



Kururrungku Catholic Education Centre

Australian Government Compliance Requirements

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, 6 Indigenous staff that work as assistant teachers (three are currently working towards Certificate III in Children Services) 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 eighty, 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 streamed, 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 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 |
|---|---------------|
| Certificate III in Children services | 1 |
| Bachelor of Education | 4 |
| Masters of Educational Leadership | 1 |

WORKFORCE COMPOSTION

| | Total | | Indigenous/ATSI | |
|--------------------|------------------|------------------|------------------------|------------------|
| | Full Time | Part Time | Full Time | Part Time |
| Teaching Staff | 4 | | 2 | |
| Non-teaching Staff | 7 | | 6 | |

STUDENT ATTENDANCE

Our students’ attendance data has increased by approximately 15% from 2013 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.

| Class | Percentage Rate for Attendance |
|--------------|---------------------------------------|
| Kinder | 34% |
| Pre Primary | 52% |
| Year 1 | 46.1% |
| Year 2 | 57.6% |
| Year 3 | 37.1% |
| Year 4 | 49% |
| Year 5 | 53.5% |
| Year 6 | 18.8% |
| Year 7 | 55% |
| Year 8 | 49.5% |
| Year 9 | 16% |

NON- ATTENDANCE MANAGEMENT

Where necessary, families are contacted to explain poor attendance and promote school attendance.

Kururrungku Catholic Education Centre has a Team of Parents (Red Shirts) who actively engage parents and students each morning to ensure that students attend school. As volunteers, in consultation with parents and community it is a part of their duties to 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.

2014 NAPLAN RESULTS

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

| 2014 | Reading | Writing | Numeracy | Spelling | Grammar & Punctuation |
|---------------|----------------|----------------|-----------------|-----------------|----------------------------------|
| Year 3 | | | | | |
| Year 5 | | | | | |
| Year 7 | | | | | |
| Year 9 | | | | | |

These results show a percentage increase or decrease from 2013

| 2013 | Reading | Writing | Numeracy | Spelling | Grammar & Punctuation |
|---------------|----------------|----------------|-----------------|-----------------|----------------------------------|
| Year 3 | | | | | |
| Year 5 | | | | | |
| Year 7 | | | | | |
| Year 9 | | | | | |

We are currently seeking clarification on the 2014 Naplan data as there appears to be inconsistencies in the data percentages (ie the results do not add up to 100% so there appears to be data missing).

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 and Aboriginal Teacher Assistants 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

Bindoon

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.