Ngalangangpum School Curriculum Plan

School Name: Ngalangangpum School

Date: December, 2017

Part A
(Section 4. Observance of Registration Standards)

Catholic Education communities recognises Jesus at the as their ultimate Head. His Gospel will be the basis for a shared outlook on life. The curriculum in a Catholic education 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 School is located 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 Western 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 at all times through the curriculum.

Year Group	Number of Students	ATSI	LBOTE	CAP	IEP	SWD
Kindergarten	4	4	4		3	
Pre-Primary	11	10	8		2	
Year 1	9	8	7	1	1	
Year 2	9	6	4	2	1	2
Year 3	6	5	5	1	3	
Year 4	4	4	4	0	0	
Year 5	8	6	5	0	2	
Year 6	12	11	11	2	2	
High School	40	40	40	7	7	7

Part B
(Standard 1. Curriculum)

At Ngalangangpum School the Western Australian Curriculum is implemented across all learning areas in conjunction with EAL/D Progress Maps. The Progress Maps have been developed by The Department of Education Australia to meet the needs of Aboriginal students in English, who speak English as an additional language or dialect. This enables their understanding about how English works and how to use it in varying contexts. The knowledge acquired through the maps assists students in learning and communicating understandings in all curriculum areas.

As outlined by the Bishop's Mandate (Catholic Education Commission of Western Australia), the Religious Education curriculum is the first learning area taught at Ngalangangpum School. The role of Religious Education is to complement catechesis. The teaching of Religious Education and the Gospel values are integrated into the outcomes and content of all Learning Areas (Mandate, Paragraph 62, 65).

Teaching, assessing and reporting at Ngalangangpum School is based on the School Curriculum and Standards Authority Pre-primary to Year 10: Teaching, Assessing and Reporting Policy. All Teaching Programs at Ngalangangpum School use this policy to develop the mandated knowledge, understandings, skills, values and attitudes. All of which are expressed within the policy together with the principles of learning.

Assessment is monitored and assessed on individual student achievement in relation to the content of the Pre-primary to Year 10 Western Australian Curriculum. A whole school assessment schedule is in place to provide a timeline for the implementation of formal assessment and suggested intervention strategies if required. This assessment schedule is reviewed and revised at the end of each year for implementation the following school year.

As stated in the reporting and assessing policy, reporting is implemented formally, informally and as requested by parents/carers. Formal reports are written once a semester and presented to parents during parent teacher interviews where reports are discussed and explained using plain language and in the presence of Aboriginal Teaching Assistants to provide translation where required. A whole school reporting schedule is in place to provide a timeline for all learning areas. This schedule is reviewed and revised each year.

At Ngalangangpum School the Pre-Primary and Kindergarten students engage in learning that is informed by The Early Years Learning Framework (EYLF) and the Western Australian Curriculum (SCSA). Learning is focused on the five outcomes from 'Belong, Being and Becoming' (EYLF).

The environment and pedagogy are influenced by approaches such as Reggio Emilia and Kathy Walker play-based learning, allowing the students to develop a strong sense of identity (Outcome 1). Through daily Religious Education and Catechesis, students further develop their understanding of care, empathy and respect.

A whole school commitment to community engagement supports our students to feel connected to their world (Outcome 2). Feast Days, two-way teaching practices, Kija prayer and learning on Country facilitates our students to develop social responsibility and respect for the environment.

Children are supported to become strong in their social and emotional wellbeing (Outcome 3) through the inclusion of learning programs such as Promoting Alternative Thinking Strategies (PATHS) and Protective Behaviors that are taught in conjunction with trauma-informed practice. Students engage in daily mindfulness activities such as meditation, breathing exercises and yoga, which allows them to manage their wellbeing within and outside the learning environment.

An inquiry-based learning approach to integrated subjects allows students to become curious, confident and involved learners (Outcome 4). Students are supported to work collaboratively and develop their creativity and problem-solving skills.

A classroom focus on the acquisition of Standard Australian English (SAE) supports our students to become effective communicators (Outcome 5) in both SAE and Kriol. The school's two-way approach values the students' home language whilst supporting the students to become strong in their capacity to code-switch. Play-based learning provides a safe and supportive setting in which students can experiment with and develop their oral language skills.

