



Ngalangangpum School

Curriculum Plan

Rationale

Catholic Education and care communities recognise Jesus as their ultimate Head. His Gospel will be the basis for a shared outlook on life. The curriculum in a Catholic education and care community is distinctive in the way Gospel values are integrated into all aspects of life (Mandate, paragraph 87)

Curriculum is dynamic and includes all the learning experiences, both planned and unplanned. It encompasses the learning environment, teaching methods, the resources provided by the school, early learning experiences, assessment, school ethos and the ways in which students, young children and staff behave towards each other. (CECWA policy 2-B2)

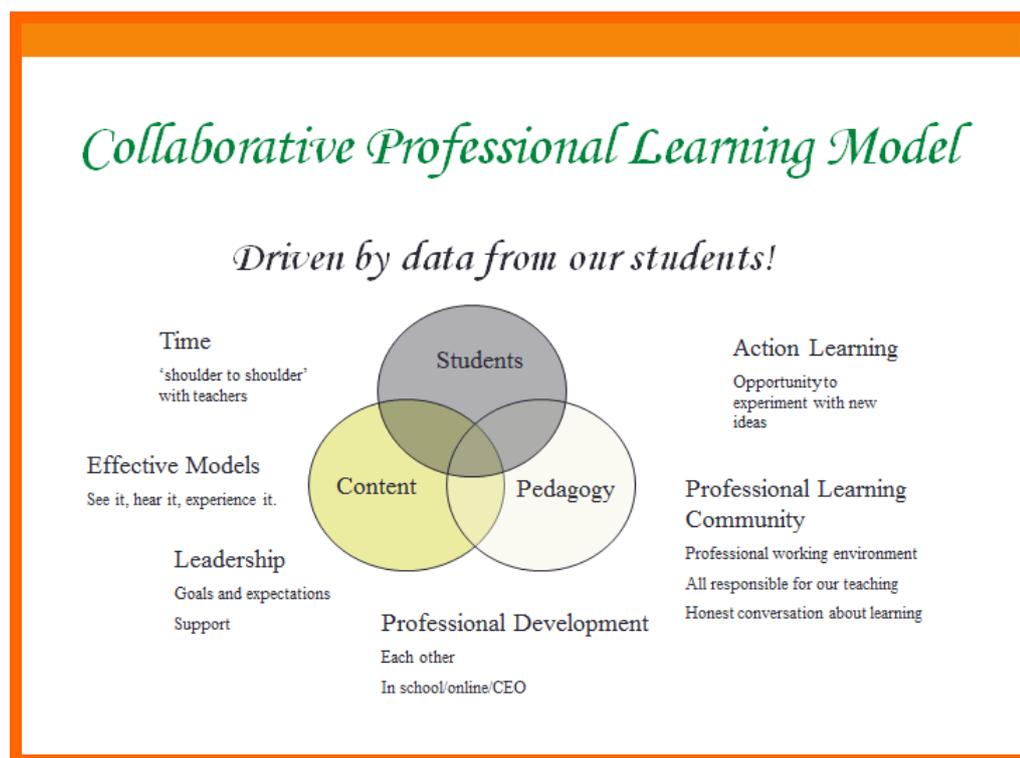
Ngalangangpum (Mother and Child) School was established as a Catholic School in May 1979 in answer to a direct request from the Warmun Aboriginal Community. Under a legal contract, the school authority agreed:

- 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.

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



Focus on teacher up skilling and whole school directed professional development

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.

Profile of the Learners and Strategies to meet the needs of these students

Special Needs

Students

19% of students enrolled at the beginning of the year were funded for special needs. There are a large number of other students that have special needs that remain undiagnosed due to insufficient services for diagnose and ongoing support. 100% of the High School students have IEPs or CAPs to enable them to access the curriculum at their relevant age levels.

Social emotional needs of our students are high. Most of our students are effected by the long term impact of Trauma on the community as well as individual cases. Many of our diagnosed students suffer with PTSD, many go undiagnosed due to lack a lack of support agencies for such a diagnosis.

FASD is common, drinking during pregnancy is still common amongst mothers, the ongoing effects of alcohol and alcohol fuelled violence in the home are extremely significant in the needs of the students at Ngalangangpum School.

