

**LUURNPA CATHOLIC SCHOOL**

**BALGO HILLS**



**Nintirrikuwala Tjitjukurlu**

**ANNUAL SCHOOL REPORT 2022**

## Contextual Information

Luurnpa Catholic School is a K-10 Composite school located in the Wirrimanu Aboriginal Community, Balgo Hills. In 2022 the school has an enrolment of approximately 100 students, with a number of children visiting the community who also attended school. The community is situated in the South East corner of The Kimberley region of Western Australia, located 660 kms south of Kununurra and 960 kms east of Broome. Balgo Hills lies on the Northern end of the Great Sandy Desert and the Eastern end of the Tanami Desert. Halls Creek is the closest town, some 292kms north and can only be safely accessed by 4WD vehicles. The Balgo community has a vibrant Indigenous culture and is a Catholic Community. In 2022, 99% of the students were Indigenous.



## Teacher Standards and Qualifications

Bachelor Degree (Early Childhood Education, Primary Education)	8 staff
Master Degree (Education)	1 staff
Graduate Diploma	0 staff

## Workforce Composition

	Female	Male	Indigenous
Teaching	5	3	0
Teaching Assistants	13	5	18
A.F.a.F.E.	2		2
Administration	1		
Principal	1		

## Student Attendance

The Luurnpa Attendance Plan was formulated by the Student Engagement Coordinator and the Catholic Education Broome Regional Office staff. It is a project that is focussed on retention and retainment of students at both Luurnpa Catholic School primary campus and the Kutjungka Trade Training Centre secondary campus. Attendance is a priority for all staff. The school worked in conjunction with the Remote School Attendance Team.

Year Level	Present %
Pre-Primary	53
1	73
2	54
3	51
4	47
5	48
6	62
7	58
8	67
9	42
All Classes	56

During 2022 the school Remote Schools Attendance Strategy Team led the response to increase student attendance and address student absences. Each morning the school bus drove around picking up students for school. As well as picking up students for school each day, the RSAS team asked families for the reasons of student absences.

## Student Non-Attendance

When students were identified with low attendance, the RSAS team visited the family and offered support to help get their children to school. Teachers also visited the families of the students in their class with low attendance to offer support.

At school students' attendance was encouraged by rewards and language and cultural activities. The language and cultural activities made students feel more welcome and at home at school, which supported their attendance and engagement. There are many strategies that support the Attendance Policy. The following list itemises a number of these:

- Provision of school uniform on daily basis
- Provision of breakfast and lunch (mangarri)
- Provision of 'crunch 'n sip' mid-morning
- Luurnpa School Attendance Team (RSAS) liaise with families and students to support school attendance
- Aboriginal Teaching Assistants liaise with classroom teachers and leadership regarding family or community issues affecting attendance
- Regular On-Country trips are provided for each class as part of our Culture Program.
- Overnight sporting trips are provided as an incentive for older students
- An A.F.a.F.E. program (playgroup – 3A program) operates daily to support parents and build community links
- Attendance team pick up children each morning
- Attendance team drop Kindies home each day

- Attendance team provide prizes for regular, and improved, attendance.
- Home visits by attendance team.

The school implements the SEQTA program for the recording of student attendance.



### **NAPLAN Annual Assessment**

The NAPLAN data for Luurnpa school varies considerably each year depending on the size of each cohort and the attendance at that time of the year.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	-	-	-	-	-
Year 5	355	224	323	350	372
Year 7	372	227	347	370	351
Year 9	-	-	-	-	-

### **NAPLAN participation for Luurnpa School was 76%**

<sup>NB</sup> In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic. Therefore, there is no 2018-2020 and 2020-2022 student progress available.

### **Parents Teachers and Students Satisfaction**

Students, Parents and members of the wider community are actively encouraged to be involved in the life of the school. The school enjoys a strong working relationship with the

community elders and is able to implement an excellent culture program in the school, because of the local support. Planned special occasions throughout the year draw in community members. Examples of these include: our sacramental programs, school Masses, our NAIDOC Week activities, sports days, swimming carnival, parent teacher days, weekly 'on country' trips, Elder's Dinners, assemblies and end of year concert, etc.

The school grounds are lush and inviting and community members have sought to hold family funerals in the grounds, on occasion – a 'happy place' for them.

