

John Pujajangka-Piyirn Catholic School

Mulan Aboriginal Community



**Annual School Report
2016 - 2017**

At John Pujajangka-Piyirn Catholic School,
we seek to empower our students to become independent,
walking with dignity and joy in their Aboriginal culture.
We encourage them to find meaning and value in the Gospels
in harmony with their Aboriginal spirituality.

Contextual Information

John Pujajangka-Piyirn Catholic School is situated in Mulan Aboriginal Community, on the land of the Walmajarri people. Mulan is located in the South East Kimberley region which is a remote desert area of Western Australia on the edge of the Great Sandy Desert. It is one of the most ancient and isolated communities in Western Australia. The Mulan community has a population of approximately 120 people. Close to Mulan is Lake Paruku (Lake Gregory), a unique and globally significant environment. Lake Paruku is a desert lake, a World Heritage wetland and a human home of great antiquity. In 2010 flaked stone core dated to nearly 45,000 years was discovered near the lake and Mulan community. 2016 was the fifteen-year anniversary of the official 'hand over' of land rights to the indigenous people of this area.

The school was 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 has about 25 Aboriginal students. It officially caters for students from Kindergarten to Year 10, but in practice students between Years 8 and 10 usually attend boarding school in Perth.

We are committed to the concept of Two Way Learning, which respects and fosters the traditional Aboriginal languages and culture of the area whilst also enabling children to learn Standard Australian English and culture. Our aim is to equip students with a type of education that can prepare them to live and succeed in the contemporary world while remaining strong in their cultural identity.

The school offers a holistic education, embracing the spiritual, religious, intellectual, physical, social and emotional development of all students. Relationships and learning are valued equally. We provide a variety of religious experiences which embrace and enhance Faith, Life and Culture.

The main educational focus is literacy and numeracy across all years. We have high expectations, and we are committed to developing independent learning skills. We place emphasis on student needs, data analysis and appropriate teaching strategies. We implement ongoing assessment and analyse data in order to guide our teaching and learning.

The school provides a variety of opportunities to enhance student leadership in the school and in the wider community. In the River Rangers Cadets program, our local Indigenous Protective Area Rangers are teaching students about traditional land care, plant use and animals. Senior students buddy up with the junior class students to support them in their learning. Last year two of our senior students will have their stories of living in Mulan published in Western Australia's premier literary journal, *Westerly* (June issue). Six students won an attendance award, a bush camp trip to the Bungle Bungles.

The school provides a balanced curriculum including programs in Language and Cultural Education in partnership with community members, Physical Education, The Arts, Health and Well Being and Promoting Alternative Thinking Strategies. The school is embedding Trauma Informed Practices into all learning areas. It has a well resourced library, and all students have access to computers, iPads and an Apple TV in their classrooms.

At John Pujajangka-Piyirn school students are encouraged to fulfil their potential by living according to Gospel values and their Aboriginal cultural traditions. We aim to develop values that will enhance the children's physical health, emotional maturity and their love of learning.

1. Teacher standards and qualifications

- All teaching staff are registered with the Teacher Registration Board of Western Australia (TRBWA).
- All teaching staff members are accredited to work and /or teach in a Catholic school.
- All staff members hold a current Working With Children Check.

Staff have the following qualifications:

- Bachelor of Education – Primary
- Bachelor of Education (Hons) Primary
- Bachelor of Arts (Hons) English Literature and Language, Post Graduate Certificate of Education (Primary)
- Bachelor of Education (Primary) and Graduate Diploma TESOL
- Diploma of Teaching (Primary), Bachelor of Arts (Hons), Master of Arts, Master of TESOL

2. Workforce composition

Teaching team:

- Principal - female
- 3 full-time Aboriginal Educational Assistants – all female – semester 1
- 1 part time Aboriginal canteen worker - female
- 1 full-time on-going, non-indigenous teacher – female;
- 1 relief teacher for semester 1- female / 2 teachers for semester 2 - female
- 1 Reading Recovery teacher – 0.5 Reading Recovery, 0.5 teacher support - female
- 1 part-time Aboriginal cleaner – female; semester 1
- 1 part-time non-indigenous male grounds/maintenance person - male

3. Student attendance at school

John Pujajangka-Piyirn School is open forty weeks of the year. The school day commences at 7.10am and finishes at 2.00pm each day. The first recess is from 10.30 to 10.50am, the second from 12.30 to 12.50pm. An adjusted winter timetable – 2.30pm finish.

