA Skill Set has been developed as a part of the Teachers skill set. This year our first indigenous Coach was trained, and coaching conversations implemented to support and upskill our ATAs / TA in the classroom room. The Teacher Skill Set links to the AITSL standards and is a focus of our weekly team meetings. Time is allocated in the meeting for teachers to reflect on a standard and a discussion of the AITSL standard takes place 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. Also, to keep teaching staff upskilled in best teaching practise and learning the above CPL model is used as a focus to drive whole school improvement.

Example of Teacher/ATA skill set

Gordon's Skill Development Ladder — The Art of Teaching



*Ngalangangpum School*

Teachers' Skill Set **ATA/TA Skill Set**  
Literacy and Numeracy Skills

Skill	AITSL Standard						
Appropriate use Task Board to support student's routine, independence, to organise small groups and support the gradual Release of Responsibility Model	4.2						
Effectively implements 'Whole/Small/Whole' structure in the Literacy and Numeracy Blocks in line the gradual Release of Responsibility Model	4.2						
Implementation of Modelled/Shared Reading daily to students with a two-way approach.	2.2, 2.5						
Daily Guided Reading sessions (2 groups for 15-20 minutes)	2.1, 2.5						
Implementation of Modelled/ Shared Writing daily to students	2.1, 2.5						
Implementation of small group interactive writing	2.1, 2.5						
Daily opportunity to write independently	2.1, 2.5						
Regular running record analysis							
Uses students own independent reading and writing or dictated text for individualised spelling and phonics.	2.1, 2.5						
Explicit summative/formative assessment to inform teaching	5.1						
Focus group during numeracy small group work	2.1, 2.5						
Effective use of EAL/D progress maps alongside scsa, EYLF for planning, assessment and moderation.	2.2, 2.3, 3.2						
Manage the collection of relevant data as per assessment schedule	5.1						

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
- 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 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).
- 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.
- LAPS ( Literacy Acquisition for Pre Primary students)

Use of Technology in the Literacy / Numeracy dedicated time

- Computers for accessing Reading and Numeracy such as Study ladder.
- Interactive whiteboards.
- Set of iPads for accessing the internet and research.

