

# Kulkarriya Community School

West Kimberley WA



## ANNUAL REPORT

# 2017

## ABOUT KULKARRIYA COMMUNITY SCHOOL

Kulkarriya Community School, founded in 1978, is situated on Noonkanbah pastoral lease otherwise known as Noonkanbah Station. The Lease was transferred to the Yungngora Association in 1976. Kulkarriya Community School first ran classes from the Noonkanbah shearing shed following a return to the station by many former workers in 1976. With initial assistance from the Strelley Community, Kulkarriya started classes in 1978. It went on to establish out-stations schools at Warrimbah and Millijidee in response to people moving back to country. The School's current operations are centered on its well-developed campus in Yungngora Community, on Noonkanbah station.

In 2017, the total student enrolment from Prep to Year 11 was 89 students.

### CHARACTERISTICS OF THE STUDENT BODY AT Kulkarriya Community School:

| Year Level            | Total Students | Indigenous | Female    | Male      |
|-----------------------|----------------|------------|-----------|-----------|
| Kindergarten          | 8              | 8          | 5         | 3         |
| Pre-Primary           | 11             | 11         | 4         | 7         |
| Primary (1-7)         | 49             | 49         | 29        | 20        |
| Secondary (8-11)      | 21             | 21         | 9         | 12        |
| <b>Total Students</b> | <b>89</b>      | <b>89</b>  | <b>47</b> | <b>42</b> |

### DISTINCTIVE CURRICULUM OFFERINGS

#### Literacy and Numeracy:

A strong emphasis is placed on the acquisition of literacy and numeracy skills. Additional time is allocated to these vital learning areas and all classes are supported by school based Aboriginal Education Teachers (AET) to ensure that the program is tailored for the specific learning needs of the students.

In 2015 we entered into a contractual arrangement with Good To Great Schools Australia to use Explicit Direct instruction. This would be our literacy program for Three years and conclude at the end of the calendar year 2017. The initial year has been difficult and there has been much questioning of the processes and the support on offer to a remote school.

#### Transport to and from school:

Students are picked up from home each morning of the school week. This has assisted in more regular student attendance. High School students, older than Year 8, are the students who are least reliable in their attendance.

#### Breakfast and lunch program:

The School provides breakfast with the support of Food bank WA since 2005. The school's breakfast program was independently audited by representatives of Edith Cowen University as part of a state wide assessment of Food Bank WA's breakfast program. A number of the school's staff members and students contribute to the data collected in the audit. The School has a well-established Homemaker program which provides lunch to all students and AEW staff. This ensures that the students are properly fed which has resulted in improved concentration and behaviour in the classroom.

**Learning support:**

In 2017 our remediation or learning support objective was to improve the reading fluency (decoding) and comprehension across all cohorts. A reading program was put into place and the Coordinator of Teaching and Learning focused on students who required support in their reading program. The investment of time and energy was with the younger students to provide an ongoing strong foundation.

**Afternoon Activities:**

Teaching staff of the School try to provide a rich environment for our students as living in a remote indigenous community can be bland at times. In 2017 staff provided activities under the structure of the Active After-Schools Community and the Sporting Schools Programs. Some members of the School staff were trained by Garnduwa to assist in the coaching of Basketball. A variety of activities were run across four terms in 2017.

**Timetable:**

The timetabling of classes is based on 3 major blocks each day with 2 blocks being afforded to Literacy and Numeracy each day. The initial block of the day is 2 hours but does include some pastoral care and administration time at the beginning of the day for tasks like attendance recording and wellbeing observations and reporting.

Typically, the first learning block of the day is either Numeracy or Literacy and these rotate daily. The second block of 90 minutes will be the other main area. The third block in the afternoon is option based and would involve another KLA.

**EXTRA-CURRICULAR ACTIVITIES**

The School enters sporting teams in local sporting days and actively encourages student participation in sport including: Basketball and Australian Rules football. As a remote community there are limited opportunities for competitive sport. Our sporting program is restricted but does involve a few local competition days and opportunities to play with and against other communities in the Fitzroy Valley.

The School runs an internal Basketball competition each year in either second or third term. This is a formal competition with published draws and referees from community and/or the School. Parents, families and community members are invited and encouraged to come and watch the games. There are trophies/ medals and specialist awards made at the end of the competition. The finals are usually held during School term time as a culmination to a 6 round competition. This has been very well received over the past few years. We also run Basketball days with neighboring schools (Wulungarra Community School, Nykina-Mangala Community School and Yakanarra Community School). These days have proven very popular and are now part of the regular calendar commitments of the schools. These days provide valuable opportunities for students across the Schools.

