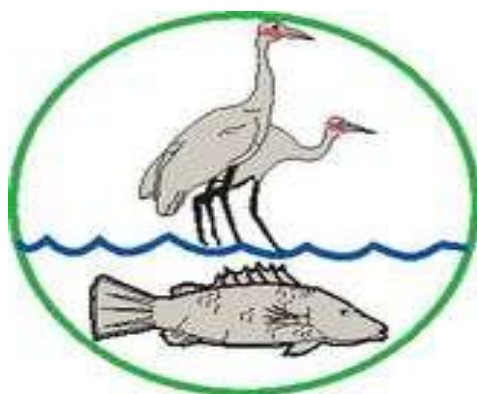


Ngalapita Remote Community School



Strong Culture-Care-Respect

School Report 2022

Ngalapita Remote Community School

PO Box 2520 Broome 6725

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School Report

Ngalapita Remote Community School

School Overview

Ngalapita Remote Community School opened December 1, 2003. The school is located on the community of Koorabye. The name of the school comes from a nearby billabong which is central to the lives of the Aboriginal people, who apart from the teachers, make up this community.

At Ngalapita RCS we promote culture that contributes to and supports learning. We foster social and emotional achievement with respectful relationships to ensure a positive, inclusive and supportive environment. We value high quality teaching and learning, respectful relationships and partnerships, teacher development and growth coaching; explicit, targeted teaching and a school that operates efficiently. We believe students, staff, parents, guardians and community members are genuine partners in education, who share in the teaching, learning and decision making of the school.

Student Numbers and Characteristics

Ngalapita RCS is a level 3 primary school with a ICSEA of 618.

The cohort of students is usually between 7 and 15 students.

In Semester 1, 2021 student enrolment was 12, with some slight variation throughout the year.

Increases in student numbers was mainly due to visitors visiting family in Koorabye for the day. Students visiting did not stay longer than 2 days at a time.

Comments:

In Term 1 2021, access to the school by students and community was restricted with the Fitzroy River at Noonkanbah Crossing reaching major flood levels. Staff were unable to drive out of the community until Term 2, Week 7. These flood levels caused difficulties for community to cross the river and challenges with food security which resulted in most families staying on the Noonkanbah side of the river for all of Term 1. One family remained in residence and the school Aboriginal Education Officer housed 2 extra students in her home throughout Term 1. It was common for students whose family were living on the Noonkanbah side of the river to stay with family on Mondays and Fridays and then make their way across the river for 2-3 days of schooling. This attendance would fluctuate depending on the availability of the boat which acted as transport for the students and their parents. If the boat was being used by other people from other communities then students were unable to travel to school. Throughout Term 1, the community did not have access to a working vehicle and therefore transport to the school was limited. When a car was available community regularly drive to Yakanarra to obtain food as they were unable to cross the Fitzroy River at Noonkanbah crossing due to the height and flow of the river. Food supply trips to Yakanarra usually took at least two days for students and families to return.

Workforce composition

In 2021, Ngalapita RCS operated with 4 full-time staff, 1 casual Aboriginal Education Worker and 1 (0.4), part-time, off-site Manager of Corporate Services. The composition of the workforce consisted of 5 females, (83%) and 1 male, (17%). Workforce positions included, 1 Principal, 1 Early Childhood Teacher, 1 Middle/Secondary Teacher, 1 Aboriginal Education Officer, 1 Broome based Manager of Corporate Services and 1 Gardener/Handyman/Cleaner. Of the teaching workforce, 100% of the teachers were experienced educators and 100% had 10 or more years of teaching experience. 83% of the workforce were Non-Aboriginal and 17% were Aboriginal. 17 % spoke a language other than Standard Australian English. The Aboriginal Education Worker is a parent of a student enrolled at the school and employed by the department for the first time. The Aboriginal Education Worker replaced an existing permanent Aboriginal Education Worker who relocated to Port Hedland to take up a position in the mining sector. To date, this worker has not taken up a position in the mining sector and has indicated a return to their previous position in 2022.

Comments:

The priority for workforce composition in 2021 was to maintain two experienced teachers in Early Childhood and Primary classes, to continue the focus on the Quality Teaching priority and implementation of all Kimberley Schools platforms of explicit targeted teaching programs. The focus was also to maintain the upkeep of the external learning environment in line with school review improvement actions and maintain health standard protocols in order to reduce the spread of any outbreak of COVID-19 at the school/community.

