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Part A

Warlawurru Catholic is School situated at Lundja Community, Red Hill 2.5km from Halls Creek. The Lundja Community first voiced and recorded a need for a school of their own, at a leadership course at Daly River in November 1980. For some time the community found little support for their request due to the proximity of the local state school.

However, in 1984 their request was officially presented in a letter to the Bishop of Broome, the Most Reverend John Jobst, DD. Within eighteen months Sr Lucy Kert and Sr Bridget Foo, Canossian Daughters of Charity, were appointed to conduct a feasibility study.

The school opened on 2nd February 1987 under a large bough shed which some of the community elders and youth had built. On 25th March of the same year, the school moved to a double garage-type building which was divided into two classrooms. Toilet facilities were also constructed. The Bishop of Broome provided finance for these buildings. The school received registration on 3rd November 1987. Late in 1989, the school moved into two well, equipped air-conditioned classrooms.

Due to unforeseen circumstances, the Canossian Daughters of Charity were unable to continue in the parish and in January 1992, the Sisters of Saint Joseph of the Sacred Heart continued to staff the school, together with lay teachers and the vital assistance of the Aboriginal Teaching Assistants.

The first four principals of the school were from religious orders. In 1997, the first layperson took over as principal. In 2003, a religious sister again led the school when a Presentation Sister was appointed. Since then the school has had various lay principals.

Warlawurru Catholic School is a single campus Kindergarten to Year 6 primary school located on the outskirts of Halls Creek, an isolated town area in the East Kimberley. Warlawurru caters for a majority Indigenous enrolment and is a Low SES funded School. Warlawurru Catholic School offers a holistic approach to education, supporting the growth of the culturally, individual...spiritually, religiously, intellectually, physically, psychologically, socially and emotionally. Classes are generally two to three year level composites, which presents a significant challenge. The school services the local Lundja Community and other areas of Halls Creek.

The school is part of the St Mary's Catholic Parish Halls Creek and has a strong emphasis on the teaching of the Catholic faith. A high priority is based on pastoral care and Gospel values and all students are encouraged to reach their full potential. There are six teaching staff, five Aboriginal Teachers Assistants and four non-teaching staff.

The School Motto: "Ngawi ngan yura, kiningi ngan yura" - can be translated from Jaru as meaning "Because of God's goodness our heart is good". Warlawurru Catholic School seeks to empower its students so that they may be independent and walk with dignity and joy in both the 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.

Student background

Index of Community Socio-Educational Advantage (ICSEA)

- School ICSEA value 651
- Average ICSEA value 1000

The current K-6 enrolment stands at 58 (February 2020 Census), however a transient population means an ever-changing student enrolment with high numbers of frequent absentees. In 2019 the average daily attendance was at 66% of students per day. Warlawurru currently has 91% Indigenous students with other ESL students from other countries. While some students are on Individual Education Plans (IEP) others receive A-E gradings on semester reports.

Year Group	Number of Students	ATSI	LBOTE	IEP	SWD
K	6	5	2	9	
PP	2	2	2	2	
1	14	14	13	13	
2	12	11	12	9	
3	8	7	10	1	
4	5	4	2	0	
5	4	3	3	4	
6	7	7	7	4	1

Part B

The Religious Education program is fully implemented across Kindergarten to Year 6 in accordance with Catholic Education Western Australia's policies and curriculum that was developed through our Bishops. A complex and detailed outline can be viewed in the Warlawurru Evangelisation Plan 2018-2020. A Religious Education overview and scope & sequence continues to be used in 2020 to ensure effective and consistent teaching and learning.

The program *Making Jesus Real* was commenced in 2019 and will continue this year. The *Making Jesus Real* program is an excellent resource that aims to help students gain, and maintain, a positive attitude to life. It is simple, yet powerful message of living Jesus' values and attitudes is an inspiration for students to live out his message daily. *Making Jesus Real* is a practical and activity based philosophy, supported by the use of the *Making Jesus Real* workbook. *Making Jesus Real* is aligned to the CEWA Religious Education programs.

