

## Birlirr Ngawiyiwu Catholic School Curriculum Plan 2021

**School Name:** Birlirr Ngawiyiwu Catholic School

**Date:** 2021

### Part A

This part supports schools in meeting Chapter 1 – Observance of Registration Standards

Birlirr Ngawiyiwu Catholic School is located in Ringer Soak Community (Yarumun) in the north-west Tanami desert in the Kimberley, Western Australia with a population of approximately 120. Birlirr Ngawiyiwu Catholic School was founded by the Sisters of St Joseph at the request of Kundat Djaru Aboriginal Community. Our Vision at Birlirr Ngawiyiwu Catholic School is that family, school and community 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. We focus on quality education that honours the Jaru history, culture and traditions' and respects the need to honour past traditions and equip our students to walk between two worlds.

Birlirr Ngawiyiwu Catholic School, Ringer Soak/Yaruman is a remote, co-educational K-6 primary school catering for approximately 25 students of which 100% are Indigenous children. Enrolment numbers fluctuate greatly due to families moving in and out of Ringer Soak for family and cultural reasons. In 2021 the school will consist of three composite classes K- 1, Yr 2-Yr 4 and Yr 5- Yr 6. Aboriginal Families as First Educators (AFaFE) Program has begun in 2021. All students commence school with English as their second or third language.

Birlirr Ngawiyiwu Catholic School has a school ICSEA value of 511.

<b>Year Group</b>	<b>Number of Students</b>	<b>ATSI</b>	<b>LBOTE</b>	<b>IEP</b>	<b>NCCD</b>
<b>K</b>	3	3	3	0	0
<b>PP</b>	1	1	1	1	0
<b>Year 1</b>	3	3	3	3	0
<b>Year 2</b>	0	0	0	0	0
<b>Year 3</b>	3	3	3	3	3
<b>Year 4</b>	3	3	3	3	3
<b>Year 5</b>	3	3	3	3	3
<b>Year 6</b>	4	4	4	4	3

## Part B

This part supports schools in meeting Chapter 2, Standard 1 - Curriculum

### **Religious Education**

The Religious Education program is fully implemented across K -6 in accordance with Catholic Education Western Australia's policies and curriculum that was developed and mandated by the Bishop's of WA. As we have composite classes, the Religious Education Units are taught in accordance to a school based scope and sequence which ensures that all students over their schooling years will experience each of the units. The Early Years class uses 'Let the little Children Come' teaching program as the base of their learning experiences. In 2021 Years PP-6 will be accessing new Religious Education units developed by CEWA and accessible as online resources. Students will prepare for and sit the Bishop's Religious Literacy Assessment in 2021.

### **Western Australian Curriculum**

The curriculum at Birlirr Ngawiyiwu Catholic School is developed from the **Western Australian Curriculum** through SCSA. In 2021 all teachers will be accessing the Literacy curriculum area through the EAL/D platform in order to differentiate and meet the learning needs of all of our students. Teachers will continue to fully implement and report on the WA Curriculum in the areas of Mathematics, Science, History, Geography, The Arts, Health and Physical Education and Technologies through the support of EAL/D supporting documentation as accessible through [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au). The implementation of a Language and Culture program will be investigated/continue in 2021 through the teaching of Jaru.

### **Teaching, Assessing and Reporting Policy Standards**

All classroom teachers are familiar with the Teaching, Assessing and Reporting Policy outlined by SCSA and will continue to engage in professional learning in regard to this in 2021. Most students in years 1-6 are currently on an IEP. In acknowledgement that all students come to school with English as their second language reporting will reflect this. In 2021 staff will work to create a document that meets the needs of IEP requirements, Personalised Learning Plans and EAL/D learning Plans in consultation with the Students with Disabilities team and the EAL/D team at CEWA. In 2021 students will continue to be reported against the EAL/D curriculum in the area of English. All staff will participate in professional learning in regard to teaching, Assessing and Reporting using EAL/D curriculum

documents provided through SCSA. In 2021 there will be a comprehensive Reporting and Assessment Policy as well as an assessment schedule which provides a whole school overview of data collection that is in place. Formal student reports are completed twice a year, with the introduction of interim reports in terms 1 and 3 occurring in 2021. All reports are user friendly and language used meets the needs of our audience and gives explicit information about students' progress and abilities.

