1. School Profile

WARLAWURRU CATHOLIC SCHOOL

HALLS CREEK WA

The School Motto:
“Ngawi ngan yura, kiningi ngan yura”-can be translated from the Jaru as meaning “Because of God’s goodness our heart is good”.

The School Logo:
Warlawurru- the eagle: the totem of the Jaru people. It is seen as a parallel to God’s Spirit caring for his people like the eagle gently hovering over its young.

Warlawurru Catholic School is a K-7 primary school located on the outskirts of Halls Creek in the East Kimberley. It is part of the Broome Diocese and was opened in 1989. The school services the local Lunja Community and other areas of Halls Creek. A transient population means an ever-changing student enrolment with daily attendances currently between 40 and 60 students.

Warlawurru Catholic School seeks to empower its students so that they may be independent and walk with dignity and joy in both Aboriginal cultures and the non-Aboriginal cultures with which they interact. Following the way of Ngawi we seek to nurture Gospel values and Aboriginal Spirituality.

Warlawurru offers a broad curriculum including programmes selected for their appropriateness to Indigenous Education. The WA Religious Education Guidelines (inc use of The Kimberley Companion documents), PATHS (Promoting Alternative THinking Strategies), BluEarth (the development and integration of body, mind and spirit through participation in physical activity), and Primary Connections (Science) are all integrated into the curriculum offered here.

2. Teacher Standards and Qualifications

WARLAWURRU CATHOLIC SCHOOL HALLS CREEK WA

June 2012 data
*We have had 79 different children come to the school so far in 2012.
*On May 1st, 2012, our enrolment is 62 students from Kindy to Year 7.
*The highest class enrolment is 17 in Year 1, and the lowest is 3 in Year7, PP and Kindy.
*The highest attendance we have had on a day this year is 59 children.
*The Class Teachers and Principal at Warlawurru Catholic School have had 11 days off so far in 2012.
*Of our 5 teachers, all have a Bachelor of Education and one has a Masters of Education.
3. Workforce Composition
We have twelve staff members at Warlawurru Catholic School. Two are unpaid, part-time volunteers. We have four classroom teachers, four Aboriginal Teaching Assistants (ATAs), one bus-driver/canteen assistant, and one principal. Our ATAs are Indigenous. No other staff member is Indigenous.

4. Student Attendance at School
School: Warlawurru Catholic School / Red Hill

Principal: Dean Savoia

Term 1, 2012

Targets:
Improving attendance of the mid-range- from “pretty good” to “very good”, as well as targeting the poor attenders.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Class</th>
<th>Individual Students</th>
</tr>
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<tbody>
<tr>
<td>Whole School</td>
<td>*Sticker charts: behave/attendance for sleepover target.</td>
<td>*Liaise with parents directly</td>
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<td>*Bus run and liaison role: (Principal and 2nd bus driver) reporting on attendees, non-attenders, reasons given.</td>
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<td>*Home visit reminders</td>
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<td>*Daily cooked lunch for students (paying or otherwise)</td>
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<td>*Assistance from other agencies/referral to other agencies (DCP)</td>
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<td>*Pool passes for 5 day-a-week attendees.</td>
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<td>*Basketball/football prizes for raffle draw for all 5 day-a-week attendees.</td>
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<td>*Friday swimming session (worst attendance day usually)</td>
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<td>*Term attendance prizes: assembly presentation for 93% + attendance Term 1</td>
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Attendance Details (incl non-indigenous) Term 1, 2012

<table>
<thead>
<tr>
<th>Year Group</th>
<th>0-39% (&lt;34 half days)</th>
<th>40-59% (35–51 half days)</th>
<th>60-79% (51–68 half days)</th>
<th>80–89% (69–76 half days)</th>
<th>90-100% (77+ half days)</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Kindy</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Pre-Primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Year 1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Ttl ½ days: 88
Year 2  |  1  |  2  |  1  |  1  |  5  
Year 3  |  1  |  1  |  1  |  2  |  5  
Year 4  |  1  |  2  |  3  |  1  |  3  |  10  
Year 5  |  1  |  1  |  2  |  4  
Year 6  |  1  |  1  |  3  |  4  |  9  
Year 7  |  |  3  |  3  |  |  
Total   |  5  |  4  |  9  |  12 |  23 |  58  

**What was most effective?**
*Bus run and liaison role*
*Daily cooked lunch for students (paying or otherwise)*
*Pool passes for 5 day-a-week attenders.*
*Basketball/football prizes for raffle draw for all 5 day-a-week attendees.*

**What was least effective?**
**Friday swim:** some students are good attenders but don't want to swim. It may be not as effective an incentive as we thought.