Part C
(Section 4. Standard 12 Child Abuse Prevention)

In 2017, 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.

In 2018, Ngalangangpum School are implementing and delivering the Keeping Safe Child Protection Curriculum throughout all year levels, using developmentally appropriate material developed by experts in child abuse prevention. 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.

In 2018, Ngalangangpum Schools code of conduct will be available for families in a school handbook.

Part D
(Section 6. Governing Body Accountability)

The School Strategic Plan has been a live document from 2016 with a concluding year of 2018. From the SSP, goals were identified in the Annual School Improvement Plan for 2016-2017. Throughout 2017, staff have been involved in the process of identifying goals that have been achieved and goals to be implemented for the 2018 ASIP. Implementation of the identified goals for 2018 will see the completion of the 2016-2018 SSP.

The 2018 Curriculum Plan encompasses the goals and actions in the 2016-2018 SSP and the 2018 ASIP.

Part E
(Section 7. Standard of Education)

At Ngalangangpum school there was a change of Principal in 2017 who has not had training in NQS. This lack of training was identified and a Perth consultant approached for training in 2018.

The last audit was undertaken by the last principal in 2016.

Part F
(Data Analysis)

At Ngalangangpum School teachers analyse student learning by conducting diagnostic testing to inform teaching which includes MAI (appendix 1) and observational surveys. Monthly running records (appendix 2) are analysed to track student growth and inform teaching to allow for the greatest impact on student learning.

Every term teachers moderate and collaborate to plot students according to the EAL/D progress maps and use this to inform further teaching as per appendix 3.

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 4).
- 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.

Programmes, strategies and resources that are working at Ngalangangpum school include the use of the EAL/D progress maps to identify student levels and track growth. 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.

Data analysis in number highlighted a 'hot spot' in the area of mental computation. The introduction of Dr Paul Swan's approach to mental computation has seen an overall improvement. The Kimberley companion and Religious education units of work assist teachers with planning. A Students at Educational Risk Register is completed termly to monitor health, attendance, well-being, learning and behavior of all students. This register has allowed for whole needs of the student to be tracked and monitored and give clear direction for areas of focus and referral where needed (appendix 5).

Programmes, strategies, resources and teaching practices which are not working and needs to be modified are NAPLAN testing and the relevance of the data it produces for our school. NAPLAN does not show the trends across the years given the cohort of our students and their transient lifestyle and cultural commitments.

Programmes, strategies, resources and teaching practices to cater for individual and targeted learning of students includes termly IEP's, IBP's, CAP's and the use of informed student data. The use of an attendance liaison officer to communicate with family regarding student's attendance which is collected through SEQTA and monitored through data as per appendix 6. This data shows there is a high level of transience and truancy. Attendance levels tend to drop as children progress through primary and into high school. The whole, small, whole approach to teaching is practiced to target individual needs. Teachers use the gradual release of responsibility module (Duke and Pearson) to scaffold learning. Teachers work alongside Aboriginal teacher assistants to help transfer Standard Australian English into Home Language.

Appendices

Appendix 1.

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

Appendix 2.

Snapshot of Monthly Running Record Data collection

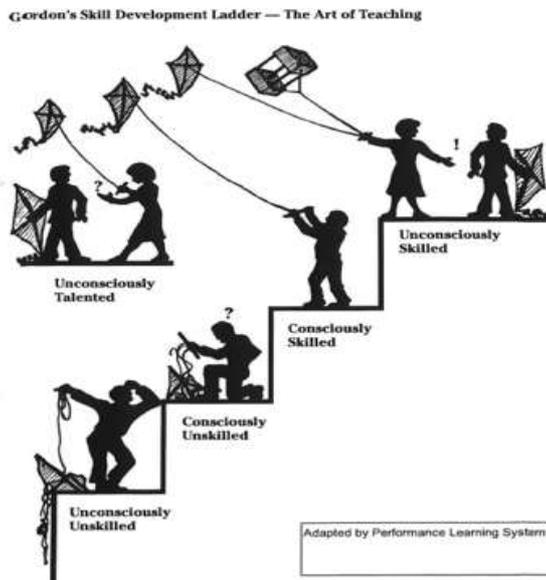| 15	16	17	18	19	20	20			24	24	24
4	5	7	8	9	10	10		11	12	13	14
2	2	2	2	2	2	2			2	2	2
			1	1	2				2	2	2
4	5	6	7	7	8	8			11	12	13
February	March	April	May	June	June (ind)	July	August	September	October	November	December
4	5	6	7	7	7	7			7	7	7
4	4	5	5	5	5	5	6	8	10	11	11
2	2	2	3	4	6	7	7	8	10	11	11
4	5	5	5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

Appendix 3.