### **The Early Years Learning Framework**

The National Quality Standards are also adhered to, and reports and analysis are current. Birlirr Ngawiyiwu Catholic school will focus on National Quality Standards over the next few years. The Early Years Learning Framework is implemented in conjunction with the Western Australian Curriculum Framework and Western Australian Kindergarten Curriculum within the context of a distinctive Catholic program which aims to develop children as followers of Jesus in today's world. The Early Years curriculum that is delivered at Birlirr Ngawiyiwu Catholic School strives to capture the integrated and complex learning and development of all children.

### **Part C**

#### **This part supports schools in meeting Chapter 2 – Standard 10 Child Abuse Prevention**

The School's Code of Conduct is reviewed by staff at the start of the school year and additionally new staff meet with the Principal for an in-depth discussion of the School Code of Conduct. Staff are reminded of the twelve conduct statements throughout the year at weekly staff meetings. In 2021 a family meeting was held in Term 2 which the Principal went through the School Code of Conduct and vision statement with parents and caregivers, as a result all that were present signed a copy of the school vision statement in acknowledgment of a commitment to support the schools code of conduct and vision. This document is displayed in a prime position within the school office.

Support staff have participated in face-to-face Child Protection Training in Term 1, 2021 presented by Child Safe Team -CEWA, all other teaching staff have completed online training in 2021.

A student code of conduct for BNCS will be investigated in 2021 in order to ensure that its implementation will be culturally sensitive and appropriate.

Teaching staff first completed the Keeping Safe: Child Protection Curriculum training during 2018. All new teaching staff participated in professional development of the teaching of

the the Keeping Safe: Child Protection Curriculum presented by the child safe team in Term 1 2021. Additional training will allow for class teachers and ATA's to map the Keeping Safe Curriculum against other learning areas- this will be a focus in semester 2, and use the KS Scope & Sequence to implement this curriculum into their classrooms. A parent information session on the Keeping Safe: Child Protection Curriculum took place at our family meeting that occurred in Term 2.

As well as the above mentioned methods, Parents are informed of the expectation that they will cooperate and support the code of conduct and the full implementation of the Keeping Safe Curriculum.

#### Part D

This part supports schools in meeting Chapter 1 – School Governance, Accountability

Birlirr Ngawiyiwu Catholic School's Curriculum plan links directly with the Schools Strategic Plan and the School Improvement Plan. Both plans will be under review in 2021 and will aim to complement the curriculum plan with priority given to strengthening literacy curriculum and teaching to improve the learning outcomes of all students.

The Curriculum Plan links to the existing Evangelisation Plan, Aboriginal Education Plan and School Improvement Plan (SIP). The SIP clearly represents links with CEWA Strategic directions and identifies NQS focus.

The school community advisory committee is currently in a transition period due to community context and is currently not operational.

#### Part E

This part supports schools in meeting Section 7 – Standard of Education

The last external NQS audit was undertaken in 2016.

At the end of 2020 the Early Years team met with the Principal to complete the NQS Group Reflection tool. The Principal then completed the internal audit tool which identified the following: The NQS focus area for 2021 include:

QA 7 Governance and Leadership

In Semester 1 2021, Early Years Coordinator visited and worked along side the early years classroom and presented Professional Learning opportunities for all teachers through PLC. Further discussions are underway with the Early Years team in Perth to provide further support and assistance with creating an Early Years pedagogical statement that reflects best practice in the Early Years for our students.