## **Workforce composition**

### **10 Teaching staff**

2 Male – non Indigenous

8 Female – non Indigenous

### **12 Non-Teaching Staff**

1 Female – non Indigenous

1 Male – non Indigenous

7 Female – Indigenous

3 Male – Indigenous

*12 Non Indigenous Staff*

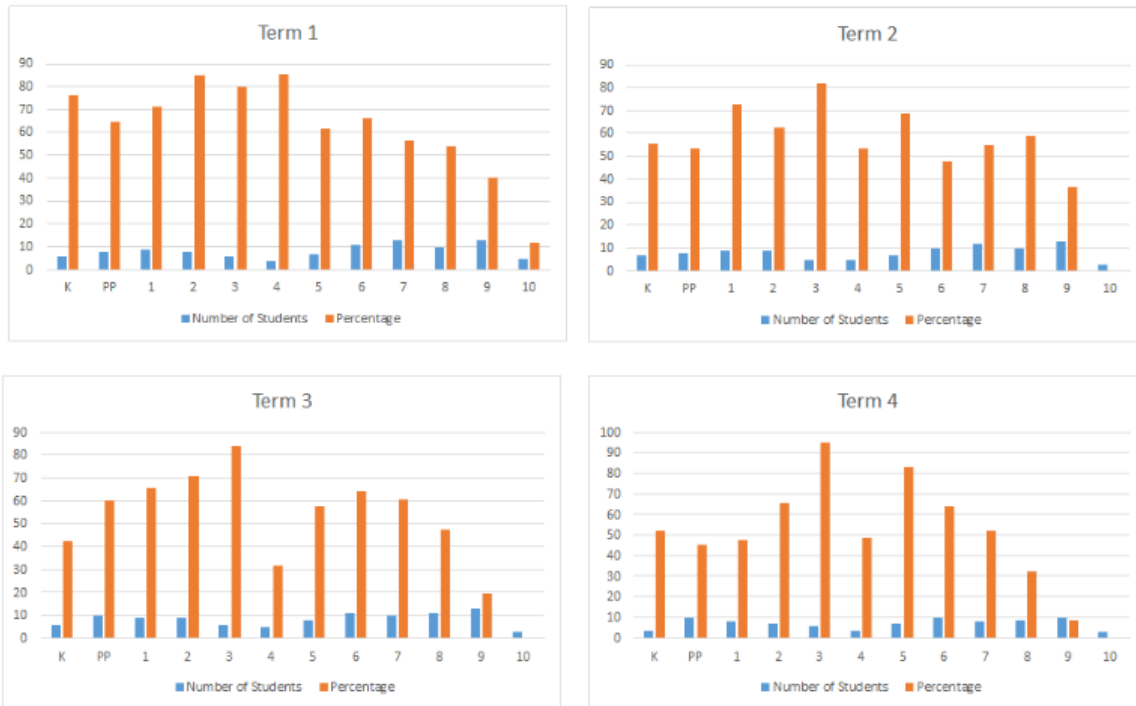
*10 Indigenous Staff*

TOTAL 22

## **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.

Termly attendance graph 2017



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 Arrival 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. 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
- 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 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:

<b>Subject</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>Delivered By</b>
<b>Automotive</b>	Certificate II – Small Motors	On Hold	On Hold	NR-TAFE
<b>Engineering</b>	Certificate II – Engineering	Ongoing	Ongoing	NR-TAFE
<b>Construction</b>	Certificate II – Construction	On Hold	On Hold	NR-TAFE

<b>Horticulture</b>	On Hold	On Hold	On Hold	NR-TAFE
<b>Business</b>	Certificate IV - Business	On Hold	Oh Hold	NR-TAFE
<b>Hospitality</b>	School based courses	School based courses	School based	School
<b>Education</b>	Ongoing	Ongoing	Ongoing	Notre Dame University

### 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/school/48975/naplan/graphs>

Our school-based data....  
Snapshot of MAI data collection

Grade	Counting	Place Value	Add & Sub	Mult & Div	Profile	Vulnerable Domains
	4	3	3	3	4333	
3	2	2	2	1	2221	C PV A&S M&D
3	2	1	2	2	2122	C PV A&S M&D
3	2	1	2	1	2121	C PV A&S M&D
3	2	1	3	2	2132	C PV M&D
3	2	1	2	2	2122	C PV A&S M&D
3	2	1	1	1	2111	C PV A&S M&D

Snapshot of Monthly Running Record Data collection

15	16	17	18	19	20	20		24	24	24		
4	5	7	8	9	10	10		11	12	13	14	
2	2	2	2	2	2	2		2	2	2		
				1	1	2		2	2	2		
4	5	6	7	7	8	8		11	12	13		
February	March	April	May	June	June (ind)	July	August	September	October	November	December	
4	5	6	7	7	7	7		7	7	7		
4	4	5	5	5	5	5	6	8	10	11	11	
2	2	2	3	4	6	7	7	8	10	11	11	
4	5	5	5	5	5	5	8	9	9	9	9	
4	5	5	5	5	5	5		6	6	6		

Snapshot of EAL/D progress map data collection.



Intercultural understandings	Linguistic feat	Vocab	Codes and conventions	Comprehension	Fluency	Year Level
4	3	4	2	3	4	P
2	2	1	2	1	1	P
1	1	1	1	1	1	P
4	2	3	2	3	3	P
4	2	2	2	3	3	P
1	1	1	1	1	1	P
1	1	1	1	1	1	P
4	4	2	3	3	3	1
4	5	4	5	5	5	1
4	3	3	3	2	3	1
4	4	4	4	5	5	1
4	4	2	3	3	3	1
2	3	2	3	3	3	1
4	4	2	3	3	3	1
4	4	4	4	4	4	2
5	5	4	4	4	4	2
4	3	3	3	3	3	2
3	3	3	3	3	3	2

### **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/112174/NgalangangpumSchool/48975/2016>