Otitis media continues to be an issues with many students. Collectively Redcats are used in each

Strategies to meet the needs of this cohort

- Reliable external support includes: School Psychology Service rep, CEO Special Needs Consultant.
- ATA support of students in the classroom. Special needs coordinators to support staff – 3 coaches across the school with a focus on 1 or 2 classes each.
- Programs of support include: PATHs, Bluearth, Protective Behaviours
- Plans to support students include: IEP's, CAPs, BMP's, escalation profiles, Attendance Improvement Plans
- Community agency support includes: Youth Services, FAMS, CPFS, Clinic, Police
- Other variable external support includes: CAMHS, Australian Hearing, Allied Health, Disability services, Boab Health, Juvenile Justice,
- Therapy room in the admin building of the school ensures a place for visiting agencies to work from. There are a large range of support tools located in the room for classroom use e.g. sensory toys, sand therapy weighted blankets etc. Redcats are used in each classroom to aid hearing impaired students.

Early Years

Students

Early Years Students consist of those attending

- Kindergarten (4 years old before 31st April)
- PrePrimary
- Year 1
- Year 2

These students are catered for within the Australian EYLF (Early Years Learning Framework), Australian Curriculum (Foundations), Let the Little Children Come (RE) and other documents specific to the Kimberley and WA Catholic Education (ie, Kimberley Companion, trauma in the classroom, foetal alcohol spectrum disorder FASD, from digging sticks to writing sticks, etc)

Future goals in Early Years could be to establish a birth to 4 years' programme (similar to Tasmania's Launching into Learning Programme) that would be inclusive of, and directed toward, families of children aged birth to 4 and their parents/carers attending a play based, parent involved educational session based around parenting, early childhood development, support and referral.

Strategies to meet the needs of this cohort

Since 2014 a partnership has been established and developed between the Kindergarten/PrePrimary class and the Early Learning Centre run by the Warmun council. Staff from both work closely together on the Kija Language Nest programme, special events and visiting sessions to each other's centres. This close working partnership has proved beneficial to the youngest of our student's in

- relationship building between staff and students
- familiarity and understanding of individual needs/requirements
- relationship, empathy, care and consideration between students
- structure and routine
- pride and showcasing of each other's space and learning
- collaborative projects

Based on the EYLF and the premise of being, belonging and becoming, the Early Years focusses on developmental planning and activities based around student interest and engagement with a project approach with inspiration and reference to

- Two way and culturally appropriate materials and resources
- Reggio Emilia pedagogy
- Influence from Steiner and Montessori pedagogy

The Early Years "curriculum" is a play based, relationship central approach which caters for individual needs, interests and specialisations.

Child centred and child driven, it demands engagement and involvement of a high level in order to expand the developing mind, body and soul through relevant, play based and culturally sensitive resources, materials, planning and assessment.

Transition support for KPP

- Playground access plan for PP> Yr 1 students – second lunch in Primary playground for term 3 & 4.
- Involvement and inclusion in school assemblies, mass, sports events, etc
- Sense of belonging through sports groupings (red, blue, yellow)
- Partnering with Year1/2 class when appropriate

Primary

Students

In primary school we have approximately 90% aboriginal children. Majority reside in Warmun community with a small percentage travelling in daily from out stations.

In general, the majority of the children are performing below expected standard for their year level. As they progress through primary, this gap widens for the majority. Every aboriginal child, comes in with English as an additional language. There is also a high level of transience and truancy. Attendance levels tend to drop as children progress through primary and into high school.

Strategies to meet the needs of this cohort

A number of students have diagnosed learning difficulties. Teachers use IEP's and CAP in order to individualise learning programs for students. Remote service issues mean that many students with learning needs go undiagnosed, curriculum adjustments are still made for these students.

The day of a primary school student begins with whole school morning sport leading into a literacy block. The structure for this literacy block is whole, small, whole teaching for approximately 100 minutes. A similar structure is used for the numeracy block for approximately 90 minutes. Students also study Religious Education 30 minutes a day, science, technology, history and the arts (specialist art teacher) and their local language of Kija.

Students have opportunities throughout the year to take part in whole school assemblies, carnivals, mass, sports tournaments, fundraising, bush trips, camps and other school celebrations.

High School

Students

High School has a broad range of students (Year 7-10, however we sometimes cater for students in Year 11 and 12) with different needs. Many of the student's present extreme behaviours that would indicate significant developmental and complex trauma. Many of the students go to boarding school, some for a short period of time. The ones who generally return or stay are the students who display the most significant behavioural problems. There is a significant transience in the student population. Absenteeism is highly present. Engagement is an ongoing issue, appearing more significantly in after year 7. Females and males are taught separately.