A whole-school curriculum folder was created in 2019, inclusive of the following Learning Areas and written using SCISA;

Learning Area	Overview	Scope & Sequence	Continuum
English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> decoding <input checked="" type="checkbox"/> comprehension <input checked="" type="checkbox"/> text types <input checked="" type="checkbox"/> grammar X vocabulary <input checked="" type="checkbox"/> let's decode <input checked="" type="checkbox"/> handwriting <input checked="" type="checkbox"/> homophones X Spelling Mastery
Mathematics	Will be collaboratively produced in 2019/2020 using the Pr1me Program		
Humanities and Social Sciences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The Arts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Health including PATHS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Religion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Physical Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
LOTE (Jaru Language and Culture)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

In Term 1, 2019 the Warlawurru Catholic School joined the Kimberley Schools Project (KSP). The school will invest considerable time on developing a whole school approach to all curriculum learning areas with the aim to explicitly teach all classes the strategies for successful engagement at school from Day 1, Term 1. Ongoing training, Professional Development and coaching was included for all teachers and teaching and learning was monitored throughout the year through;

- Explicit Direct Instruction teaching model implemented through the school's participation in the Kimberley Schools Project
- Following the 2020 Assessment Schedule
- Tracking of newly implemented whole-school programs (Let's Decode, Diana Rigg)

KSP has been implemented in the Kimberley to accelerate and intensify existing strategies to improve educational outcomes, and so underpin broader economic and social development in the region. Whilst there are pockets of educational excellence in the Kimberley, student outcomes lag behind those of other regions. In order to close the gap in educational outcomes, the project seeks to empower communities outside the school gates and more effectively target resources to teachers and principals inside the school gates.

THE PROJECT HAS FOUR AREAS OF INNOVATION:

- Targeted teaching - evidence based teaching strategies, quality materials, and frequent measurement of achievement.
- Better early years learning and care - community initiatives that build on and improve existing services, and engage families as first teachers.
- Regular attendance - community partnerships to deliver strategies that respond to drivers of nonattendance in a particular community.
- Increased student and community engagement - development with the community of extended learning programs and related initiatives. Support includes coaching and advice for school leaders and teachers, as well as learning and assessment resources that are both evidence-based and tailored to the needs of Kimberley children. A regional office with wrap around support staff and program will be based in Broome and Kununurra and travel regularly to support the above. In addition, the project will fund allied health screening for student developmental delays and/or disabilities at all opt-in schools to ensure all in class

programs are customised to student needs. This will be done in partnership with local health providers where needed.

Teachers use SCSA curriculum overviews to frame their term and yearly planning. The school's curriculum coordinator meets with teachers weekly to discuss curriculum planning. Detailed weekly plans are created and reviewed by classroom teachers in consultation with the curriculum coordinator. Weekly planning gives teachers greater scope to differentiate their teaching and learning activities to better cater to students' needs.

Catering for students with our differentiated curriculum approach is also reflected in assessment and reporting at Warlawurru Catholic School. Some students are on Individual Education Plans, some work on Curriculum Adjusted Plans and others receive A-E grades in their end of semester reports.

The reporting and assessment procedures at Warlawurru Catholic School have a two-fold purpose – to inform teaching and to inform parents/carers of the progress their child is making. Classroom teachers are responsible for carrying out regular formative and summative assessments that adhere to the standards of the Curriculum. Conceptual understanding and skills are taught at Grade Level and formative assessment takes into account the students Literacy/Numeracy skills. These assessments form the basis of PLC discussions where moderation takes place.

All students from PP – Year 6 receive a formal report at the end of Semester 1 and Semester 2. These reports are generated by SEQTA from information gathered and entered by teachers throughout the semester. The following learning areas are reported on at Grade Level;

- Religious Education
- English
- HASS
- Mathematics
- Science
- The Arts
- Health and Physical Education, including PATHS

- LOTE (Jaru language and culture).

The Early Years is a period where rapid brain development occurs. Learning experiences are critical at this time. Each child is engaged in creative and sustained thinking and learning experiences. School staff provide holistic learning through an Early Years pedagogy. Interaction between peers and educators exemplifies that learning occurs in a social context. Children experience a caring, safe and stimulating environment. Relationships with family and community are fostered to build a partnership to support our students.

Part C

This part supports schools in meeting Chapter 4 – Standard 12 Child Abuse Prevention

School procedures are currently in place to help with the process of reporting teacher/student concerns. School staff complete on line CEWA Child Protection and mandatory modules annually. The PATHS programs is implemented for our students at our school. Keeping Safe/Protective Behaviours Curriculum is an area that we will incorporate with our PATHS program in 2020 Warlawurru Catholic School is undertaking the Berry Street Education Program training in trauma informed practice in 2020.

