

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 Kimberley Companion to, and the WA Religious Education Guidelines, NALP (National Accelerated Literacy Programme), 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.

Teacher Standards and Qualifications

WARLAWURRU CATHOLIC SCHOOL HALLS CREEK WA

December 2009 data

These statistics are in keeping with the Australian Government’s requirement that all schools publish relevant data for public information.

*We have had 92 different children enrolled in the school this year.

*On December 16th, 2009, our enrolment is 63 students from Kindy to Year 7.

*The highest class enrolment is 15 in Year 1, and the lowest is 1 in Year 6.

*The highest attendance we have had on a day this year is 60 children.

*The Class Teachers and Principal at Warlawurru Catholic School had 53.5 days off in 2009.

*Of our 5 teachers, 3 have a Bachelor of Education and 2 have a Diploma of Teaching. One with a Graduate Certificate in TESOL.

June 2010 data

- *We have had 90 different children come to the school so far in 2010.
- *Our current enrolment is 63 students from Kindy to Year 7.
- *The highest class enrolment is 14 in Kindy and the lowest is 1 in Year 7.
- *The highest attendance we have had on a day so far this year is 54 children.
- *The class teachers and principal have had 11 days off so far in 2010.
- *Of our 5 teachers, 4 have a Bachelor of Education- one with a Bachelor of Arts, and one has a Diploma of Teaching.

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 currently on extended unpaid leave and another part-time working extra hours at present to cover the absence), one bus-driver/canteen assistant, and one principal. Our ATAs are Indigenous. No other staff member is Indigenous.

Student Attendance at School

School: Warlawurru Catholic School / Red Hill

Principal: Dean Savoia

Attendance Details – Indigenous Students Semester 1, 2009					
Year Group	0-59% (<112 half days)	60-79% (112-149 half days)	80-89% (150 – 167 half days)	90-100% (169+ half days)	Total
Pre-Primary	3	2			5
Year 1	8	7	1	2	18
Year 2	4	2			6
Year 3	4	1			5
Year 4	4				4
Year 5	2	5	2		9
Year 6	1	1	1		3
Year 7	2		2	1	5
Year 8					
Year 9					
Year 10					
Year 11					
Total	28	18	6	3	55

Term 1, 2010

Targets:

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

Actions		
<p>Whole School *Bus run and liaison role: (Principal and 2nd bus driver) reporting on attendees, non-attenders, reasons given. *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. *Friday swimming session (worst attendance day usually) *Term attendance prizes: assembly presentation for 93% + attendance Term 1</p>	<p>Class *Sticker charts: behave/attendance for sleepover target.</p>	<p>Individual Students *Liaise with parents directly *Home visit reminders *Assistance from other agencies/referral to other agencies (DCP)</p>

Attendance Details (incl non-indigenous) Term 1, 2010						Ttl ½ days: 86
Year Group	0-39% (<34 half days)	40-59% (35-51 half days)	60-79% (51-68 half days)	80-89% (69-76 half days)	90-100% (77+ half days)	Total
Pre-Primary	2	1	2	0	2	7
Year 1	2	4	0	1	1	8
Year 2	1	3	3	0	5	12
Year 3	1	0	1	2	1	5
Year 4	1	0	2	1	2	6
Year 5	0	0	2	1	2	5
Year 6	0	0	4	2	3	9
Year 7						
Year 8						
Year 9						

Year 10						
Year 11						
Year 12	7(13%)	8(15%)	14(27%)	7(13%)	16(31%)	52

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).

NAPLAN Information (2009)

-RESULTS FROM 2009 NAPLAN TESTING– National Literacy & Numeracy Testing conducted in May this year.

Year 3: 5 students sat the tests.

Year 5: 8 students sat the tests.

Year 7: 4 students sat the tests.

READING: Year 3- 40% At Minimum Standard, 60% Below Minimum Standard.

Year 5- 12.5% At Minimum Standard, 87.5% Below Minimum Standard.

Year 7- 25% At Minimum Standard, 75% Below Minimum Standard.

WRITING: Year 3- 20% Above Minimum Standard, 20% At Minimum Standard, 60% Below Minimum Standard.

Year 5- 100% Below Minimum Standard.

Year 7- 100% Below Minimum Standard.

SPELLING: Year 3- 60% At Minimum Standard, 40% Below Minimum Standard.

Year 5- 100% Below Minimum Standard.

Year 7- 25% At Minimum Standard, 75% Below Minimum Standard.

GRAMMAR: Year 3- 20% At Minimum Standard, 80% Below Minimum Standard.

Year 5- 100% Below Minimum Standard.

Year 7- 50% At Minimum Standard, 50% Below Minimum Standard.

NUMERACY: Year 3- 100% Below Minimum Standard.

Year 5- 37.5% At Minimum Standard, 62.5% Below Minimum Standard.

Year 7- 50% At Minimum Standard, 50% Below Minimum Standard.

Parent, student and teacher satisfaction

Satisfaction rates can be inferred from factors such as staff retention:

*2010: two new teachers, one returning ATA, two continuing teachers (1 year and 2 years), one continuing bus driver (1.75 years), 3 continuing ATAs (1 year), 1 continuing principal (3 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'.

School income and expenditure

(To be posted.)