Strategies to meet the needs of this cohort

Classroom teaching is differentiated to try and meet the students on their levels, using a whole/small/whole approach, implementation of IEP's, and when possible, ATA and one on one intervention with students with special needs.

The High School program is rotated on a weekly basis, through the classroom curriculum and the Hospitality program. Hospitality students undergo induction into the kitchen environment with a focus upon food hygiene and safety. Students have designated workstations. As part of the hospitality program, the School Café runs on a regular basis, with students experiencing a range of food and beverage skills and customer service interaction.

The classroom curriculum springboards off an 'on country' experience to develop positive cultural identity, leadership and relationships between students, community members and teachers.

On site, year 10 students can access trade training in the areas of automotive, carpentry and metal engineering, through a partnership with North Region TAFE.

Community links

- On country bush trips with community members and elders.
- Art Centre run bush trips
- Relationships with universities for art projects and Design and technology
- Indigenous Hip Hop (funding dependant)

Trade Skills Centre (TSC)

Ngalangangpum School Trade Skills Centre caters for years 9-10 students. It also provides courses for Year 11 & 12 students returned from boarding school and adults in the community. Combining Year 9 students through to adults enables social emotional connections and networks to form and enables the transition to further training and employment if boarding school and post school options are not working for them.

The Hospitality program provides High School students the opportunity to gain practical kitchen skills along with food service skills. An integral part of the program is the outdoor café which operate at lunch times along with providing catering for functions. The program provides students with a range of skills including: safe food handling; food preparation; barista (coffee-making); food and beverage service. The Café provides also provides very real and transferable life skills for students such as customer relations, code switching, self-confidence, value of culture, handling of money, organisations skills and work ethic. The weekend and holiday tourist buses through the café provide opportunity for students to receive a small wage for their work which is not only proving to be incentive, but also presenting valuable skills in autonomy and control over their finances.

Religious Education

Climate

Ngalangangpum translates to Mother and Child in English referring to Mary and Jesus. A central symbol of Ngalangangpum School- named so by Winnie Budbarria – one of the first evangelists of the Warmun Community. In 1979 most students attending Ngalangangpum School identified as Aboriginal Catholics. In 2016 approximately 70% identify as Catholic 20% as Christian and 10% unnamed. 94% of students at Ngalangangpum School identify as Aboriginal. The 6% of students who do not identify as Aboriginal are children of service providers in the community such as police and teachers.

In the Warmun context the Catholic faith is married very closely with the Narrangkarni (Dreaming). At the commencement of the school a clear commitment between community and school was to enable the teaching of this Two Way. We attempt to do this now through our ATA's and Kija Language and Culture sessions.

Curriculum

Ngalangangpum School uses the Western Australian Religious Education guidelines for K-10, in conjunction with the School Evangelisation Plan (see Appendix). Each year units of Religious Education are selected using the Religious Education Unit Scope and Sequence (see Appendix). Kimberley Companion Programs are used alongside K-12 Perth Units of Work, Let the Little Children Come (Early Years) and Come Follow Me programs (secondary) in the development of class programs.

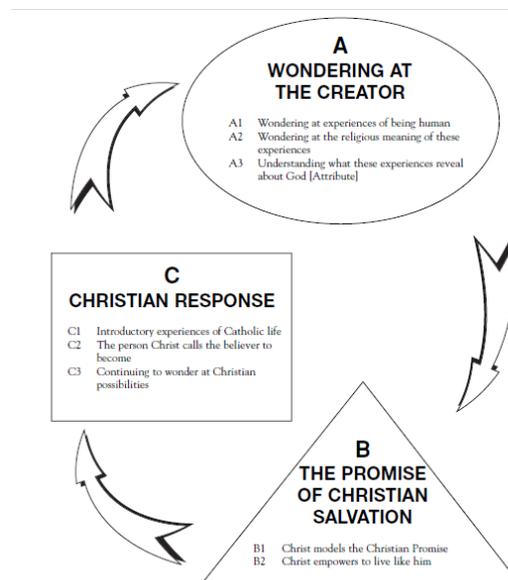
Kindy PP... In the early years Religious Education is taught using Let the Little Children Come program which incorporates the early years framework and is based around a play based model. Students experience the Gospels through Godly Play and are being exposed to religious education for a minimum of 15 minutes per day and 60 mins a week of catechesis.