The *Guide to the Registration Standards and Other Requirements for Non-Government Schools* outlines requirements for the teaching of a curriculum covering protective-behaviours. (This can be found on the DES website at http://www.des.wa.gov.au/schooleducation/nongovernmentschools/info-regs/School_registration/Documents/Guide%20to%20the%20Registration%20Standards%20and%20Other%20Requirement%20for%202017.PDF).

Standard 12 – Child Abuse prevention – requires the following of all schools in 12.1, paragraph (e):

(e) delivery to all students of a developmentally appropriate protective behaviours curriculum, developed by experts in child abuse prevention, and covering what the boundaries are between appropriate and inappropriate interactions and when, how and who to tell when a boundary is crossed.

To ensure staff are trained and informed in Child Abuse Prevention they must adhere to the school's code of conduct and complete the CEWA training in mandatory reporting and child protection at the beginning of the new school year. Students participate in daily PATHS lesson and in 2020 a PATHS newsletter will be made available to the parents so that they are informed about their children's learning in this area.

Part D

In 2019, the focus for Warlawurru Catholic School was on raising Literacy and Numeracy standards across all year levels. The implementation of Explicit Direct Instruction (EDI) was driven by the school's participation in the **Kimberley Schools Project**.

Strategies to improve school attendance, together with a specific improvement plan for teaching/learning are outlined in the Strategic Plan and the Annual School Improvement Plan.

The current School Improvement Plan (2019/2020) reflects the School Curriculum Plan with a strong emphasis on curriculum with goals set in the areas of whole school pedagogy, whole school curriculum planning and data analysis. The 2020 Aboriginal Education Plan also has a strong emphasis on improving literacy and numeracy skills and outcomes.

Each of these plans emphasises the school's core business – effective teaching and learning.

Part E

Progress is being made towards meeting the requirements of National Quality Standards (NQS). An internal audit (informal) will be carried out the by the Principal in 2020. Discussion with early childhood teachers is likely to focus on the challenges the school faces in meeting the required standards as outlined in the table below.

Strengths	Challenges	Improvement Plan
<p>Qualified Early Childhood teachers</p> <p>Consistent numbers of Students.</p>	<p>Successful implementation of the '0-3 Pathway to Kindy' play-based program.</p> <p>Encouraging parent support and engagement in the '0-3 Pathway to Kindy' program.</p> <p>Lack of shade in outside play area.</p> <p>Outdoor area not adequately fenced, children can climb over and out of the EL playground.</p>	<p>Early Year Staff to create and monitor a plan to implement the '0-3 Pathway to Kindy' Program, including strategies to engage parents.</p> <p>Improve shade by installing quality sails to cover the space. Consider this in the initial budget 2021.</p> <p>Ensure that new Early Years fencing is included in the proposed Capital Development Plan for 2021 and beyond.</p>

The key focii for 2020 are:

- 1) To implement the literacy learning strategies promoted in the Kimberley Schools Project in the K-2 classes; and
- 2) To successfully implement the '0-3 Pathway to Kindy' play-based learning program.

Part F

Assessment and Reporting.

Children in Kindergarten and Pre-Primary take home a portfolio of work that is annotated each Semester. In Year 1 – to Year 6 some students receive Semester Reports with A-E grades and those students with Individual Education Plans and Curriculum Adjusted Plans receive comment-based Semester Reports related to their particular Learning Goals. The comments relate only to the areas which are the subject of their IEP's or CAP's and they may receive A-E grades in other areas.

Since 2019 the following standardised assessments and program testing has been electronically tracked and the data analysed to direct further teaching and learning at Warlawurru Catholic School.

English	Mathematics
Letters and Sounds	Mathematics Assessment Interviews
On-Entry Assessment Literacy	On-Entry Assessment Numeracy
Observation Surveys	Pr1me Mathematics Unit Assessments
Informal Prose Inventory	CEWA/National
Single Word Spelling Test	Bishop's Religious Literacy Assessment
Spelling Mastery Placement Test	National Assessment Program – Literacy and Numeracy
PM Benchmark	Kimberley Schools Project
	Fortnightly review of progress

The data from Standardised Assessments is discussed at PLC meetings and useful for the classroom teacher particularly if anomalies are present.

