



## Kururrungku Catholic Education Centre

### CONTEXTUAL INFORMATION

Kururrungku Catholic Education Centre is located on an Aboriginal Community (Mindibungu Corporation) on Billiluna Station at the edge of the Great Sandy Desert on the Canning Stock Route, near Sturt Creek and the Tanami Track. It is around 180kms south of Halls Creek. Billiluna is an Indigenous community of 200 people.

Kururrungku Catholic Education Centre has a Teaching staff of five, 4 Indigenous staff that work as assistant teachers (three are currently working towards Certificate III in Education Support) and a Certificate III Child Care trained staff member who works in the Three Year Old Program, a Principal and ancillary staff. The current enrolment is approximately seventy, catering for girls and boys from Kinder to year 10.

The school's vision statement states that, "The education of the person is the central education concern of the entire school curriculum. Religious Education is part of the total life of the school... as true education aims at the formation of the human person" (Pope Paul IV, 1965, Declaration on Christian Education).

We believe that Gospel values should be evident in all interactions, policies, programs and practices of our school communities. It is in combining faith and service with collaboration and generosity that we can value and use our diverse gifts to shape the future in the most positive way for all. Our School community provides an educational program that is based on the philosophy of two-way teaching and learning programs that: acknowledge the culture of both the home and the school, reinforce the teaching and learning relationship between the Elders and the younger members of the community, promotes engagement with the local community and recognises the importance of Indigenous languages and knowledge in the curriculum.

Students are encouraged to understand and grow in their knowledge and control of self by participating in The Blueearth and PATHS Programs. The school has a structured Literacy Program that is underpinned by Evidence based research in partnership with 'The Good To Great School' Explicit Direct Instruction Program and a focus on Numeracy in which the classes are differentiated, in that the students move fluidly between core subject areas as per their Mathematical and Numeracy needs for mathematical curriculum concept areas. ICT plays an important part in all levels of the school. The emphasis is across the whole school in preparing the students for participation in a globalised world and for full participation at Boarding Schools so that their education may continue to Year 12 and into the workforce.

Integral to the success of our school is the strong working partnership between our Aboriginal Teaching Assistants, Teacher Assistants and the classroom teachers. With many of our students being ESL learners, small group and individual tuition aimed at exploring Literacy and Numeracy in focused sessions that take into account different learning styles are promoted. Our 3 Year Old and Kinder students attend school 5 days per week with a total of 18 hours contact time.

## TEACHER QUALIFICATIONS

All teachers are registered with the Teacher’s Registration Board of Western Australia and hold the following teaching qualifications:

| Teaching Qualifications of Staff         | Number |
|--|--------|
| Masters of Educational Leadership        | 1      |
| Masters of Education (Student Wellbeing) |        |
| Bachelor of Education                    | 4      |
| Certificate III in Children services     | 1      |

## WORKFORCE COMPOSTION

|                    | Total     |           | Indigenous/ATSI |           |
|--------------------|-----------|-----------|-----------------|-----------|
|                    | Full Time | Part Time | Full Time       | Part Time |
| Teaching Staff     | 4         | 0         | 2               |           |
| Non-teaching Staff | 0         | 0         | 5               | 1         |

## STUDENT ATTENDANCE

Our students’ attendance data has increased by approximately 25% from 2015 levels. Due to Student family transience between communities our Attendance Data results do not reflect an accurate picture, as this variable is uncontrollable and directly impacts upon our day-to-day attendance records. This is further exacerbated by the failure of ‘recipient schools’ (to where students may be attending or transferring) to accurately compile and forward attendance records and transfer notices for our students to our school. This makes it much more difficult to track whether students were living in or out of the Community, and whether they attend other schools whilst away. This figure includes students who were out of the Community (possibly attending other schools) and who may be attending cultural events, Funerals and “Sorry Time”.

The percentage rate for attendance for each compulsory year level is listed in the table below.

| <b>Class</b> | <b>Percentage Rate for Attendance</b> |
|--------------|---------------------------------------|
| Kinder       | 50%                                   |
| Pre Primary  | 56%                                   |
| Year 1       | 53.1%                                 |
| Year 2       | 47.6%                                 |
| Year 3       | 57.1%                                 |
| Year 4       | 49%                                   |
| Year 5       | 53.5%                                 |
| Year 6       | 18.8%                                 |
| Year 7       | 55%                                   |
| Year 8       | 53.5%                                 |
| Year 9       | 48%                                   |
| Year 10      | 12%                                   |

## **NON- ATTENDANCE MANAGEMENT**

Where necessary, families are contacted to explain poor attendance and promote school attendance. Kururrungku Catholic Education Centre staff actively engage with parents and students each morning to ensure that students attend school. The staff in consultation with parents and community as part of their duties visit students and collect them, where appropriate, for school. As well it is a part of an Aboriginal Teacher Assistants duties to visit families to promote school attendance.