### **School Income**

The school income for the previous school year is available in the Finance section of the My School website: <https://www.myschool.edu.au/school/48980/finances>



## **Post-School Destinations of Secondary Students**

- Students that stayed with the boarding school program sometimes progressed into Year 11 and 12.
- In 2022 five Balgo students who had attended Luurnpa Catholic School in their primary years , then attended La Salle College and graduated from Year 12. This was the largest group of Year 12 graduates for Balgo.
- Students post school in Balgo tended to stay in community, at home, socialising amongst themselves. From year 10 onwards they become more independent and mobile, moving between communities in the Kimberley and Northern Territory. Some post school students are employed in the community.

# LUURNPA CATHOLIC SCHOOL

WIRRIMANU ○ BALGO HILLS ○ WESTERN AUSTRALIA

## School Improvement Plan (SIP) 2023



### SCHOOL'S VISION

**Luurnpa Catholic School is a partnership between students, staff, families and parish, founded on Gospel values. Our aim is to empower students to learn and value the knowledge and skills that will encourage each individual to respect and live their lives in a positive manner.**

### SCHOOL MISSION STATEMENT

**The Luurnpa School Community acknowledges that parents are the first educators of students. The children are the future of Balgo and, in partnership with parents, we will nurture their spiritual, cognitive, emotional, social and physical growth.**

**We achieve this through faith, service and community;**

**This is underpinned by the principles of Two-Way Learning that celebrate the rich cultural and linguistic backgrounds of our students.**

## CATHOLIC IDENTITY Inspiring Christ-centred Leaders

GOALS	SUCCESS INDICATORS
Provide abundant and meaningful opportunities for catechesis through the Word, worship, prayer, retreats, service and community	Increased attendance at Mass. Class Liturgy – one every term Whole school enactment of Holy Week
To gain an understanding of evangelization/Faith Knowledge in our community context. Increase student involvement in Masses and Liturgies	Implement whole school Masses at the beginning and end of each term including special feast days Participation in FSW
Display meaningful and distinctly Catholic icons and symbols which are visible in both internal and external environments.	Prominence of class prayer tables in every learning area – sacred spaces – scope & sequence of Traditional prayer across levels

## EDUCATION Catholic Schools of Excellence

GOALS	SUCCESS INDICATORS
Deliver curriculum that is inclusive and flexible to respond to the diverse developmental needs, interests, and abilities of students	Exposure to and training in the Kimberley Literacy Strategy, EALD training in progress maps and programmes, LAPS, PLB, Wushka, Mathletics, PLD (Diana Rigg)

Educators effectively use data to measure and monitor student learning and inform teacher practice	Adhere to the whole school plan and expectations in implementing the assessment schedule and planning accordingly
Recognise parents as first educators of their children in promoting the Abecedarian Approach - AFaFE	Train AFaFE staff in the 3A Abecedarian Approach

**COMMUNITY Catholic Pastoral Communities**

GOALS	SUCCESS INDICATORS
Create opportunities to ensure development of Culturally, Christ-Centred educational opportunities for children's development within our school community.	Continue our rich Cultural programme on-country and expanded within the classroom
Apply knowledge and skills in a relevant way, with differences embraced and individuality valued.	Reinforce knowledge and skills acquired, recording results through different genre
Ensure the ethos, policies, curriculum, interactions and protocols emphasise the sacredness of human life and the dignity of the individual.	Promoting the mental and emotional health of our students in every aspect of school life – Keeping Safe, school values, R.E. Check-ins/yarning circles. Staff training – Trauma informed practice, Keeping Safe, Team Teach, PBL, Wellio (High School), Weekly Case Conference Meetings with school psychologist, Mental Health First Aid

**STEWARDSHIP Accessible, Affordable and Sustainable System of Schools**

GOALS	SUCCESS INDICATORS
<b>BRANDING OUR SCHOOL:</b> Commit to fulfilling and promoting Christian responsibility for care of the earth as our common home, making links to Laudate Si - Aboriginal Spirituality	Study Laudate Si in context of the school's Evangelisation plan and set goals for each term.
Promote stewardship of the land on which our school/community is built – caring for the natural environment.	Choose a focus on which to concentrate and promote each term e. g., keep our school clean. Make posters for the school and community.
Listen and learn from our local Aboriginal people and Elders Promote Christian Service in community	Continue term meetings with Elders to set up term programmes High School – Christian Service Ministry.