**SOCIAL CLIMATE**

Kulkarriya Community School looks to promote a positive environment where all students and staff can work and learn together. A safe environment is paramount to a quality learning environment. Student goals and School goals are developed in parallel with the Community's outlook. We currently provide an environment that has pastoral care based on the class and the class teacher plays a significant role setting the social and educational norms within the class group which nominally operate under the Positive Behaviour for learning philosophy.

Provision of an environment that fosters the wellbeing of both staff and students is our aim and we look to provide a casual and supportive environment where staff and students are confident to take appropriate risks in their learning and don't feel pressure should their not be a positive outcome the first time.

We have developed our pastoral care program in line with access to School Chaplains. This has been on a part time share basis with other nearby communities. The regular visits of the Chaplain's has been a very positive step for our School's contribution to the wellbeing for both staff and students.

## PARENTAL INVOLVEMENT

As a community school it is essential that we have a good connection and a strong relationship between the School and the parents/families of our students. We have a very clear open door policy and look for opportunities to have parents participate in the life of the School.

Each term there are a number of occasions where we actively encourage parents and families to attend School based functions. There is a regular Assembly held each week where a class group hosts and performs at the Assembly. Parents are encouraged to attend these Assemblies.

The School generally conducts one Open Day each term where parents and families are encouraged to come in to the School during School hours and participate in the various activities that classes are running. This provides students the opportunities to demonstrate their learning to their parents and families.

There are a number of other events such as NAIDOC celebrations, Bush days, discos and movie nights where parents and families can come to School and participate in the full life of the School. As a culminating activity at the end of each year the School holds a community Christmas concert at the School and all members of community are welcome. The students all participate in a presentation and celebrate with prizes for attendance, achievement and a Christmas gift for all students who attend the evening. This is followed by a meal for all those present, we cater for approximately 400 which is the full population of the community. This event is well attended and enjoyed by all members of community.

## PARENT, TEACHER AND STUDENT SATISFACTION

To date a formalized satisfaction survey has not been developed. The School's population is predominately Indigenous and history has indicated that written satisfaction surveys are not the most appropriate manner in which to gather relevant information. Indigenous persons favor face-to-face discussions and resolutions and as such our open door policy allows the school to manage parent, teacher and student satisfaction appropriately.

## STAFFING INFORMATION

### Staff Composition

At the end of 2017, Kulkarriya Community School employed the following permanent staff:

| Position                          | Number Staff Employed<br>2017 |
|-----------------------------------|-------------------------------|
| Principal                         | 1                             |
| Teaching Staff (Full time)        | 8                             |
| Aboriginal Education Workers      | 15                            |
| Administration Staff              | 2                             |
| Cooks                             | 2                             |
| Ground staff                      | 3                             |
| <b>Total</b>                      | <b>31</b>                     |
| <b>Number of Indigenous Staff</b> | <b>21</b>                     |

## Qualifications of Teaching Staff

| Qualification       | Percentage of classroom teachers and school leaders at the school who hold this qualification |
|---------------------|---|
| Doctorate or higher | 0   |
| Masters             | 11.1  |
| Bachelor Degree     | 100.00  |
| Diploma             | -   |
| Certificate         | -   |

## Expenditure on Teacher Professional Development

The total funds expended on professional development at Kulkarriya Community School in 2017 was \$50 139. The major professional development initiatives included literacy and numeracy and developing a strong school. The participation of the teaching staff in professional development activities during 2017 was 100% with all teachers participating in at least one professional development activity during this period.

At the same time our classroom Aboriginal Education teachers (AETs) attended Professional learning supplied by the School in two sessions of one hour each week. This Professional learning was carried out in house by the Principal and Curriculum Coordinator or on approximately 16 times per year by our visiting numeracy and literacy consultants. These two consultants run 2 sessions, in each of the four weeks that they visit the School each year. AET staff also attend 4 days of professional learning in Broome each year and this is supplied by Association of Independent Schools Western Australia (AISWA).

## Average Expenditure on Professional Development 2017

| Total Number of Teachers | Total expenditure on teacher PD (as recorded in Financial Questionnaire) | Average expenditure on PD per teacher |
|--------------------------|--|---------------------------------------|
| 9                        | \$28,519   | \$3,169                               |

In 2017, teachers at Kulkarriya Community School participated in the following professional development:

|                 |  |
|-----------------|--|
| AICS PD Broome  | Regular in house PD from Literacy consultant |
| AISWA PD Broome | Regular in house PD from Numeracy consultant |
| SEQTA Training  | AICS Governance PD                           |

## Staff Attendance and Retention

The average staff attendance rate in 2017 was 72%.

