

ANNUAL SCHOOL REPORT



'Staying Strong As One'

KURURRUNGKU CATHOLIC EDUCATION CENTRE, BILLILUNA WA 2019

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 160 people.

Kururrungku Catholic Education Centre has a Teaching staff of five, with five Indigenous staff that work as assistant teachers, a Principal and ancillary staff. The current enrolment is approximately 50, 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 (Information Communication Technology) has an important role 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 all of our students being ESL learners (English as a Second Language), small group and individual tuition aimed at exploring Literacy and Numeracy in focused sessions take into account different learning styles.

Our 3 Year Old - 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 Education	2
Bachelor of Education	3
Grad Dip of Primary Teaching	1

WORKFORCE COMPOSTION

	Total		Indigenous/ATSI	
	Full Time	Part Time	Full Time	Part Time
Teaching Staff	6	0	0	0
Non-teaching Staff	0	1	2	6

STUDENT ATTENDANCE

Our students' attendance data shows that attendance is unstable. Some family's attendance is as good as can be expected in contextual circumstances, and for others, 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 Kururrungku welcoming students from local schools (from WA and NT) who are visiting the community for family or cultural reasons for an undetermined amount of time. These students will visit at any time during the school term and come and go as their family moves around the area. It is impossible to accurately compile and forward attendance records and transfer notices for our students who attend in these circumstances.

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 and their family indicated their wishes to enrol the student.

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

Class	Percentage Rate for Attendance
Pre Primary	54%
Year 1	47%
Year 2	42%
Year 3	51%
Year 4	52%
Year 5	51%
Year 6	73%
Secondary	33%

NON- ATTENDANCE MANAGEMENT

When 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. Additionally, our Aboriginal Teacher Assistants promote school attendance when working with community members.

2019 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 however one student's achievements indicated good learning.				
Year 9	Students were absent for the test.				

The data indicates that in 2019 our students' achievement has remained below standard. There are some positive results in Yr 5 and Yr 7.

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 from time to time 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

- ❖ School Climate survey
- ❖ Opportunity Shop
- ❖ Parents & Teacher Report Meetings

FUTURE SCHOOL DESTINATIONS

After leaving Kururrungku Catholic Education Centre our students went to:

- Kununurra District High School
- LaSalle College, Middle Swan
- Mararra Christian College, Darwin
- St Marys College, Broome
- Edmund Rice Agricultural College - Bindoon

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 2019

Kururrungku Catholic Education Centre is a Catholic Composite School catering for students from Pre-Kindergarten to Year Ten. The school has 50 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 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 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.

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. However, the community location is such that when families need to visit others in communities, considering the travel time and distance, sometimes the families are out for many days and sometimes weeks.

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.

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. Formal Teacher Appraisal process runs over 2 years, and is 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, which is completed. The next stage is to upgrade the canteen and other learning areas which will be completed over the next few years. The school has continued to maintain the grounds. The canteen will begin a major upgrade in 2020.

In 2019, with much assistance from CEWA Information Technology (IT) Department, our connectivity is far more efficient than it has been. Having said this, we still have drop outs from time to time. In 2019 the school purchased more ipads and laptops for student use. The IT learning area has been very successful and the program will continue in 2020 albeit, this curriculum is sometimes hampered by unreliable connectivity to internet and intranet.

The Principal, the parents and the ATA's continued this work to send students away to boarding school in their secondary year. This is very hard for the students as the context is foreign and sometimes very lonely for our young people. However, school and the community believe that boarding school is a positive step for students to achieve the best in their education.

Naomi Martin
Principal