

# Birlirr Ngawiyiwu Catholic School



*ANNUAL REPORT 2019*

## School Profile

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 Catholic School's vision is for family, school and community to walk side by side with a shared responsibility to grow up strong, smart and happy young people in both the Jaru (culture) and Ngawi (Catholic) ways.

Birlirr Ngawiyiwu Catholic School has an enrolment for 2019 of 36 children from K-Year 6 (4 in Kindergarten) 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 throughout the year depending on cultural, family and social events.

In 2019 the school continued its nutrition program which consists of breakfast (supplied by Foodbank), 2 healthy snacks and a hot lunch. Each classroom has access to iPads and laptops. The ability to work in a collaborative environment as well as supporting independent learning continued to be a whole school focus in 2019.

## Teacher Standards and Qualifications in 2019

All staff at Birlirr Ngawiyiwu Catholic School are suitably qualified for their role as a teacher at the school and hold a current TRBWA registration and Working With Children Card.

	4 Years Tertiary Trained	Teachers with a Degree at Masters Level	Teachers working towards a Degree at Maters Level
Number of Teaching Staff	4	0	1

## Workforce Composition for 2019

Female Teachers	4	Non- Teaching Male	2
Male Teachers	0	Indigenous Female	5
Non- Teaching Female	5	Indigenous Male	2

## Student Attendance 2019

The school had approximately 36 students enrolled throughout 2019. Student enrolments fluctuated throughout the year with students and their families transitioning in and out of the community for varying lengths of periods. Generally, if students are residing within the community attendance is good, however, due to various reasons such as sorry time, cultural reasons, family reasons, sporting events etc this would impact on students attendance.

Year Group	Student Enrolment	Percentage Attendance
Kindergarten	4	60%
PP	2	77%
Year 1	7	72%
Year 2	2	62%
Year 3	3	69%
Year 4	6	71%
Year 5	5	68%
Year 6	7	50%
<b>Overall School Attendance: 66%</b>		

### Management of Absenteeism

- Aboriginal Teaching Assistants liaise with families and students to encourage attendance
- Aboriginal Teaching Assistants liaise with classroom teachers and Principal regarding family or community issues affecting attendance
- The Community Shop does not serve school aged children during school hours
- Principal with an ATA visits students/families in the community to follow up non-attenders
- The School encourages parents/caregivers not to take students out of the community during school terms
- Regular attendance recognised during weekly and end of term assemblies with certificates and small prizes
- Three meals & two fruit snacks a day are provided: Breakfast (Foodbank), Morning Tea and Lunch
- Kindergarten students are dropped off by an ATA each day
- Provision of school uniform on daily basis
- Access to Health services providing hearing and health checks, dental services
- Personalised Learning Plans developed with students and parents
- Class and individual incentives program

### NAPLAN

In 2019, 5 students completed NAPLAN tests- 2 year 5 students and 3 year 3 students. Students received mainly bands 1 and 2 in all areas. Both year 5 students had made gains on in subject areas where they sat NAPLAN tests in both year 3 and year 5.

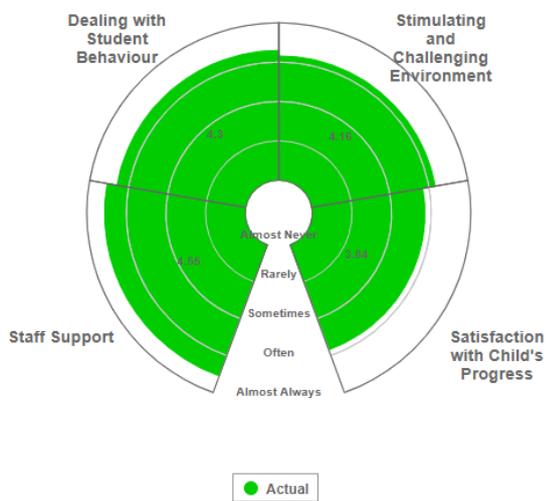
# Community, Parent, Student and Staff

In 2019, our school participated in a climate survey which gathered responses from all students, teachers, support staff, parents and carers in relation to our school's climate. The following graphs represent an overview of the responses received.