Student Attendance

2021 student attendance rate for **Semester 1**, was **23.5 %**.

2021 student attendance rate for **Semester 2**, was **37.8 %**

The change is an increase of 14.3 % in attendance from Semester 1 to Semester 2.

Describe your analysis and impact of evidence

When comparing these rates to the previous year, 2020

This is a significant drop of 28.1 % from 2020 (51.5 %) and an even more severe drop of 48.4 %, from 2019, (71.9 %). The severe downward trend over the past 3 years from 2021 (23.5 %) from (71.9 %) in 2019 resulting in this change from change in the past 3 years can be directly attributed to two main factors. The first is two consecutive wet seasons, where the Fitzroy River at Noonkanbah Crossing has reached major flood status in Term 1 in 2020 and 2021.

The second, is the impact of the COVID-19 Pandemic which has seen restricted access by service providers and support agencies to Koorabye Community. The restricted access has meant that existing houses have not been maintained adequately and the ability to attract new families with children to the community severely impacted. It has also meant families must spend longer time travelling to obtain goods and services.

Describe how non-attendance is managed by the school

Non – attendance is managed in a culturally responsive and respectful way, accepting and acknowledging that at certain times of the year, cultural priorities are given to funerals, Sorry Business and family commitments.

On the day a student is absent, enquiries will be made by the principal or classroom teacher to the school Aboriginal Education Officer, (AEO) to ascertain the reason for the absence. In most cases, family knowledge reveals the reason for the absence when requested. If a reason is unable to be provided by the AEO, then contact by call to mobile number is made with the parent. In cases where the parent cannot be contacted by mobile a request for contact is made via Face Book and this usually results in a response. In cases where contact can not be made by call or social media, further enquiries are made with extended family to confirm the whereabouts of absent students. Koorabye Community does not have postal service and community do not access mail services regularly. Communication is by word of mouth, texting, mobile calls and social media requests for contact. Communication attempts are recorded in Integris where required. All students are case managed with individual Attendance Plans, (SIAP) set at the beginning of each term. Attendance Targets are set for all students. Plans are reviewed informally in Week 5 of each term and whole school strategies discussed and reviewed.

Student Achievement and Progress

NAPLAN

In 2021, two students completed NAPLAN. 1 Year 3 female and one Year 5 male. The Year 3 female student sat the full NAPLAN suite of tests writing, reading, spelling, grammar & punctuation and maths testing completed as required. The year 5 student completed writing only. The Year 3 female achieved in the range of achievement for the middle 60 % in reading, writing, language Conventions, -Spelling, Grammar & Punctuation but not maths. In writing, the only test sat by the Year 5 male, Band 4 was achieved which is below the range of achievement for the middle 60% of Year 5 students in Australia.

Describe your analysis and impact of evidence

My analysis is that for the Year 3, female student, who has received three consecutive years of instruction through the Kimberley Schools Project, in targeted teaching programs of Let's Decode, Daily Reviews, and Spelling Mastery, there has been a direct positive impact on this student's achievement in Literacy. In 2021 NAPLAN, the Year three student achieved in the range of achievement for the middle 60 % of student in Australia in Reading, (Band 4); Writing (Band 4), Grammar & Punctuation, (Band 4) and at National average in Spelling, (Band4/5). The Year 3 female student achieved Band 2 in maths which is below the National Average and Mathematics has been identified by the Fitzroy Valley Region as an area of focus for all schools in the area for the next three years. All schools in the Fitzroy Valley network reported a decline in maths achievement for students in 2021. The year 5 male student has had a history of severe absenteeism since enrolment in Kindy and as such has not received consistent targeted teaching or direct instruction curriculum and as a result achievement and progress has been very limited.

Year 12 outcomes (DATA) including VET (source: SAIS WACE Report)

No students in Year 12 to report on.

