



John Pujajangka-Piyirn Catholic School

School Performance Information

General School Profile

John Pujajangka-Piyirn Catholic School is situated in Mulan, close to Lake Gregory (Paraku) in the remote East Kimberley. It sits roughly half way between Broome and Alice Springs, about 300 km south of Halls Creek. The closest communities are Balgo to the east and Billiluna to the north. The traditional owners of the land are the Walmajarri people and in 2001 the land became Western Australia's first Indigenous Protected Area. The school and community were both established in 1979. The Sisters of Mercy began the school and continued until 1984 when a lay principal took over. The school caters for 4 year old Kindy children up to Year 10 and has an enrolment of around 45 students. There are currently 3 classes: Kindy -Year 2, Year 3 -Year 5 and Year 6 through to Year 10. With a 100% Indigenous enrolment, many of the children are transient and the attendance fluctuates a great deal. The local community hold a range of positions in the school including three Aboriginal Teaching Assistants, a Canteen Manager and a Groundsman/Cleaner. Various local elders are very involved with the school conducting cultural and language lessons. The school has a wide range of facilities and resources including a manual arts workshop, home economics room, library, covered basketball court and spacious grounds. Computers technology is widely used and all classes have access to the internet as well as interactive whiteboards. John Pujajangka-Piyirn encourages all students to fulfil their potential and to live their lives according to the Gospel values and their Aboriginal culture to develop strong, healthy bodies with a love of learning.

Teacher Qualifications

The teaching staff comprises of

- Four non-indigenous staff-including the principal. Four female, one male.
- Reading Recovery /Support Teacher.
- All teachers have a minimum of Bachelor Degrees and several have Post Graduate Degrees in Psychology, Library, and Educational Administration.
- The five Aboriginal Teaching Aides do not hold any formal qualifications.

Attendance-2010

| <u>Year Level</u> | <u>Attendance Rate</u> |
|-----------------------|---------------------------------------|
| Kindergarten | 68% |
| Pre-Primary | 55% |
| Year 1 | Only one student for much of the year |
| Year 2 | 84% |
| K-Year 2 Class | 70% |
| Year 3 | 82% |
| Year 4 | 76% |
| Year 5 | 60% |
| Yr.3-5 Class | 73% |
| Year 6 | 67% |
| Year 7 | 24% only 2 students |
| Year 8-10 | 30% |
| Yr 6-10 Class | 57% |

In 2010 the attendance level was around the 67 % mark which, although a good improvement on previous figures, is still way below what is expected. This, in turn, has a huge impact on the students' achievement. The school is committed to continue to improve these figures by actively encouraging and expecting students attend school unless there is a legitimate reason for being absent. We are part of the tri-border attendance initiative and have started to keep electronic records of attendance and post these on the Maze database that will be monitored by the Catholic Education Office in Broome and Perth. We also encourage school attendance by making the school a safe, warm and encouraging environment and a place the students want to come to.

The school has a breakfast program as well as providing a healthy and nutritious recess snack and a substantial cooked lunch to encourage attendance. We also reward those students with a good attendance record by giving prizes and awards, special events, excursions and extra responsibilities.

Naplan

None of our students reached the benchmark level expected for their age group. This is something that is of great concern to us and we are working towards reaching this minimum target.

Please refer to the detailed description of our Naplan results on the John Pujajangka-Piyirn School site on the My School Website.

Parent/ Student Satisfaction

The school is gradually making in-roads to improving relationships within the community. Due to an inconsistent staffing situation over several years (there were five acting principals in 2009), there were several areas where the school /community relationship had broken down. With a stable leadership and experienced staff now in place we are striving to improve this relationship and over the last 15 or so months there has been a very positive trend to bring the community and school closer. We now have regular Parent & Friends Meetings, the clinic comes to the school on a weekly basis to talk, examine and to address any areas of health concerns, several elders attend the school on a weekly basis to conduct cultural lessons and the parents have been involved in a series of surveys and community meetings facilitated by the CEO in Perth and Broome. We are now at the stage where we are about to finalise and sign-off on the School Community Partnership Agreement that has been worked on together by the school and community.

Post School Destinations

As we are in a very remote part of Western Australia, we encourage students when they reach Year 8 to enrol in one of the many boarding schools in Western Australia and the Northern Territory that offer boarding places for Indigenous students. Students who remain at J.P.P School are encouraged to work with training in various community positions. In 2011 students will be encouraged to attend the new Trade Training Centre based in Balgo with courses in Construction, Engineering, Hospitality and Horticulture being offered.