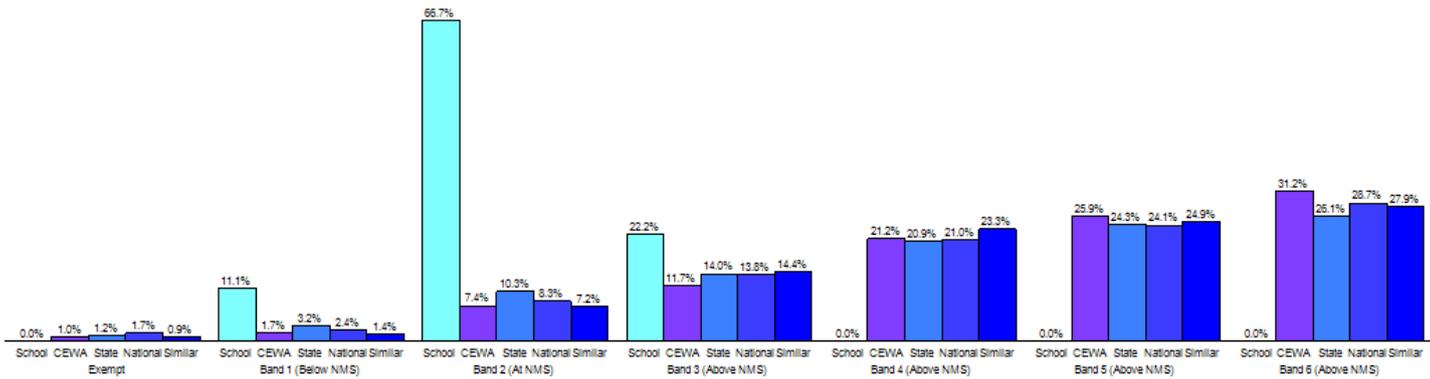
Since 2018, some students have been placed on an Individual Education Plan (IEP) using the updated pro forma (Kimberley CEWA format). These IEPs are reviewed and updated each semester. The school's allocated psychologist visits the school and is available to support teachers if they have any questions regarding the formalities/expectations of IEPs. The Students with Disability (SWD) Consultant from Broome Regional Office also is available to consult with teachers and support the School.

In 2020 one of the Teachers at the school will be appointed as the Curriculum Co-ordinator. As well as meeting with each class teacher every week to discuss Curriculum planning and programming, the Curriculum Co-ordinator will monitor teachers' creation and maintenance of IEP's and their implementation of the delivery of differentiated classroom practices to best cater for the needs of students in each class.

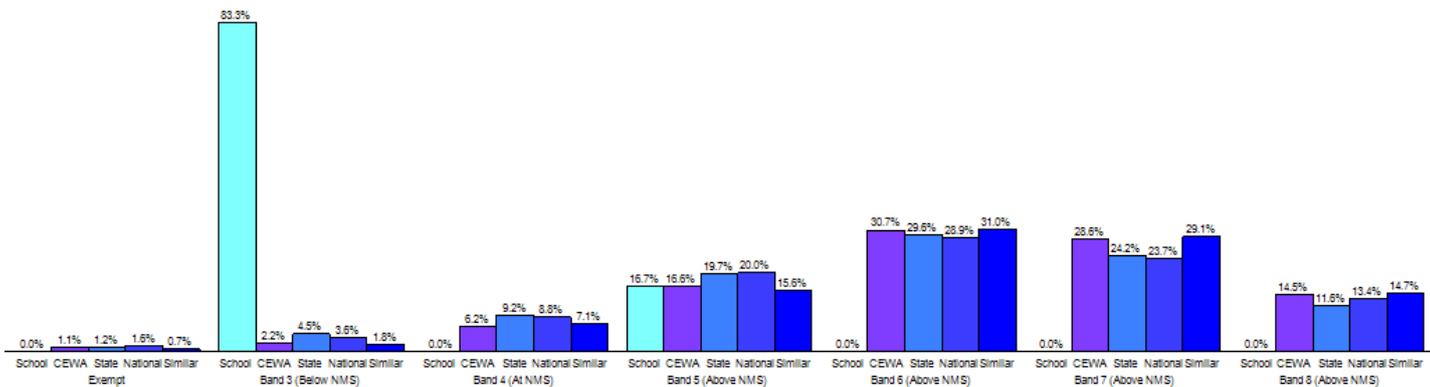
NAPLAN data shown below indicates that a concerted and targeted effort must be maintained at Warlawurru Catholic School in 2020 in Literacy education and differentiating the Curriculum. Initiatives mentioned above will be continued with this in mind.

