

## Birlirr Ngawiyiwu Catholic School, Ringer Soak



### **School Profile 2015: contextual**

Birlirr Ngawiyiwu Catholic School, Ringer Soak/Yaruman, is a remote, co-educational K-6 primary school in the north-western Tanami desert, located 168 km from Halls Creek. Birlirr Ngawiyiwu (Spirit of God) Catholic School was founded in 1986 by the Sisters of St Joseph, upon request from the Djaru Community. Birlirr Ngawiyiwu strives to empower young people to build lives based upon the Gospel values of love, truth, justice and peace.

Birlirr Ngawiyiwu Catholic School has an enrolment for 2015 of 43 children, 100% of whom are indigenous children. The majority of the children commence school with English as their second or third language. The number of children fluctuates depending on cultural and social events.

In 2015 a nutrition program which consists of breakfast, supplied by Foodbank, a healthy recess and a hot lunch will carry over from previous years. Each classroom has access to computers, iPads and laptops. The ability to work in a collaborative environment as well as supporting independent learning will continue to be a whole school focus in 2015.

During 2014 renovations were undertaken to provide a more appropriate environment for Early Childhood learning. Other modifications included upgraded kitchen facilities and improved administration and library/teacher-resource facilities.

Areas of concern in our school which influence learning include:

- Hearing loss, which affects a substantial number of our students. The use of 'Sound-fields' installed in all teaching areas continues to make a significant difference.
- Limited understanding of SAE (Standard Australian English) due to English as a second or third language prior to school.
- Continual irregular attendance and the transience of some families due to a range of cultural issues eg
  - Funerals including extended Sorry' time,
  - Sporting events
  - Royalty Payments
- Currently the Community Council is non-functional. As a result, the amount of attention and time that the community requires from the school, including access to telephones, internet and various community services, impacts on the ability of the school to run as effectively as would be desired on a day-to-day basis.

There are whole school plans in place addressing the following areas:

1. Evangelisation
2. Literacy and Numeracy
3. Attendance
4. School-Community Partnership Agreement

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### **Current Profile:**

- Co-Educational Kindergarten to Yr 6
- 43 Enrolments
- 100% Aboriginal students

### Teaching staff:

- 1 Principal M – 5 yr trained
- 3 classroom teachers – 4 yr trained
- 5 Aboriginal teaching assistants 2 cert 3

### Non-teaching staff:

- Administration
- Admin Assistant - Aboriginal
- Groundsman – Aboriginal M
- Cook x 2 Aboriginal
- Cleaner Aboriginal

### **Class Structure:**

- K/PP/Yr 1 (4 Year Old Kindy – 5 three hour sessions a week)
- Yr 2/3/4
- Yr 5/6

### **Enrolments 2015:**

Total Enrolments:	43
Girls	17
Boys	26
Full time Equivalent Enrolments	43
Indigenous Students	43
Language Background other than English	-- Jaru

**Birlirr Ngawiyiwu Catholic School, Ringer Soak**



**Attendance for 2015**

100% Indigenous Students

Class	Percentage
Pre Primary	54%
Year One	44%
Year Two	52%
Year Three	61%
Year Four	54%
Year Five	46%
Year Six	68%
Whole School	54%

Most students, if in the community, attend school, to encourage this

- the Community Shop does not serve school aged children
- the Youth Worker does not encourage after hour participation if the student did not attend school
- ATAs chase up student in the community to attend
- The Community encourage parents/caregivers not to take students out of the community during school terms.
- Regular attendance recognised during weekly assemblies with certificates and small prizes
- Three meals a day are provided
  - Breakfast – Foodbank
  - Morning Tea
  - Cooked lunch – fresh vegetables, fruit encouraged and supported by funds from Kimberley Land Council
- In 2016 after school hour events such a discos, movie nights will introduced – to support/reward attendance

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**NAPLAN Data (2012 – 2015):**

<sup>1</sup> A school's results are not reported when there are fewer than or equal to five Indigenous or non-Indigenous students. This is to protect the privacy of students. If this is the case then a dash '-' will be displayed.

Percentage of Students <u>at or above</u> National Minimum Standard						
		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	2012	100%	20%	0%	40%	40%
	2013	84%	71%	0%	0%	100%
	2014	0%	0%	0%	60%	25%
	2015	-	-	-	-	-
Year 5	2012	0%	--	--	--	50%
	2013	67%	33%	100%	33%	100%
	2014	0%	40%	0%	20%	33%
	2015	40%	20%	0%	60%	40%

**NAPLAN Data 2015 (My School Website):**

Colour Scheme		Red & Green		Submit		Alternate view: <a href="#">Results in graphs</a>									
		Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy					
Year 3	SIM	226	426	SIM	245	416	SIM	233	409	SIM	226	433	SIM	269	398
	ALL	217 - 235	236 - 253	224 - 241	216 - 236	261 - 278									
Year 5	374		341		312		375		339						
	322 - 426		293 - 388		264 - 360		320 - 430		298 - 379						
Year 5	SIM	357	499	SIM	307	478	SIM	352	498	SIM	332	503	SIM	371	493
	ALL	349 - 366	299 - 315	344 - 359	323 - 341	363 - 379									

**Note:** The numbers of students that sat these NAPLAN assessments generally fluctuated between 2, 3 and 5 students.



**Data from My School Website**

<b>Student background 2015</b>				
<u>Index of Community Socio-Educational Advantage (ICSEA)</u>				
School ICSEA value				613
Average ICSEA value				1000
Data source	Parent information			
<b><i>Distribution of students <sup>2</sup></i></b>				
	Bottom quarter	Middle quarters		Top quarter
School Distribution	93%	3%	3%	0%
Australian Distribution	25%	25%	25%	25%
<i>Percentages are rounded and may not add to 100</i>				

**Destination Schools**

No of Students	Kununurra DHS	St Mary's Broome
5	4	1

**Parent Satisfaction**

The parents, from previous data collections support the school. There is an open door policy with all staff to ensure that any issues and concerns are dealt with sensitively and compassionately. This allows all member of the school and wider community to work together to provide a stable, positive and engaging environment for learning to occur.

**Income CEWA TO ADVISE?**