#### Part F

This parts supports schools in meeting Section 7 – Standard of Education

### **Process to review student learning by teachers and Principal**

- Updated assessment overview (Assessment and reporting schedule)
- Completion of OLI/EYLND testing for PP students
- Yearly Completion of Observation Survey
- Yearly Completion of MAI
- Completion of data analysis of NAPLAN and OLI/EYLND
- Completion and data analysis of BRLT
- Formal reports in T2 & 4
- Interim reports in T1 & 3
- NAPLAN
- Monthly collection of running records
- Quarterly collection of running records for 30+ readers
- Termly writing moderation sessions
- Teacher Evaluation
- PLD data collection

### **Programmes, strategies, resources and teaching practices that are working and need to be maintained:**

- Use of Diana Rigg PLD program and testing schedule
- Effective use of MAI data collection to inform student groupings and differentiated learning
- Trauma informed practice – with the upskilling of staff in Berry St training in 2021
- IEP's for most students in the areas of Literacy and Numeracy
- Whole school structures and routines in place, e.g all classes doing reading at the same time etc.

MAI data will continue to be collected and used for teaching programs. More professional learning around the growth points and Numeracy dedicated time will occur in 2021.

### **Teaching practices, strategies, resources and programs that are not working and need to be modified**

- EAL/D focus in all learning areas, particularly literacy
- Literacy dedicated time
- Numeracy dedicated time

- Task boards
- Trauma informed practice

**Programmes, strategies, resources and teaching practices cater for individual and targeted learning of all students**

Most students are on Individual Education Plans across the areas of Literacy and Numeracy. Termly reviews and parent/ care givers meetings take place to discuss the learning goals for each student. Consultation with Broome SWD consultant takes place where needed. The implementation of the Students at Education Risk Register (SAER) occurred in Semester 2 2020 and will be carried into 2021. The SAER Register alongside case management meetings allow for students individual needs and concerns to be focused on.

In 2020 the school begun to be supported by a CEWA employed psychologist. This change has seen greater access to professional learning, more frequent onsite support and the implementation of fortnightly case management meetings. This will continue in 2021. School psychologist will also work with the school to explore Positive Behaviours for Schools and Trauma informed practice through further Professional Learning of the Berry St Model.

**Actions and Goals for 2021**

After a review of data collected it is clear that there needs to be a whole school focus on literacy abilities for all students and a greater focus on the implementation and use of EAL/D progress Maps. The following will occur in 2021 to help assist teachers in becoming more confident with LDT and increasing ability for students in the area of Literacy.

- A whole school focus on EAL/D across literacy, including the use of EAL/D documents for programming g and reporting
- Dedicated PLC time around EAL/D.
- Review of data collection process and timeline

**Short term goals**

- Implementation of EAL/D progress maps for planning, teaching and assessing.
- Greater emphasis on two-way learning
- All classes to visibly participate in LDT
- All lessons to have a learning intention and success criteria
- Assessment and reporting schedule updated to reflect the needs of data collection and the use of EAL/D progress maps
- Clear and visible task boards in all classrooms
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**Assessment and Reporting**

**Assessment Schedule**

[https://cewaedu.sharepoint.com/:b:/s/8680BirlirrNgawiyiwuCatholicSchool/ESY1Ue10q\\_ROpkml6mQ0e4kBG-2CKrsNW3buD6wxWhP6jg](https://cewaedu.sharepoint.com/:b:/s/8680BirlirrNgawiyiwuCatholicSchool/ESY1Ue10q_ROpkml6mQ0e4kBG-2CKrsNW3buD6wxWhP6jg)

**Reporting Schedule**

[https://cewaedu.sharepoint.com/:b:/s/8680BirlirrNgawiyiwuCatholicSchool/EYlYmNDAs!5EpzPYUoj7bXcBIAowi5DucE-Fg3eHH\\_uufQ](https://cewaedu.sharepoint.com/:b:/s/8680BirlirrNgawiyiwuCatholicSchool/EYlYmNDAs!5EpzPYUoj7bXcBIAowi5DucE-Fg3eHH_uufQ)

**Curriculum, Assessment and Reporting Executive Directive**

<https://cewaedu.sharepoint.com/sites/Handbook/SitePages/Curriculum-Assessment-and-Reporting-Executive-Directive.aspx>