**Factors influencing attendance**
*Most influential factor is parent transience.*
*Significant number of students enrolled for a time before “disappearing” (all parents promise that they will be here for an extended time, then are gone). This effects data considerably.*
*Some persistent attendance issues with specific families (one child attends regularly, another seldom) These irregulars are usually targeted by home visits and external agency assistance (DCP involvement).*

**What was most effective?**
Keeping a record of absences as of the morning bus run is proving useful. A note is written when any child doesn’t show up for the bus, an enquiry is made of the parent (if available). This becomes easier to follow up and easier for the driver to quickly check and remind families how many days a child has been away / and the reason given.

**What was least effective?**
We didn’t continue graphing of attendance after school camp. Notes to poor attenders were started but once it was apparent children were away from town this proved less useful. We worked hard to find out where children were, but whether they were attending school or not was harder to monitor. We usually do this upon their return to Halls Creek. The idea of attendance credits didn’t get off the ground. How to make it a user-friendly system that doesn’t mean lots of paperwork or preparation is yet to come to us.
Factors influencing attendance

Transience* of families has played an enormous role this term. Families have moved away for reasons of: funerals, royalty payments, sports days, house renovations, staying with a father/mother who doesn’t live in Halls Creek, parent attending rehab.

*Interpreting the data:
Total days attended in Term 1: 2103 divided by school days (44) = av. Student attendance each day was 47.8. This was bolstered by the attendance of visiting students, but reduced significantly by the extended absence of a number of students who were visiting other communities.
*23 of 58 or 40% of students attended 90% or better.
*35 of 58 or 60% of students attended 80% or better.
*44 of 58 or 76% of students attended 60% or better.

5. Senior Secondary Outcomes:
N/A

6. NAPLAN Information (2011)
-RESULTS FROM 2011 NAPLAN TESTING– National Literacy & Numeracy Testing conducted in May this year. Results available on ACARA myschools website.
Year 3: 4 of 7 students sat the tests.
Year 5: 9 of 11 students sat the tests.
Year 7: 7 of 9 students sat the tests. Student non-participation was due to absence during the tests.

READING:
Year 3- 13% Above Minimum Standard, 25% At Minimum Standard, 63% Below Minimum Standard.
Year 5- 90% Below Minimum Standard.
Year 7- 57% At Minimum Standard, 29% Below Minimum Standard.

PERSUASIVE WRITING:
Year 3- 13% Above Minimum Standard, 50% At Minimum Standard, 63% Below Minimum Standard.
Year 5- 38% At Minimum Standard, 50% Below Minimum Standard.
Year 7- 14% At Minimum Standard, 86% Below Minimum Standard.

SPELLING:
Year 3- Did not meet reporting threshold.
Year 5- 11% Above Minimum Standard, 11% At Minimum Standard, 78% Below Minimum Standard.
Year 7- 86% Below Minimum Standard.

GRAMMAR & PUNCTUATION:
Year 3- 13% At Minimum Standard, 88% Below Minimum Standard.
Year 5- 89% Below Minimum Standard.
Year 7- 86% Below Minimum Standard.

NUMERACY: Year 3- 80% At Minimum Standard, 20% Below Minimum Standard.
Year 5- 22% Above Minimum Standard, 33% At Minimum Standard, 44% Below Minimum Standard.
Year 7- 14% At Minimum Standard, 71% Below Minimum Standard.

7. Parent, student and teacher satisfaction
Satisfaction rates can be inferred from factors such as staff retention:
*2012: three new teachers, four continuing ATAs (3 years, 3 years, 2.5 years and 0.5 years)
one continuing teachers (1 year), one continuing bus driver (3.75 years), 1 returning principal
(4 years)
*A Principal’s Review in 2009 indicated parent and student satisfaction with and support of
the Principal. The following are quotes from the review:

The school community expressed the trust and confidence that exists between students, staff
and principal. An example of this point was the almost total attendance of parents, caregivers
and community at the last School Open Day where student reporting took place.

Newsletters were also mentioned by all data sources as an important form of communication
between school and home.

Pastoral concern for children is a considerable part of Dean’s role. All data sources stated there
was a great deal of collaboration between the school and external agencies under Dean’s
leadership.

Data sources and interviews with students confirmed the richness and warmth of their
interactions with Dean. All data sources stated that Dean spoke very calmly to students and they
spoke of the success of the discipline / reward policy and the clear expectation of the behaviour
management policy. The parent group stated that discipline was always firm but very fair. The
reviewers saw no evidence of rough play among students and several sources stated that in the
community Warlawurru was known as the ‘no teasing school’.

8. Post School Destinations:
Of the 7 students in Year 7 in 2011, 4 are currently enrolled at Halls Creek District High
School, 1 is enrolled at Albany Residential College, 1 at Perth College and the whereabouts
of 1 is unknown.

9. School income and expenditure
(To be posted.)