**Average attendance for the School based on unplanned absences of sick and emergency leave:**

| Number of teaching staff | Number of teaching Days | Total days Staff Absences | Average staff attendance |
|--------------------------|-------------------------|---------------------------|--------------------------|
| 9                        | 200                     | 56                        | 72%                      |

## Retention Rate

| Number of permanent teaching staff at end of previous year | Number of these staff retained in the following year (the program year) | Retention Rate (%) |
|--|---|--------------------|
| 9  | 8   | 89%                |

## KEY STUDENT OUTCOMES

### Student Attendance

Average student attendance rate (%) for Kulkarriya Community School in 2017 was 47%.

#### Average student attendance rate (%) for each year level:

| Year Level 2017 | Average Attendance Rate per year level % |
|-----------------|--|
| Kindy           | 51                                       |
| Pre Primary     | 59                                       |
| Year 1          | 53                                       |
| Year 2          | 65                                       |
| Year 3          | 58                                       |
| Year 4          | 64                                       |
| Year 5          | 64                                       |
| Year 6          | 54                                       |
| Year 7          | 60                                       |
| Year 8          | 31                                       |
| Year 9          | 39                                       |
| Year 10         | 35                                       |
| Year 11         | 27                                       |
| Year 12         | 3  |

### How non-attendance is managed

In general terms our attendance is good for a remote community. The students of the community will generally attend school if they are present in community. There is a high degree of mobility within our community and visits to distant family members is not restricted to school holidays, this impacts attendance. In 2017 we experienced our worst attendance for a number of years. This was due to a range of issues including a long and significant wet season and a number of deaths in Community.

If students are not attending we first ascertain if they are actually present in community and if so, some consultation with family to determine what is happening. Communities have a range of complex social arrangements and these cultural issues need to be taken into consideration. Family members usually will communicate if there are problems or other issues that are restricting students from coming to School. Sorry business and funerals have a significant impact on attendance due to the complex family connections across the Kimberley. In 2017 the Community experienced a number of significant elders pass and that had a catastrophic effect on the Community. These events impacted staff and student attendance over an extended period of 2017.

There are a number of strategies in action to maximize attendance. These include reward systems for students who attend at high percentages. The school bus pick-up each morning to get student from their camps to School. Home visits to non-attending students. Families generally support full attendance for their students in the younger years. Students of approx. 13 years of age or more seem to make their own decisions about school attendance.

Our remote position does also impact our attendance as families need to attend larger centers at various times of the year and this usually involves a number of days to attend town and get all their family business completed. This is usually shopping and supplies, banking and dealing with Government departments (Centerlink, Health etc.), in Derby, Broome and Fitzroy Crossing. Fitzroy Crossing is the closest point and is a minimum 2 hour drive from community. In 2017 we were isolated from the main centers for extended periods. Many families had gone to places like Derby and Fitzroy Crossing for the summer vacation and become unable to return to community for many weeks. This impacted our attendance in the first and second terms.

If there is a failure to improve School attendance or attendance is below 50% students are listed on the Department Child Protection and Families Services “Students at Risk” list and they will be subject to focus by the Department to attempt to get students attending more regularly or find appropriate training or education for older students. Regular monthly meetings are held for students at risk. These meetings are attended by WA police, DCPFS, local clinic representatives and the School.

### **Student Departures**

In more recent times the school has played a more significant role in determining future pathways for high school age students. We are working hard to have our students with a significant level of literacy and numeracy by the time they complete their ninth year of school. This has them in many cases ready to undertake ready more advanced courses at appropriately structured boarding schools. In 2017, we moved a number of students into boarding schools that met their proposed career pathways. The schools that have been instrumental in accepting our students include Presbyterian Ladies College, Perth, St Mary’s College, Broome, CAPS Wongutha, Esperance, Bindoon Catholic Agricultural College, Bindoon and Clontarf in Perth. During 2017 11 Student were transferred to Boarding Schools.

This process involves a strong relationship between students, their families and potential boarding schools. We play an intermediate role in assisting with enrolment procedures, appropriate identification and management of communications between the boarding schools and the families. This process is evolutionary and we adjust and improve the process each time students move to their chosen boarding school.

The size of Yungngora Community and the presence of facilities such as a shop and a clinic causes a flow of people into our community at various points of the year. Many families in outlying communities have connections to Yungngora and feel the need to visit relatives at different stages. The net result is that we pick up a number of students joining the school for relatively short periods of time. This can be anything from a few days to several weeks and months in some cases. In general terms the school handles approximately twice as many students as its official enrolment number in any 12-month period. In 2017 approximately 200 students passed through the school of which 90 are officially enrolled at Kulkarriya Community School.

This level of transiency within the local populations contributes to the general movement of students around the Kimberley. They attend a number of government schools in addition to the 6+ independent schools of the Kimberley.