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

Appendix 4.
Example of the Teacher/ATA skill set

Gordon's Skill Development Ladder — The Art of Teaching

Unconsciously
Skilled

Unconsciously
Talented

Consciously
Skilled

Consciously
Unskilled

Unconsciously
Unskilled

Adapted by Performance Learning Systems

Ngalangangpum School

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

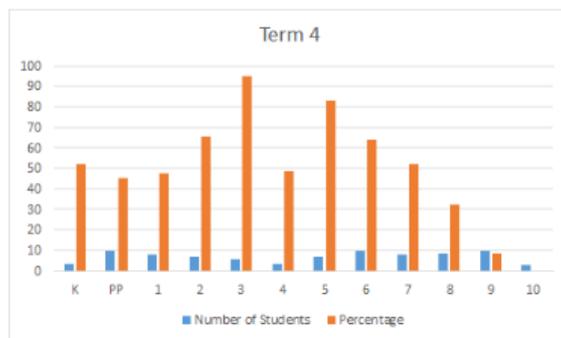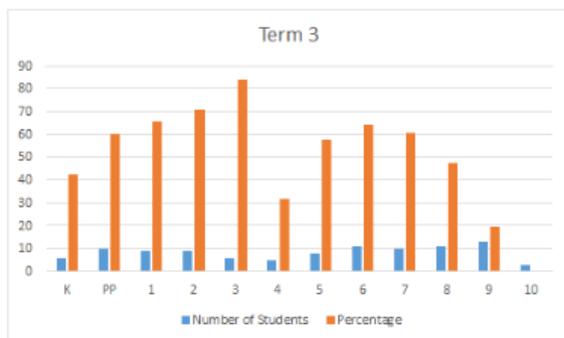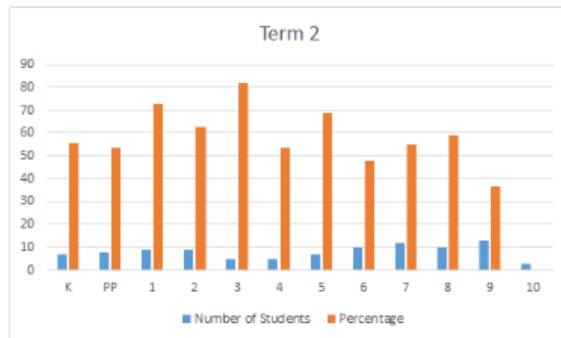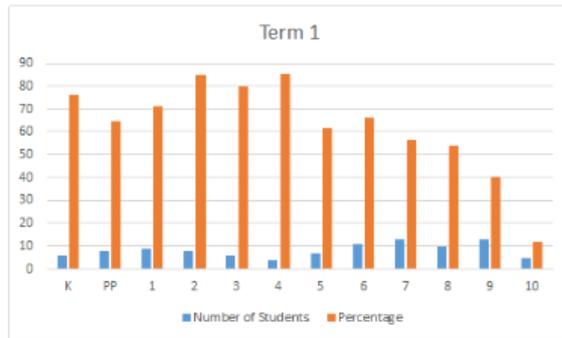| Skill	AITSL Standard							
Appropriate use Task Board to support student's routine, independence, to organise small groups and support the gradual Release of Responsibility Model	4.2							
Effectively implements 'Whole/Small/Whole' structure in the Literacy and Numeracy Blocks in line the gradual 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							

Appendix 5.
Snapshot of Students At Educational Risk Register (SAER)

Ngalangangpum School Warmun Community - STUDENTS AT EDUCATIONAL RISK REGISTER

Class	Gender	Attendance	Health	Learning	Emotional Health and Wellbeing	Behaviour	**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?)
					Completed by:		
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

Appendix 5.
Termly attendance graph