## Children's Overall Experience

### Overview

Child/Children's Experience



## Parent/caregiver's Overall Experience

### Overview

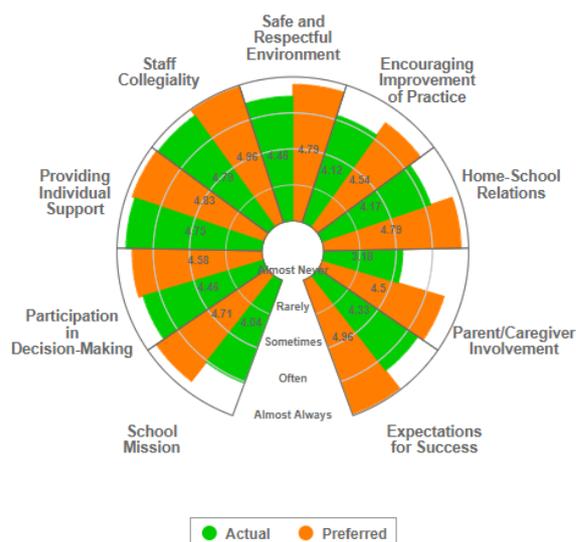
Parents/Caregivers' Experience



## Teacher's View of the School's Climate

### Overview

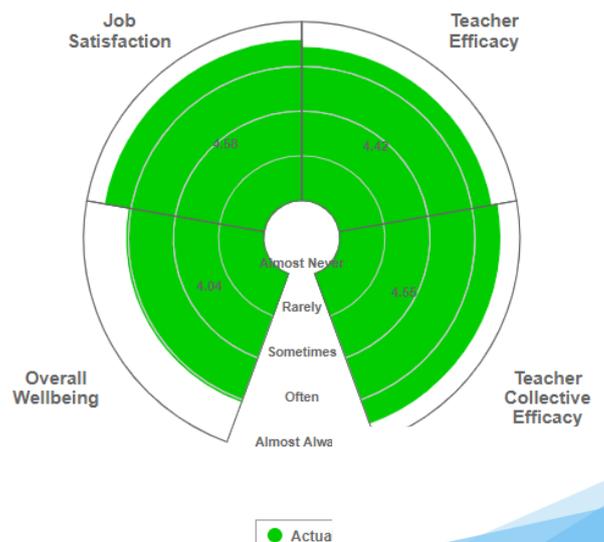
Teachers: View of the Organisational Climate



## Teacher's Wellbeing, Satisfaction and Efficacy

### Overview

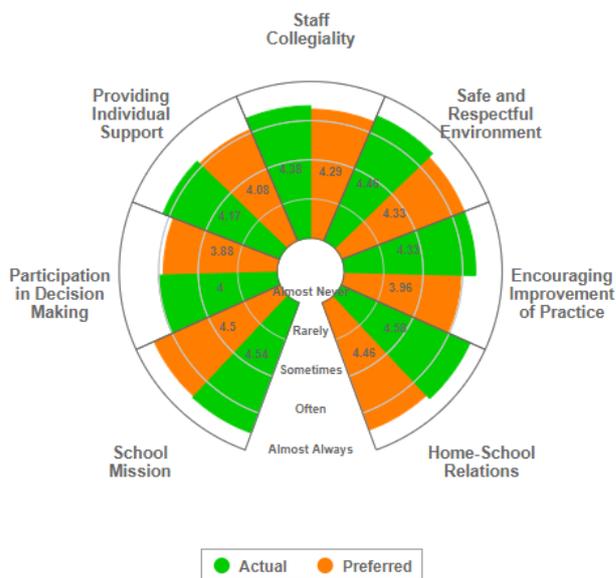
Teachers: Wellbeing, Satisfaction and Efficacy



## Support Staff's Overview of the School's Climate

### Overview

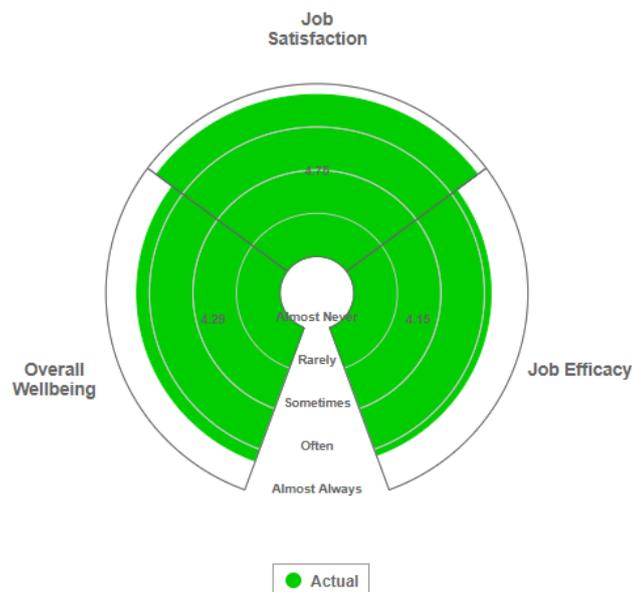
Support Staff: Views of the School Climate



## Support Staff's Overview of Wellbeing, Satisfaction and Efficacy

### Overview

Support Staff: Wellbeing, Satisfaction and Efficacy



## Post School Destinations

Graduating year 6 students enrolled in Clontarf Aboriginal College and La Salle College Perth were several other previous students are still attending

## School Income

<b>Australian Government Recurring Funding</b>	<b><u>\$998,779</u></b>
<b>Stat Government Recurring Funding</b>	<b><u>\$107,664</u></b>
<b>Capital Income</b>	<b><u>\$53,900</u></b>
<b>Total Income</b>	<b><u>\$1,160,343</u></b>

Further information about the schools income can be found at

<https://www.myschool.edu.au/school/48987/finances>

# Annual School Improvement Progress

The Following areas were a focus regarding School Improvement in 2019

Staff will further develop their understanding and analysis of data to improve student outcomes.
Staff will maintain a culture of constructive feedback to improve teacher practices and develop leadership skills of each staff member.
Birlirr Ngawiyiwu to continue to enhance parental engagement through a variety of communication tools and events offered each term.
School budget to reflect priorities yet ensure fiscally responsible
Board (made up of all family groups in the community) to be informed on system expectations and funding via meetings and AGM