**BENCHMARK DATA 2017****NAPLAN Results for Years 3, 5, 7 and 9 in 2017**

| <b>READING</b> |                        |                          |   |
|----------------|------------------------|--------------------------|---|
| Year           | Average Score (School) | Average Score (National) | % at or above National minimum standard |
| Year 3 (2017)  | 326                    | 431                      | 83%                                     |
| Year 5 (2017)  | 314                    | 506                      | 0%                                      |
| Year 7 (2017)  | 382                    | 545                      | 0%                                      |
| Year 9 (2017)  | 414                    | 581                      | 0%                                      |

  

| <b>WRITING</b> |                        |                          |   |
|----------------|------------------------|--------------------------|---|
| Year           | Average Score (School) | Average Score (National) | % at or above National minimum standard |
| Year 3 (2017)  | 289                    | 414                      | 16.6%                                   |
| Year 5 (2017)  | 300                    | 473                      | 0%                                      |
| Year 7 (2017)  | 311                    | 513                      | 12.5%                                   |
| Year 9 (2017)  | 363                    | 552                      | 0%                                      |

  

| <b>SPELLING</b> |                        |                          |   |
|-----------------|------------------------|--------------------------|---|
| Year            | Average Score (School) | Average Score (National) | % at or above National minimum standard |
| Year 3 (2017)   | 208                    | 416                      | 33%                                     |
| Year 5 (2017)   | 332                    | 501                      | 0%                                      |
| Year 7 (2017)   | 344                    | 550                      | 12.5%                                   |
| Year 9 (2017)   | 376                    | 582                      | 0%                                      |

  

| <b>GRAMMAR AND PUNCTUATION</b> |                        |                          |   |
|--------------------------------|------------------------|--------------------------|---|
| Year                           | Average Score (School) | Average Score (National) | % at or above National minimum standard |
| Year 3 (2017)                  | 329                    | 439                      | 33%                                     |
| Year 5 (2017)                  | 282                    | 499                      | 0%                                      |
| Year 7 (2017)                  | 310                    | 542                      | 0%                                      |
| Year 9 (2017)                  | 355                    | 574                      | 0%                                      |

  

| <b>NUMERACY</b> |                        |                          |   |
|-----------------|------------------------|--------------------------|---|
| Year            | Average Score (School) | Average Score (National) | % at or above National minimum standard |
| Year 3 (2017)   | 307                    | 409                      | 33%                                     |
| Year 5 (2017)   | 362                    | 494                      | 25%                                     |
| Year 7 (2017)   | 424                    | 554                      | 37.5%                                   |
| Year 9 (2017)   | 446                    | 592                      | 0%                                      |



## SCHOOL GOVERNANCE

Yungngora Association Incorporated (YAI) was incorporated on the 7th of July 1977 under the Government of Western Australia's Associations Incorporation Act 1895 – 1969.

The aims of the Yungngora Association, amongst other things, include:

### **To support education, job training, health services, work and housing for the community**

To fulfil this aim of the association, Kulkarriya Community School was established under the auspice of YAI in 1978. The Association has continued to run Kulkarriya Community School for the ensuing 37 years, and continues to do so to this day.

The Governance of the school is delegated by the Association to the Kulkarriya Community School Committee which is then responsible for school governance. The School Committee is made up of representatives from the family groups whose children attend the school. School Committee members are chosen to ensure a fair representation of family groups and geographical areas (i.e. Top Camp, Middle Camp and Bottom Camp) of the community. The School Committee currently consists of parents, grandparents and caregivers of students of our School. Some of the committee members are also current staff members of the School. The School Committee is responsible for school policy and it directs and monitors the performance of the School Principal. The Committee has the power and responsibility to ensure that the school remains viable, answers to its governing body and meets all its obligations. It has a duty of care and must act honestly and diligently for the benefit of the Yungngora Association.

The School Committee works closely with the school principal, who is responsible for the day to day management decisions of the school. Contact between the school committee and the principal happens on a fortnightly basis at meetings where issues and happenings at the School are discussed. The School Principal acts as an ex-officio member of the School Committee and is there to support, assist and advise the members of the School Committee.

## 2017 School Committee

|                     |                         |  |
|---------------------|-------------------------|--|
| Mrs Delores Skinner | <i>Chairperson</i>      | Parent and guardian of current students. Current employee of the School. |
| Ms Mavis Kennedy    | <i>Committee Member</i> | Parent and grandparent and current employee of the School                |
| Ms Noria Button     | <i>Committee Member</i> | Parent and current employee of the School                                |
| Ms Shauna Malay     | <i>Committee Member</i> | Parent of current students, past employee of the School                  |