## **2016 NAPLAN RESULTS**

Percentage of students at, or above, national minimum standards were as follows:

| <b>2015</b>   | <b>Reading</b>                        | <b>Writing</b>            | <b>Numeracy</b>                       | <b>Spelling</b>                       | <b>Grammar &amp; Punctuation</b> |
|---------------|---------------------------------------|---------------------------|---------------------------------------|---------------------------------------|----------------------------------|
| <b>Year 3</b> | Below Reporting Threshold             |                           |                                       |                                       |                                  |
| <b>Year 5</b> | Below Reporting Threshold             |                           |                                       |                                       |                                  |
| <b>Year 7</b> | Band 5 – 40%<br>Band 4 or below – 60% | Below Reporting Threshold | Band 5 – 80%<br>Band 4 or below – 20% | Band 5 – 20%<br>Band 4 or below – 80% | Below Reporting Threshold        |
| <b>Year 9</b> | Below Reporting Threshold             |                           |                                       |                                       |                                  |

The data indicates that in 2016:

- the greater percentage of Year 3 and 5 students were Above and At the National minimum standard for Persuasive Writing. In Year 7 there is evident of a downward trend.
- the greater percentage of Year 3 students were Above and At the National minimum standard for Numeracy.
- Year 5 indicates the students were below the National minimum standard.
- The greater percentage of Year 7 and 9 students were At the National minimum standard for Numeracy. In Year 7 there is evident of a downward trend and an upward trend for Year 9 from 2014.
- Year 3 and 5 students were below the National minimum standard for Reading.
- Year 7 and 9 students were At the National minimum standard for Reading. In Year 7 and 9 there is evident of a downward trend from 2014.
- Years 3,5,7 and 9 the results have significantly improved although they are still below the National minimum standard. The Year 3 and 7 results revel significant growth from 2015.
- There is growth in Year 3 and 5 Grammar and Punctuation results since 2015.
- Year 7 is below the National minimum standard and Year 9 is at the national minimum standard. Both results have been a decline since 2015.

## **COMMUNITY, PARENT, STUDENT AND STAFF**

The parents, students and staff are actively encouraged and invited to be involved in the life of Kururrungku Catholic Education Centre and the Kutjungka Parish. We have many facilities that enhance family interactions and outdoor activities including large, shaded, grassed areas, undercover areas and community meal nights.

We have difficulty consolidating and sustaining a School Board. Elders, Aboriginal Teacher Assistants and the Community Chair person meet regularly to discuss and provide direction for the school within the context of the community. Parents, students and staff have been involved in a number of activities including the following:

- ❖ Whole school masses and class liturgies
- ❖ School Assemblies
- ❖ Morning Breakfast Program
- ❖ Family meal nights
- ❖ Sports days
- ❖ Blanket and Clothing Sales
- ❖ Parents & Teacher Report Meetings
- ❖ Parent attendance Meeting

## **FUTURE SCHOOL DESTINATIONS**

After leaving Kururrungku Catholic Education Centre our students went to:

- Kununurra District High School
- LaSalle College
- St Marys Broome

## **SCHOOL INCOME**

**For information regarding the school's income please go to:**

<http://www.myschool.edu.au> and search Kururrungku Catholic Education Centre.

## Principal's Report 2015

Kururrungku Catholic Education Centre is a Catholic Composite School catering for students from Kindergarten to Year Ten. We had Mass offered on a regular basis with the students and their families.

Classrooms were divided into Early Childhood – 3 Year Old to Kindergarten, Junior Primary Year One, Two and Three, Middle Primary catered for Years Four to Six and the Senior Class from Years Seven to Ten. Each class had at least one ATA daily who were involved in assisting the students in their understanding of the curriculum. Our NAPLAN results were disappointing but can be directly related to sustained absenteeism. Due to poor results the school has been involved in Explicit Direct Instruction working alongside Good To Great Schools. This was implemented in Term One 2015 with staff being trained in the delivery of this program. In 2016 the school will continue with this program however results are affected by absenteeism.

Kururrungku Catholic Education Centre acknowledges the importance of fostering and maintain close ties with families and the wider community. The Three Year Old program was introduced in 2015 and will continue in 2016. Smoking Ceremonies are used to welcome in the new staff and students and Culture activities are run by the ATAs on a weekly basis. The school has an open door policy and parents and families are welcomed daily.

All teachers and staff comply with regulatory documentation eg teacher registration (TRBW) and working with children (WWC). Ongoing Accreditation is monitored and staff are given opportunities to attend professional development which is aligned with school priorities.

The school has continued to maintain the grounds and buildings upgraded teaching/student resources. In 2015 the school commenced upgrading ICT equipment purchasing Apple TV's for each class, whole school network and classroom devices to ensure our students continue to be exposed to a variety of learning experiences. In 2016 staff and students will implement using the ICT equipment in the curriculum planning and delivery of curriculum material.