



Wanalirri Catholic School

Gibb River Station

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WANALIRRI GIBB RIVER WA.

Compliance: 2017 School Year, May 2018

ITEM	SUBJECT	SCHOOL PERFORMANCE INFORMATION
1	Contextual information	<p>Gibb River Station is situated half way along the Gibb River Road 370 km east of Derby and 390km west of Kununurra.</p> <p>In 1989 the community approached Bishop Jobst to form a Catholic school for their children. Bishop Jobst flew to Gibb River with Sister Catherine Brabender, Provincial of the Sisters of the Lady of the Missions to meet with the people of Ngallangunda community. From this meeting an agreement was made for two SOLM sisters to be the foundation members of the school. Sr Margaret Scott and Sr Frances Wilson took up the challenge to establish a school at Gibb River. On 31st January 1991 Sr's Margaret and Frances began school for the students of Ngallungunda and nearby Dodnun communities.</p> <p>A meeting was held and the decision of community members was unanimous that the school should be named Wanalirri Catholic School. Wanalirri is a significant sacred site for the community. The people also decided that the word Catholic would part of the name and spirit of the school and this intent is as strong today as it was then.</p> <p>Wanalirri Catholic School, symbolized by the <i>Wandjina</i> (creator of life) is a centre where the community creates opportunities for the children to learn about and be proud of both the Aboriginal and non-Aboriginal cultures. There is a population of around 20. School enrolments can vary between 2 and 16. 100% of students from the community are Indigenous. Most students come from the Ngallagunda community, but family connections range across the Kimberley- namely Derby, Mt Barnett and Kalumburu. Wanalirri has experienced an increasingly transient student population and decreasing average attendance over the past three years.</p>
2	Teacher Standards and qualifications	<p>All teaching staff are registered with TRBWA (Teachers' Registration Board of Western Australian).</p> <p>Teacher qualifications include: Bachelor of Education in both cases.</p> <p>Aboriginal Teaching Assistants will be seeking qualifications.</p>
3	Workforce Composition	<p>2 males 2 females</p> <p>2 Teaching Non-Indigenous staff. (FTE1.6) 1 Aboriginal Teaching Assistants.(1 x FTE 0.5, 1 x Casual)</p>

4	Student attendance at school	<p>Attendance statistics are significantly skewed by transient students who may enrol periodically but not reside in the community permanently. The average attendance rates described here relate to students who reside more than 50% of the time in Ngallagunda Community.</p> <p>Absence was mainly due to students being away from the community for extended periods. Very few absences were due to students staying at home for the day. The school and community work well together to ensure students attend school every day when they are in the community.</p> <p>Yr. Level Attendance breakdown: Kindergarten: 90% Pre-P: 60% Year 1: n/a Year2: 80% Year 3: 100% Year 4 : 70% Year 5: 60% Year 6: 80%</p> <p>Non-attendance Management:</p> <ul style="list-style-type: none"> • Daily visits to families by School Principal when students are late/ Phone calls to students' homes when students are late. • Community discussion (home visits) re attendance • Encouragement given to families to remain in the Community during school days/term, so that children can attend school. • Early morning supervision for students who come to school before school starting time • Breakfast on request • Daily recognition in class points for punctual attendees. • Weekly recognition in newsletters for high attendees. • Weekly excursions (outside school hours) to encourage attendance and remaining in the community. • Camps/excursions linked to attendance and link well-established
5	Senior Secondary Outcomes	N/A
6	NAPLAN information	2017: Scores were above minimum state standard in Yr3 in all areas tested. No Year 5 or 7 students sat the tests. There is an upward trend in the schools achievements, but this is due to individual students sitting tests and should not be seen as a true trend.
7	Parent, student and teacher satisfaction	Every effort was made to consider the parents, the students and teachers' needs and ideas when planning in 2017. Parents and teachers were involved in decision making and supported the school's aim to increase attendance and to provide an environment that was inclusive, both educationally and emotionally. There has been varied community support for school initiatives. Many meetings have been well-attended, but equally some have had to be rescheduled due to lack of attendance.
8.	Post school destinations	<p>1 Student from Wanalirri 2016 continued to attend at St John's College (SJCC) Darwin during 2017 and 2018.</p> <p>1 student whose family had not sought to enrol him in a high school remained at Wanalirri as an ungraded primary student in 2017 but has since enrolled at and is attending SJCC.</p>
9	School Income	See www.myschool.edu.au