The representations on the next page show that 2019 NAPLAN testing indicates that for our students in:

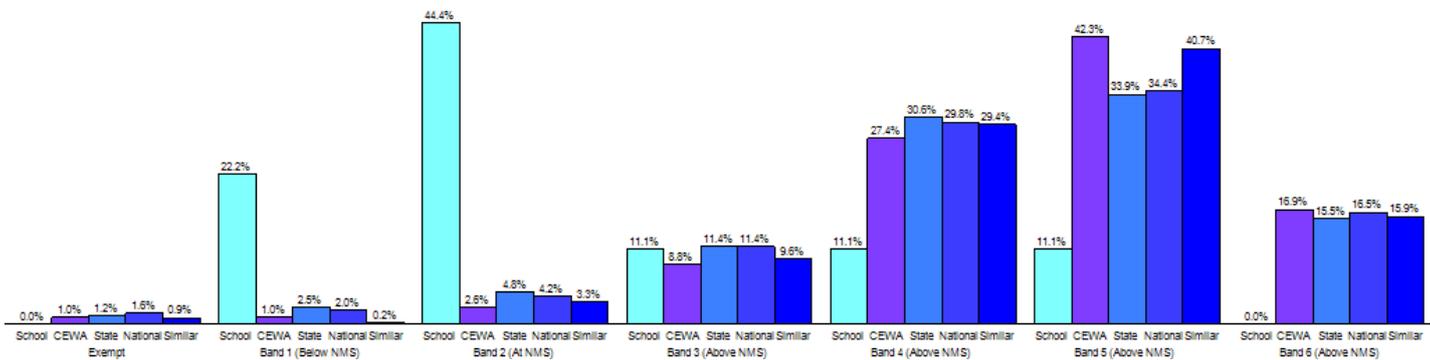
- 1) Yr 3 Reading - Approximately 78% of our students were at or below the National Minimum Standard and 22% are above the NMS.
- 2) Yr 5 Reading – Approximately 83% of our students were below the National Minimum Standard and 17% were above the NMS.
- 3) Yr 3 Writing – Approximately 66% of our students were at or below the National Minimum Standard and 33% were above the NMS.
- 4) Yr 5 Writing – 100% of our students were at or below the National Minimum Standard.



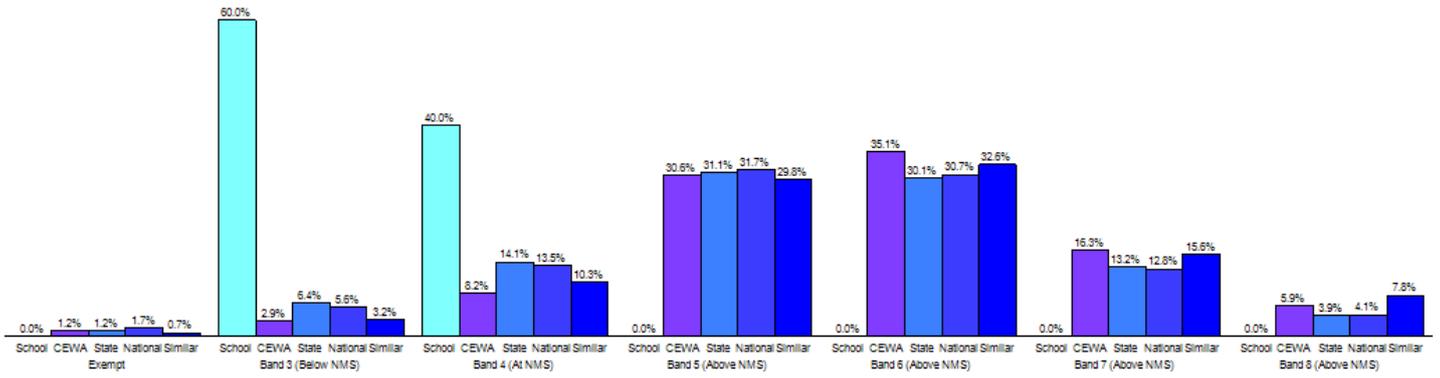
Above – NAPLAN Year 3 Reading 2019



Above -NAPLAN Year 5 Reading 2019



Above – NAPLAN Year 3 Writing 2019



Above – NAPLAN Year 5 Writing 2019