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|---|
| Describe your analysis and impact of evidence |
| No analysis required |

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|-------------------------|
| Post School Destination |
| No analysis required |

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|---|
| Describe your analysis and impact of evidence |
| No analysis required |

| |
|---|
| Parent/student/teacher satisfaction with the school |
| Parent/student/teacher satisfaction survey scheduled for 2022 in line with School Review. COVID-19 restrictions have impacted school community events for the past 24 months. The limited number of events that have been held at the school have been supported well by parents, carers and community members. School community events for 2021 included: Term 1 Community Induction Dinner for new staff Friday 30th Term 2 Mother's Day Morning Tea NAIDOC Billabong Picnic Breakfast Thursday 24 th June NUMERO Community Night Term 3 First Ngalapita School Council Meeting Wednesday, 22 nd September 2021 Term 4 School Swimming Camp Monday 18 th – Friday 22 nd October Ngalapita Staff were involved in hosting the Inaugural Fitzroy Crossing Women in Education Leadership Campout on Friday 29 th - Saturday 30 th October 2021, which was a huge success. Christmas Concert & Book Award night – Wednesday 1 st December |

**Ngalapita RCS Strategic Plan Improvement Actions
Evidence Checklist 2019-2022**

| Improvement Code | | Improvement Action | Evidence Completed | | | Notes |
|---|------------------------------------|--|---------------------------------|-------------|----------|--|
| Domain | School Priorities Domains 1, 2 & 5 | | Planning | In Progress | Complete | |
| 1 Relationships & Partnerships (5) Improvement Actions | R&P1.1 | Secondary Transition Policy | Policy | | | Secondary Transition Coordinator |
| | R&P1.2 | Community Cultural Induction | Action (1) | | | Term 1 Week 5 1/03/21 |
| | R&P1.3 | Progressions achieved on ACSF Plan | Progress Map | | | Plan Review 2020 |
| | R&P1.4 | Ngalapita RCS Help Card Contact numbers Poster –COVID/Health/Housing | Help Card | | | Made and distributed to community |
| | R&P1.5 | Planned and actioned 2 x cultural camps/excursions/incursions | Reflect & Review | | | Semester 1 Complete Semester 2 |
| 2 Learning Environment (5) Improvement Actions | LE2.1 | Invest in Early Childhood Resources-Outdoor | Statement | | | Budget Allocation & Exp |
| | LE2.2 | Behaviour Management Policy 20-22 | Policy | | | Revised March 2020 |
| | LE2.3 | Early Childhood Operational Plan 20-22 | Plan | | | Revised 2020 |
| | LE2.4 | SAER Flowchart-complete 2021 Work with Joel Campkin Term 3 2021. | Flowchart | | | School Referral Processes made explicit. |
| | LE2.5 | Attendance Policy, Plans and Review-Summary of Impact 2 | Review Documented | | | Case studies- at risk Students |
| 3 Leadership (3) Improvement Actions | LP3.1 | Health & Wellbeing While School Plan | | | | Be You Consultant Support |
| | LP3.2 | Early Childhood Operational Plan 20-22 | Plan | | | Identify 2021 focus |
| | LP3.3 | Schedule of Implementation of School Improvement Actions as set out in Strategic Plan | Schedule of School Improvements | | | Implementation visual Completed |
| | LP3.3 | Establish a school council and meet 2 x each year. | | | | |
| 4 Use of Resources (3) Improvement Actions | UOR4.1 | Targeted Actions Schedule Koorabye 21-22 | Schedule | | | Morra Warra Warra |
| | UOR4.2 | Balanced Budget Finance Meetings | Minutes | | | MCS |
| | UOR4.3 | School Financial Spreadsheet outlining Resource allocation (Codes) to Priorities Focus- Review Plan 2022 | Spreadsheet | | | Attendance/KSP Early Childhood/STEM Learning Environment (Outdoors) |
| 5 Quality Teaching (3) Improvement Actions | QT5.1 | Curriculum Statement of Expectations | Flowchart | | | Links to LE.4 |
| | QT5.2 | Whole School Writing Moderation | Feedback Data Analysis | | | Fitzroy Valley Network Meetings |
| | QT5.3 | Develop Maths Lesson Framework based on Explicit Teaching Pedagogy Framework Teaching Sprints Basic facts | Framework Lesson Format | | | Devise – Term 2/2021 Review – Term 4/2021 Plan 2022. Term3 7 4 2021 |
| 6 Student Achievement & Success (4) | SA&P6.1 | Student data collection sheet Lit & Maths | Data Sheet | | | 2021-2022 |
| | SA&P6.2 | PL SEND Principal & staff planning/reporting | Reports & Student plans | | | Semester 2 Reports 2021 future planning. |
| | SA&P6.3 | School Assessment Practices Audit/Schedule Complete WAPPA Auditing your school collection and use of data. | Schedule | | | Bright Path Staff meeting 30.03/21 |
| | SA&P6.4 | Data Analysis – School Development Day | Planning Focus 2021 | | | School Development Day Term 4 15/11/21 |

