JOHN PUJAJANGKA-PIYIRN SCHOOL
LAKE GREGORY

SCHOOL LEVEL PLAN
LOW SES SCHOOL COMMUNITIES NP

2013

KEY CONTACT AT SCHOOL: Les Coyle
PURPOSE OF NATIONAL PARTNERSHIP IN LOW SES SCHOOL COMMUNITIES

Funding provided through the Commonwealth Government Smarter Schools National Partnership Program, along with co-investment from the Western Australian education sectors and schools, is designed to build the capacity of Western Australian schools to contribute to the achievement of the following five higher level outcomes:

- All children are engaged in and benefitting from schooling
- Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving
- Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children
- Australian students excel by international standards
- Young people make a successful transition from school to work and further study

The Catholic Education Office National Partnership for Low SES School Communities:

- Aims to improve literacy and numeracy achievement across all years of schooling
- Provides a focus on strategies which will raise attendance and allow students who move between schools to be tracked and supported
- Supports schools to raise the resilience and engagement of students
- Aims to assist in up skilling staff, particularly Aboriginal Teacher Assistants
- Is contextualised in whole school improvement initiatives
- Links closely to initiatives in other National Partnership Programs
- Aligns to key policy strategies such as the 'Closing the Gap' strategy and the 'Indigenous Education Action Plan Draft' which involve schools with Aboriginal students, especially in the Kimberley.

Reporting in this National Partnership will occur against key reforms and milestones and will include qualitative and quantitative data which describe the degree of participation, the key processes and important outcomes, especially those that relate to improved student achievement and attendance.
School Profile

John Pujajangka-Piyirn Catholic School is a co-educational school comprised of approximately 35-40 students from Kindergarten to Year 10. It is one of the remotest schools in the Kimberley region of Western Australia. The school works with the community to develop a school that responds to the needs of the local situation. It is committed to the concept of Two Way Learning which respects and fosters the traditional Aboriginal languages and culture of the area whilst also enabling children to learn Standard Australian English language and culture. This is encouraged through the school curriculum that is implemented by the teachers with the help of the aboriginal Teaching Assistants and the community. The school has a wide range of facilities and resources including a manual arts room, a home economics room, a library, an undercover basketball court and spacious grounds. A broad range of extra-curricular activities in sports, dance and nutrition are provided by visitors to the school. The school logo shows a pelican which for the Mulan people symbolizes New Life. To the community, John Pujajangka-Piyirn Catholic School is ‘a place of receiving life and giving life’.

Involvement and Support in Specific Low SES Projects

Senior Secondary Support
This project provides specific support for those remote Kimberley schools which have students of senior secondary age and which are not designated K – 12 schools. The outcomes of this project relate to providing an appropriate and ongoing transition for the students from primary to secondary schooling with an aim to post-school destinations and to increase the qualification and skills levels, including the attainment of the senior secondary certificate or equivalent.

Aboriginal Teacher Assistant Up Skilling
This project provides support for ATAs in Kimberley schools particularly in developing skills and competencies to assist them in classroom support, especially in literacy and numeracy. Support through this program involves school visits and in situ mentoring from a dedicated consultant operating from the Broome Regional Office; literacy and numeracy skills development; central support in Broome with opportunities to share learning; and opportunities to undertake Certificate level training through the Batchelor Institute of Indigenous Tertiary Education.

The outcomes of this project relate to enhanced skills and competencies for ATAs, more engagement in the classroom learning process and ultimately, enhanced outcomes for students.

Intensified Literacy Support
This project provides additional support to Low SES schools to improve levels of literacy and numeracy. Broome Regional Office consultants visit Kimberley schools on a planned cycle to provide in situ support and training. Funds are also available to implement specific programs such as Reading Recovery.

The specific outcomes of this support will be to increase levels of literacy and numeracy across all years, but with a specific focus on those students at or below benchmarks and in the early years of schooling.

Targeted Initiatives: Kimberley
To further expand the Extending the School Day model, this project will enable an extension of the type of services available for students and parents alike. In addition, targeted initiatives may also be undertaken in the school, to provide particular ‘wrap-around’ services that will further assist the school and local community.

Outcomes relate to increased engagement and attendance which will be reflected in higher levels of achievement. Improved health and wellness outcomes are also anticipated.

Promoting Alternate Thinking Strategies
This is an internationally acclaimed program which develops a stronger sense of achievement, confidence, self efficacy and interpersonal skills in students. It provides teachers with resources and a framework for classroom management and discipline processes. Support to schools occurs
through assistance in the purchase of PATHS kits. In the Kimberley, a consultant has been engaged on contract to visit schools and assist with ongoing training and support to teachers.

The specific outcomes relate to more appropriate classroom practices, better levels of general self-discipline and ultimately, higher levels of achievement.

**Tracking Students**

As a move to monitor and improve attendance, schools are now reporting absentees through MAZE in a centralised campus mode. Absentee data is uploaded regularly to the Tri Border SIF-AU database. The same information will be uploaded to the Kimberley Success Zone project with the inclusion of St Mary’s College (K-12), Broome.

Specific support has been designated through the creation of structures and processes, negotiation with other systems/sectors, development of appropriate attendance record processes and methods for exchange of information. Schools will be directly supported through training, ongoing professional support and direct payments for administrative roles involved in the project.

Outcomes will include a clearer record of student attendance and the ability to support students through exchange of educational programs and achievement information. Enhanced student learning outcomes will hopefully result.

**Funding**

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<thead>
<tr>
<th>Specific National Partnership Project</th>
<th>Low SES School Communities NP</th>
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<tbody>
<tr>
<td><strong>Australian Government Funding Allocated</strong></td>
<td>$87,000.00</td>
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<tr>
<td><strong>Western Australian Co-investment – CEOWA</strong></td>
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<td><strong>School Co-Investment</strong></td>
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