

# ANNUAL REPORT 2017



## KURURRUNGKU CATHOLIC EDUCATION CENTRE BILLILUNA, WA

### 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 60, catering for girls and boys from Kindergarten 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 Education (Student Wellbeing)	1
Bachelor of Education	4
Certificate III in Children services	1

## WORKFORCE COMPOSITION

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

## STUDENT ATTENDANCE

Our students’ attendance data unstable. Some families’ attendance is as good as can be expected in contextual circumstances, other families’ attendance is poor. Due to 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 difficulty of local schools to which local students will visit at any time during the school term, to accurately compile and forward attendance records and transfer notices for our students to our school.

This attendance data includes students who were out of the Community (possibly attending other schools) and who may be attending cultural events, Funerals and “Sorry Time”. It also includes students who were in community for a short amount of time.

The percentage rate as best as could be collected for attendance for each compulsory year level is listed in the table below.

<b>Class</b>	<b>Percentage Rate for Attendance</b>
Pre Primary	56%
Year 1	53.1%
Year 2	69.7%
Year 3	57.1%
Year 4	68.3%
Year 5	62.%
Year 6	54.2%
Year 7	12.1%
Year 8	15%
Year 9	12.4%
Year 10	8%

### **NON- ATTENDANCE MANAGEMENT**

Attempts to contact families to explain poor attendance and promote school attendance is ongoing. 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. Additionally, it is a part of an Aboriginal Teacher Assistants duties to visit families to promote school attendance.

## 2017 NAPLAN RESULTS

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

2017	Reading	Writing	Numeracy	Spelling	Grammar & Punctuation
Year 3	Collectively, below reporting threshold				
Year 5	Collectively, below reporting threshold however some students achievements indicated good learning.				
Year 7	Collectively, below reporting threshold.				
Year 9	Collectively, below reporting threshold however one student's achievements indicated good learning.				

The data indicates that in 2017 our students' achievement has declined.

## 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 Principal 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:

- LaSalle College
- St Marys Broome
- Wongatha Caps
- Coolgardie Caps

## **SCHOOL INCOME**

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

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