The following days have been nominated as pupil-free days for Professional Development:

- | | |
|----------------------|------------------------------------|
| • 28-29 January 2017 | Strategic Planning/Code of Conduct |
| • May, 2017 | Protective Behaviours |
| • August 2017 | PATHS |
| • August 2017 | Catholic Day |
| • November 2017 | Staff Retreat |

Attendance 2016 – 2017

Attendance Term1 2016			Attendance Term 1 2017		
Yr level	No. Students	% Present	Yr level	No. Students	% Present
1	1	50.00	1	2	62.16
2	3	68.38	2	4	57.6
3	4	76.73	3	2	71.13
4	3	87.80	4	2	94.68
5	5	93.81	5	4	61.72
6	5	91.28	6	4	85.64
7	3	84.38	7	1	42.55
8	3	82.42	8	1	86.96
PP	2	1.02	PP	3	43.91
Total	29	70.6%	Total	23	67.37

Attendance Term 2 2016			Attendance Term 2 2017		
Yr	No. Students	% Present	Yr level	No. Students	% Present
1	1	38.46	1	1	82.61
2	3	62.82	2	3	63.41
3	3	62.18	3	2	79.35
4	3	55.13	4	3	88.41
5	5	84.62	5	5	78.06
6	4	67.31	6	5	72.59
7	3	46.77	7	2	71.97
8	3	81.41	8	1	46.35
PP	1	0	PP	2	39.78
Total	26	55.4%	Total	24	69.17%

Attendance Term 3 2016			Attendance Term 3 2017		
Yr level	No. Students	% Present	Yr Level	No. Students	% Present
1	1	14.29	1	1	79.17
2	3	42.05	2	3	59.93
3	3	48.11	3	2	80.21
4	3	78.29	4	3	70.83
5	5	57.87	5	5	67.74
6	5	52.79	6	5	50.44
7	3	51.16	7	2	90.57
8		32.81	8	-	-
PP	2	02.74	PP	2	45.92
Total	25	42.2%	Total	23	68.10%

Attendance Term 4 2016			Attendance Term 4 2017		
Yr	No. Students	% Present	Yr	No. Students	% Present
1	1	41.46	1		
2	3	45.93	2		
3	3	40.37	3		
4	3	88.26	4		
5	5	39.64	5		
6	5	59.28	6		
7	3	15.91	7		
8	-	-	8		
PP	2	23.53	PP		
Total	25	39.37%	Total		

Non-attendance is being addressed through a variety of strategies:

- Accurate recording and data collection using SEQTA
- Community support to get children into school – closing local store if low numbers of children at school
- Development of community partnership programs (Bush trips, family playgroup NAIDOC).
- Personal Learning plans with SMART goals and negotiated rewards.
- Student engagement programs - Junior Cadet Rangers
- Provision of a nutritional breakfast and meal program.
- Publicising school events and programs through photo and poster displays in the store, community office and clinic.
- Weekly, end of term and end of year rewards to celebrate attendance.
- Case management - Visits with families to encourage school attendance and offer support.
- Accessing external agencies for support – Kids @Risk meetings, Anglicare counselling,
- Improved collaboration between schools to track transient students

4. Senior Secondary Outcomes

John Pujajangka-Piyirn school caters for children from Kindergarten to year 10. The school assists students from Year 7-10 to obtain scholarships at boarding schools such as La Salle, Perth, Clontarf College, Perth, Bindoon Agricultural college.

The local Trade Trading Centre in the next community, Balgo, provides opportunities for youth to learn hands-on trades as well as Literacy and Numeracy. Attendance has been negligible over recent years by Mulan youth.

5. NAPLAN DATA

Scores were below minimum state standard in Yr. 3, Yr. 5 and Yr. 7 tests.

6. Family, Parent, Student and Staff Satisfaction

Members of the school community recognise the importance education plays in providing opportunities for students to grow and develop. The school and community are continuing to work together to improve students' connectedness to their traditions, culture, and educational success. Elders in the community are supportive of school programs.

Communication between the school and home is a high priority. Staff members maintain a culture of openness and co-operation. Family, community members, Elders, Aboriginal Teaching Assistants and teachers regularly discuss ways of working together to meet the needs of the children.

Families, students and staff are engaged in a wide range of activities and support events, including:

- Whole school mass and liturgies
- History, Language and Cultural events, e.g. SORRY DAY and NAIDOC activities
- Whole school assemblies
- Regular communication with elders, chairperson, services and families
- Anna Johns' Play Centre
- Second hand clothes shop
- River Rangers' Cadet program
- Helping families Heal program

Visitors to our school comment on the positive, welcoming and calm environment.

7. Post school destinations

On leaving our school, students, at present, attend the following schools:

- La Salle College, Perth
- Clontarf college, Perth
- Bindoon Agricultural college, Perth

8. School Income

- See ACARA/CEWA Website

<http://www.myschool.edu.au>