Primary classes have 30 minutes of dedicated teaching time a day that explores the Perth units of work that have been adapted using the Kimberley Companion. Students experience the Gospels through Godly Play which allows for a deeper connection and understanding of the key messages. All students take part in 60 minutes of catechesis a week and students in years 4,5,6/7 prepare respectively for the Sacraments of Reconciliation, First Holy Communion and Confirmation.

Secondary classes explore the contents of religious education over a period of 160 minutes a week through the use of the new Come Follow Me programs. Secondary programs have been adapted to be culturally sensitive and include elements of Indigenous spirituality. As part of the 60 minutes a week of catechesis that students experience, secondary students are also out on country where opportunities are provided for spiritual formation.

As a whole school each class participates in catechetical activities such as feast Days, the Angelus and whole school prayer. They maintain a sacred space, takes time daily for reflection and prayer as well as integrating teachings throughout everyday interactions with students. Staff work to allow students the opportunity to know Jesus through story and example.

Learning and teaching programs should allow students to learn and achieve essential knowledge, understandings, values and skills in an integrated manner.



Literacy – English

Early Years (Kindy Pre Primary)

Student (What does the data tell us?)

Children arrive with limited English (SAE) and Home language experience.

Curriculum (Content)

Through play based learning and specific developmental activities support expressive and receptive language development, articulation and experience in Kija, SAE and Kriol.

Pedagogy

Play based with inspiration from Reggio Emilia, Steiner and Montessori approaches.

Primary

Students

Majority of students are not achieving the expected standard for their year level in literacy. Reading levels can range between 0-30+ in each class.

Curriculum (Content)

We use content from the Australian curriculum, WA curriculum, first steps, EAL progress maps and data to inform teaching.

Pedagogy

We structure this using a gradual release of responsibility (whole, small, whole), guided, modelled and shared reading, interactive, modelled and shared writing and daily running records.

High School

Student

Majority of students are not achieving the expected standard for their year level in literacy. Reading levels can range between 2-30+ in each class. Writing standards are well below expected year level standards in the majority of students.

Curriculum (Content)

We use content from the Australian curriculum, WA curriculum, first steps, EALD progress maps and data to inform teaching. Wherever possible real life experiences and functional literacy skills are drawn upon.

Pedagogy

We structure this using a gradual release of responsibility (whole, small, whole), guided, modelled and shared reading, interactive, modelled and shared writing and running records.

Numeracy – Mathematics

Early Years (Kindy Pre Primary)

Student

Children arrive with limited standard mathematical experience and language
BUT... can have an excellent working use of culturally used concepts

Curriculum (Content)

Through play based learning and specific developmental activities support individual mathematical developmental learning and exploration of mathematical concepts according to the Australian Curriculum.

Pedagogy

Primary

Student

Majority of students are achieving below national standards in numeracy.

Curriculum (Content)

The numeracy data informs teaching and is gathered using the Maths Assessment Interview and growth points are established and goals set.

Pedagogy

We structure this using a gradual release of responsibility (whole, small, whole) targeting small group work and applying mathematical concepts.

High School

Student

Majority of students are achieving below national standards in numeracy.

Curriculum (Content)

The numeracy data informs teaching and is gathered using the Maths Assessment Interview and growth points are established and goals set.

Pedagogy

We structure this using a gradual release of responsibility (whole, small, whole) targeting small group work and applying mathematical concepts.

Integrated Units

An Annual Reporting Schedule (See appendix) is developed for delivery of all subjects. The transition to Australian Curriculum is almost complete. Integrated units are delivered by the class teacher or the appointed DOTT teacher.

Art – A specialist teacher teaches art across the school. Music Support is offered by a volunteer annually in June/July. Health/PE – Use of SEDERA program across the school.

Technology – future plan is to work on an enterprise program across the school to support the vision of the Trade Skills Centre. To promote future business in the community and create further autonomous job opportunities for people when the return to community in the future.

Trade Skills Centre- Pathways to future learning

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
Hairdressing					
Beauty					
Horse Skills		Term 3 basic Horse Skills			Local – John Echo

Assessment and Reporting

Assessment and Reporting Schedule (see appendix)

Sample report (see Appendix)

Policy on assessment and reporting (see appendix)

Curriculum Plan Review History

Year of Review:	Reviewed by:	Amendments/Review
2013	Leadership team	Originally released
2014	Leadership team	Review
2015	Leadership team	Review
2016	Whole Staff	Restructured/renamed/Review –Curriculum plan