



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. Mulan 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 were invited to set up the school and continued here until the end of 1994 when a lay principal took over.

The school caters for 4 year old Kindergarten children up to Year 10 and has an enrolment of around 40 students. There are currently three classes: Kindy -Year 2, Year 3 -Year 5 and Year 6 through to Year 10. With a one hundred per cent indigenous enrolment, many of the children 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. 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

Teacher Qualifications

The teaching staff comprises of

- Four non-indigenous staff-including the principal. Four female, one male.
- Part time Reading Recovery /Support Teacher.

- All teachers have a minimum of Bachelor Degrees and several have Post Graduate Degrees in Psychology, Library, Reading Recovery and Educational Administration.
- The Aboriginal Teaching Aides do not hold any formal qualifications.

Attendance-2011

<u>Year Level</u>	<u>Attendance Rate</u>
Kindergarten	53%
Pre-Primary	75%
Year 1	61%
Year 2	Only one student for majority of year.
K-Year 2 Class	63%
Year 3	68%
Year 4	59%
Year 5	65%
Yr.3-5 Class	64%
Year 6	69%
Year 7	61%
Year 8-10	No students. Left for boarding mid year.
Yr 6-10 Class	65%

In 2011 the attendance level was around 63% which, although slightly lower than 2010 overall, a good improvement in the senior year level was evident, up from 57 to 65%. This is still below what is expected and is something that we are constantly addressing. 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

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 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 two 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. We have finalised and signed off the School Community Partnership Agreement and we continue to involve the community whenever possible.

Post School Destinations

As we are one of the most remote schools in Australia, we encourage students when they reach Year 8 to enrol in one of the boarding schools in Western Australia or the Northern Territory that offer places for Indigenous students. Several students were accepted into LaSalle College Perth on scholarships in Term 3 and several more have enrolled for 2012. 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 9 months and older to attend. There is an issue regarding transport to and from Balgo and this is hindering the attendance rate. This is an area that needs to be addressed in 2012.