NGALANGANGPUM SCHOOL
WARMUN

SCHOOL LEVEL PLAN
LOW SES SCHOOL COMMUNITIES NP

2010

KEY CONTACT AT SCHOOL: Peter Roguszka
PURPOSE OF NATIONAL PARTNERSHIP IN LOW SES SCHOOL COMMUNITIES

Funding provided through the Commonwealth Government Smarter Schools National Partnership Program, along with co-investment from the Western Australian education sectors and schools, is designed to build the capacity of Western Australian schools to contribute to the achievement of the following five higher level outcomes:

- All children are engaged in and benefitting from schooling
- Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving
- Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children
- Australian students excel by international standards
- Young people make a successful transition from school to work and further study

The Catholic Education Office National Partnership for Low SES School Communities:

- Aims to improve literacy and numeracy achievement across all years of schooling
- Provides a focus on strategies which will raise attendance and allow students who move between schools to be tracked and supported
- Supports schools to raise the resilience and engagement of students
- Aims to assist in up skilling staff, particularly Aboriginal Teacher Assistants
- Is contextualised in whole school improvement initiatives
- Links closely to initiatives in other National Partnership Programs
- Aligns to key policy strategies such as the ‘Closing the Gap’ strategy and the ‘Indigenous Education Action Plan Draft’ which involve schools with Aboriginal students, especially in the Kimberley.

Reporting in this National Partnership will occur against key reforms and milestones and will include qualitative and quantitative data which describe the degree of participation, the key processes and important outcomes, especially those that relate to improved student achievement and attendance.
School Profile

Ngalangangpum School is a co-educational primary Catholic school of about 120 students from Kindergarten to 10 serving the Warmun Aboriginal Community in the Kimberley. The school caters mainly for Aboriginal students. The school is centred on the Mother and Child - symbol of the Two-Way process. Staff and community work together providing an education in the context of the rich culture of the people. The school community aims to guide and support the students in the development of their full potential in the light of their faith and culture preparing them to take their place in society and the Church. Two-Way learning has been identified as the philosophy of education out of which all Catholic schools in the Kimberley operate. Traditional aspects of education are recognised and given status equal to that of other curriculum subjects. In this way students can learn to value both traditions. The aim is to equip them with a type of education that can help them to cope with the pressures of modern living, without losing their cultural identity. Great emphasis is placed upon religious education, the Ngapuny way, through the school community. In dialogue with the community, the school endeavours to integrate Aboriginal culture and Catholic faith and life.

Involvement and Support in Specific Low SES Projects

Senior Secondary Support

This project provides specific support for those remote Kimberley schools which have students of senior secondary age and which are not designated K – 12 schools. It involves a range of support processes including a resource file which contains possible senior secondary courses and programs; processes for enrolling students with the state accreditation agency; and key contacts. The project has also identified a mentor school to support these schools and to assist with the required processes. A central office consultant has also been designated to assist.

The outcomes of this project relate mainly to providing an appropriate transition for the students from secondary schooling to post-school destinations and to increase the qualification and skills levels, including the attainment of the senior secondary certificate or equivalent.

Aboriginal Teaching Assistant Up Skilling

This project provides support for ATAs in Kimberley schools particularly in developing skills and competencies to assist them in classroom support, especially in literacy and numeracy. Support through this program involves school visits and in situ mentoring from a dedicated consultant operating from the Broome Regional Office; literacy and numeracy skills development; central support in Broome with opportunities to share learning; and opportunities to undertake Certificate level training through the University of Notre Dame in Broome.

The outcomes of this project relate to enhanced skills and competencies for ATAs, more engagement in the classroom learning process and, ultimately, enhanced outcomes for students.

Extension of Bluearth Program

The Bluearth program has a proven record in developing social, emotional; interpersonal, personal and physical attributes of students. This typically leads to students who are healthier, more engaged and exhibiting increased attendance rates. This project provides financial and other support to participating schools. The financial support allows for more visits to the school by accredited Bluearth trainers as well as support to train other staff members and community representatives.

The specific outcomes of this project relate to enhanced interpersonal, personal, health and engagement outcomes which are recognised as being essential for improved learning.
**Intensified Literacy Support**

This project provides additional support to Low SES schools to improve levels of literacy and numeracy. Broome Regional Office consultants visit Kimberley schools on a planned cycle to provide *in situ* support and training. Funds are also available to implement specific programs (such as Reading Recovery and Extending Mathematical Understandings).

The specific outcomes of this support will be to increase levels of literacy and numeracy across all years, but with a specific focus on those students at or below benchmarks and in early years of schooling.

**Extending the School Day**

This project supports schools to implement out-of-school day activities. This could include cultural and leisure pursuits; community based programs; and/or programs linked to educational outcomes within the school. Support includes payment of staff and/or outside providers; purchase of consumables, limited amounts of hardware and purchase of specific training programs.

Outcomes relate to increased engagement and attendance which will be reflected in higher levels of achievement. Improved health and wellness outcomes are also anticipated.

**Promoting Alternate Thinking Skills**

This is an internationally acclaimed program which develops a stronger sense of achievement, confidence, self efficacy and interpersonal skills in students. It provides teachers with resources and a framework for classroom management and discipline processes. Support to schools occurs through assistance in the purchase of PATHS kits. In the Kimberley, a consultant has been engaged on contract to visit schools and assist with ongoing training and support to teachers.

The specific outcomes relate to more appropriate classroom practices, better levels of general and self-discipline and ultimately, higher levels of achievement.

**Tracking Students**

An issue in providing appropriate educational programs to students in remote and Kimberley centres is to be able to track these students as they move across schools, including across systems/sectors. Once an appropriate tracking system is developed, the whereabouts of students, attendance data and exchange of achievement data can occur.

Specific support is through the creation of structures and processes, negotiation with other systems/sectors, development of appropriate attendance record processes and methods for exchange of information. Once established schools will be directly supported through training, ongoing professional support and direct payments for administrative roles involved in the project.

Outcomes will include a clearer record of student attendance and the ability to support students through exchange of educational programs and achievement information. Enhanced student learning outcomes will hopefully result.
### Funding

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<thead>
<tr>
<th>Specific National Partnership Project</th>
<th>Low SES School Communities NP</th>
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<tbody>
<tr>
<td>Australian Government Funding Allocated</td>
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<tr>
<td>Western Australian Co-investment – CEOWA</td>
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