

ANNUAL SCHOOL REPORT



KURURRUNGKU CATHOLIC EDUCATION CENTRE, BILLILUNA WA 2018

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. The community is located on the corner of the Canning Stock Route and the Tanami Track, near Sturt Creek. It is around 200kms south east of Halls Creek. Billiluna is an Indigenous community of 180 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), a Principal and ancillary staff. The current enrolment is approximately 55, catering for girls and boys from Pre-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 whole 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 PATHS Program (Promoting Alternative Thinking Strategies). The school has a structured Literacy and Numeracy program that is underpinned by evidence based research, and focuses on explicit teaching in which the groups are differentiated according to

the needs demonstrated by initial diagnostic testing. 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 Pre-Kindergarten students attend school 3 days per week with a total of 6 hours contact time. Our 4 Year Old Kindergarten students attend school 3 full 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
Bachelor of Education	5

WORKFORCE COMPOSITION

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

STUDENT ATTENDANCE

Our students’ attendance data shows that attendance is 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 (from WA and NT) 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 for attendance for each compulsory year level is listed in the table below.

Class	Percentage Rate for Attendance
Pre Primary	22%
Year 1	56%
Year 2	61%
Year 3	77%
Year 4	59%
Year 5	46%
Year 6	64%
Year 7	55%
Year 8	33%
Year 9	7%
Year 10	4%

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.

2018 NAPLAN RESULTS

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

2018	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 2018 our students' achievement has remained below standard. There are some positive results in Yr 3.

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 and weekly assemblies that families are invited to attend.

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
- ❖ School Fete
- ❖ Morning Breakfast Program
- ❖ Family meal nights
- ❖ Sports days
- ❖ Opportunity Shop
- ❖ 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 Middle Swan
- St Marys Broome

Or chose not to continue with school.

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 2018

Kururrungku Catholic Education Centre is a Catholic Composite School catering for students from Pre-Kindergarten to Year Ten. The school has 55 students on the role.

Composite classrooms are divided into Early Childhood which included Pre-Kindergarten, Kindergarten, Pre-Primary and Year 1, a Year 2-3-4 classroom, a Yr 4-5-6 classroom and a Secondary classroom. Our Pre-Kindergarten program runs for 2 hours, 3 days per week. Our Kindergarten runs for 3 full days per week. All other year levels are full time, 5 days per week. Each classroom has at least one Aboriginal Teaching Assistant (ATA) assigned to them daily. Our ATA's are an integral part of delivering our curriculum and are involved in assisting the students in their understanding of the curriculum. Over some years, the school has been involved in Explicit Direct Instruction (EDI) working alongside Good To Great Schools. This was implemented in Term One 2015. The 2017 NAPLAN results and internal student data indicated that the program in its entirety, does not work in our context. A decision was made late in 2017, not to continue with the program in 2018. However, parts of the program do work and are continuing in classrooms. These aspects of EDI include the Reading program in the early years and the spelling program for some students.

Attendance continues to be an issue at Kururrungku Catholic Education Centre. Kururrungku staff will continue to work with the community to try to increase attendance. We believe that with increased attendance, student learning will increase.

Kururrungku Catholic Education Centre acknowledges the importance of fostering and maintain close ties with families and the wider community. The Pre-Kindergarten program was introduced in 2015 and will continue at Kururrungku Catholic Education Centre.

Kururrungku works closely with our Parish Priest and offers a Catholic curriculum. We have Mass on a regular basis. The weekend Parish activities are held on the school grounds. The school offers a sacrament program under the direction of the Parish Priest and our Bishop.

Culture is an important teaching area for our school, and at all times, cultural considerations are made, in consultation with our community, when delivering the curriculum. The school has an open door policy and parents and families are welcomed daily. In 2017 we celebrated Kururrungku Dreaming Day. This was a great celebration of the Dreaming of our local people. At Kururrungku, we believe that we need to foster two-way learning by acknowledging the heritage of our people, while at the same time, teaching our students Standard Australian English and educational expectations. At school we differentiate between the local language and Standard Australian English, knowing that our students' first language is not Standard Australian English, but one of several possible languages spoken in our area.

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. 2017 saw the introduction of a formal Teacher Appraisal process running over 2 years, and aligned directly with the Australian Institute for Teaching and School Leadership (AITSL) standards.

In 2018 the school has begun a journey with Capital Development. The first phase of the journey was to consolidate and organise storage of school resources. This has been achieved in 2017. The next stage is to upgrade classrooms and other learning areas which will be completed over the next few years. The school has continued to maintain the grounds.

In 2018 saw the change to Leading Lights. This has caused problems because of our connectivity issues. We will continue to work with the Information Technology (IT) Department of Catholic Education on these issues. The school purchased more ipads and laptops for student use. In addition, we re-introduced IT lessons so that the students had access to the digital world that we live in. This learning area has been very successful and the program will continue in 2019 albeit, this curriculum is sometimes hampered by unreliable connectivity to internet and intranet.

During 2017 saw the beginning of a trend to send secondary students to boarding school. The Principal, the parents and the ATA's continued this work

in 2018. The school and the community believe that this is a positive step for students to achieve the best in their education.

Naomi Martin

Principal