



# **John Pujajangka-Piyirn Catholic School**

## **School Performance Information 2014**

### **General School Profile**

John Pujajangka-Piyirn Catholic School is situated in Mulan, close to Lake Gregory (Paraku) in the remote East Kimberley. Mulan sits roughly half way between Broome and Alice Springs, about 340 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 were invited to set up the school and continued here until 1984 when a lay principal took over. The school caters for 4 year old Kindergarten children up to Year 10. Over the past 3 years we have dropped in enrolments due to 'losing' our older students to boarding school and the Balgo Trade Centre and the fact that Mulan seems to be getting smaller. There are currently three classes: Kindy -Year 1, Year 2 -Year 5 and Year 6 through to Year 8. Although we can take students in Years 9 & 10 in practise these older students either attend boarding school or the Trade Training Centre in Balgo. With the exception of one child of a teacher we have a one hundred per cent indigenous enrolment. Many of the students are transient and the attendance fluctuates a great deal throughout the year.

The local community hold a range of positions in the school including three Aboriginal Teaching Assistants, a Canteen Manager and a Groundsman/Cleaner. The Elders are encouraged to be 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 are widely used to support teaching and learning and all classes have access to the internet as well as interactive whiteboards. All students have access to iPads and notebooks. 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 for learning.

More details regarding the school are available by logging onto the school website [www.jppmulan.wa.edu.au](http://www.jppmulan.wa.edu.au)

## Staff and Qualifications

In 2014 the school staff comprised of

- Five non-indigenous staff-including the Principal and Reading Recovery /Support teacher. Four female, one male.
- All teachers have a minimum of Bachelor Degrees and several have Post Graduate Degrees in the fields of Psychology, Early Childhood, Library, Reading Recovery and Educational Administration.
- The Aboriginal Teaching Aides (all female) do not hold any formal qualifications.

## Attendance-2014

<u>Year Level</u>	<u>Attendance Rate</u>
Kindergarten	Do to the small numbers in each class the overall class % has been calculated
Pre-Primary	
Year 1	
K-Yr 1 Class	54.25%
Year 2	
Year 3	
Year 4	
Year 5	
Yr.3-5 Class	77.5%
Year 6	
Year 7	
Year 8	
Yr 6-8 Class	83.5%

In 2014 the enrolment went down from 29 in the February census to 25 at the August census date. The overall attendance for 2014 was approximately 71% over the three classes. As in past years this figure takes into consideration the extra students that turn up from time to time that may not be on the enrolment list.

Once again we note that the Senior Class figures continue to improve as our camping policy only considers those students who attend more than 80% in the ten weeks leading up to the camp . We also acknowledge that the attendance in the Junior Class went down in 2014. All

too often families take younger students with them when they have to leave the community, whereas the older ones tend to stay with relatives.

The school is committed to continue to improve these figures by actively encouraging and expecting students to attend school unless there is a legitimate reason for being absent. Transience is a major factor in the changes to attendance and can be affected by the weather, cultural issues, celebrations, family funerals and even when sporting carnivals are held.

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 three states, systems and the Catholic Education Office. We also encourage school attendance by endeavouring to make the school a safe, warm, positive and encouraging environment, 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**

Some of our students are working at the benchmark level expected for their age in Reading, especially in Years 1, 2 and 3 where students have had the opportunity to go through the Reading Recovery Program. We recognise the importance of Reading Recovery and the great improvement it is making and we are committed to continuing with it in the future.

*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 continuing to make in-roads to improving relationships with the community. With a stable leadership and experienced staff now in place we are striving to build this relationship and over the last five years 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 regular basis to talk, examine and to address any areas of health concerns, several Elders are encouraged to 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.

These surveys demonstrated that parents and students felt that the school provided a high level of student engagement with strengths in the teaching of social skills and facilitating connectedness with peers. They felt the school was a safe place and one that encourages students to improve. We continue to work on fulfilling the School Community Partnership Agreement and to involve the community whenever possible in the running of the school.

## **Post School Destinations**

As we are one of the most remote schools in Australia, we encourage students, when they reach Year 8, to attend one of the boarding schools in Western Australia or the Northern Territory that offer places for Indigenous students. Nine students were accepted into LaSalle College Perth on scholarships but unfortunately, due to distance, home sickness, family reasons and isolation some students refuse to return after holidays. It was great to see that four students stuck with it and attended for the whole year. This is an on-going issue that we are continually working on and we are encouraging all students to go down to Perth when they reach Year 8/9. The more students attending will hopefully relieve some of the issues of isolation and home sickness. Students who remain at J.P.P School are encouraged to work by training in various community positions. The Kutjungka Trade Training Centre opened in Balgo in 2011 and we encourage students 14 years and over to attend. A “bus”, generally a troop, travels to and from Balgo each day to collect students for the Trade Training Centre.

## **School Income**

Please go to the following link for details- <http://www.myschool.edu.au>