



Purnululu Aboriginal Independent Community School

Annual Report

Written August 2019

Purnululu Aboriginal Independent Community School (PAICS) was established in 1991 to provide an educational service for the traditional owners of Purnululu National Park and adjacent lands. Purnululu Aboriginal Corporation is the governing body of the educational service. The total population of adult members represented by Purnululu Aboriginal Corporation is in excess of 400.

When PAICS first started there were two campuses. The main campus is situated in Wurreranginy Community, also known as Frog Hollow Community, and the second campus at Kwarre in the Purnululu National Park. The Kwarre campus is no longer operational. PAICS now only operates the campus in Wurreranginy Community.

PAICS is currently registered as a PK-10 educational provider. In the 2019 August Census, our student body consisted of 48 students in years K-10, and two children attending Pre-Kindy (3yrs old). All PAICS K-10 students are Indigenous Australians who speak languages other than English at home, including Kriol, Gija and Aboriginal English, with the exception of one non-Indigenous Kindergarten student who is the child of one of our teaching staff.

PAICS prides itself on the quality education delivered to students, maintaining and promoting strength in traditional language and culture. PAICS has a strong history of students continuing on to further education or training after attending school in Wurreranginy. Many past students have gone on to complete pre-tertiary qualifications and trade certificates. PAICS provides support and encouragement to students who are in the upper primary and high school years of schooling to develop skills and attributes required for our students to be successful in their pursuit of further education and training.

Staff Composition (2018)

Position	Qualifications/Standards	TRBWA	Indigenous/Non
Principal (1)	Bachelor of Education 4yrs AITSL – Highly Accomplished Teacher National Accreditation	Full (1)	Non-Indigenous (1)
Teachers (4)	Bachelor of Education 4yrs (2) Graduate Diploma of Education – Primary (2) AITSL - Graduate (3) - Proficient (1)	Provisional (3) Full (1)	Indigenous (1) Non-Indigenous (3)
Teaching and Learning Coordinator (1)	Bachelor of Education 4yrs (1) AITSL - Proficient (1)	Full (1)	Non-Indigenous (1)
Early Childhood Educator Pre-K (1)	Diploma of Early Childhood Education and Care 2yrs (1)	N/A	Non-Indigenous (1)

Education Support Staff (12)	N/A	N/A	Indigenous (12)
Ancillary Support Staff (5)	Certificate 3 Heavy Mobile Equipment (1)	N/A	Indigenous (4) Non-Indigenous (2)

Enrolment and Attendance – Five Year Overview

The following table demonstrates the growth of enrolments over a five-year period, and the corresponding attendance rates and retention rates of students at PAICS.

	2014	2015	2016	2017	2018
Total enrolment	23	40	44	48	64
Average enrolment	13	27	23	31	45
Attendance average	95.8%	73.8%	85.4%	81.8%	72.0%

2018 Attendance

The following attendance rates show the rate of attendance of students whilst enrolled at PAICS in 2018. The total enrolment figure for 2018 is 64. The average number of enrolments at any one time in was 45 students. This is reflective of the transient nature of our region.

Whole School Attendance Rate 2018: 72.0%
Total Enrolments: 64
Management of Non-Attendance
There is an expectation at PAICS that absence from school will be explained to the school by parents/carers. This is generally the case, however, if there is an unexplained absence from PAICS the school makes every effort to contact parents/carers to receive an explanation. A note is placed on the student's file with details of the school's efforts to have the absence explained. If this proves unsuccessful, after twenty consecutive days of absence, a request is sent to Regional Student Tracking to request the student is placed on the Students Whose Whereabouts are Unknown list. The School's policy aims to improve school attendance by communicating regularly with parents and care-givers about their child's engagement and progress in school. PAICS continually aims to improve student attendance by involving the entire community in school-based activities designed to increase awareness amongst parents/carers of the importance and benefits of consistent school attendance.

NAPLAN

Please refer to the myschool website for PAICS NAPLAN data (<http://www.myschool.edu.au/>)

NAPLAN is a benchmark assessment tool used by the school to evaluate student learning. The school also collects standardised individual and cohort assessment data throughout the school year to continually evaluate teaching and learning across the curriculum.

Parent/Student/Teacher Satisfaction

PAICS is committed to providing a quality education to its students. PAICS seeks feedback from parents and carers regularly through the following methods

- Newsletters
- School Open Days
- Parent / Teacher Interviews
- Community/School Meetings
- Ongoing informal discussions between staff, students and carers
- Student Services outreach visits to Warmun and Wurreranginy communities

PAICS School Committee comprises of three respected community members, elected by the members of Purnululu Aboriginal Corporation, to oversee the operations of PAICS. Often, the most effective way to ensure satisfaction of parents and students is for School Committee members to liaise with school and community. PAICS is an open and supportive workplace for all staff. Weekly meetings are held to maintain strong communication between all staff.

