



# Wangkatjungka

REMOTE COMMUNITY SCHOOL

**STRONG SMART PROUD**

## ANNUAL REPORT

### 2020

# ***ALL ABOUT WANGKATJUNGKA***

Wangkatjungka Remote Community School is located in a remote Aboriginal community in the Kimberley region approximately 110km from the nearest town centre, Fitzroy Crossing, including 20km of unsealed road. Three stations; Beefwood Park Station, Bulka Station and Christmas Creek Station surround the Wangkatjungka Community. Students that attend the school come from Wangkatjungka Community, Bawoorrooga Community, Kupartiya Community and Ngumpan Community, and occasionally from Galluru Community, Bulka Station and Christmas Creek Station. Some students travel 90 minutes to and from school each day.

Wangkatjungka Remote Community School was opened in 1962 as Christmas Creek School. Parts of the original school still remain and are highly valued by the school and the community. In 1990, the name of the school changed to Wangkatjungka Remote Community School.

In recent years, the school enrolment has ranged between 40 to 60 students, with a vast majority being Aboriginal. The school caters for year levels Kindergarten to Year 6, with all three classes being multi-aged grouped. A 0-3 Kindilink / Early Childhood program runs at the school for community members to bring their non-school aged children for early learning.

The majority of the students speak Kriol at home and are learning Standard Australian English as a second or third language. Students participate in a Languages Other Than English (LOTE) class where they learn one of the local languages, Walmajarri, taught by a local community teacher. While formal language lessons are taught once per week, the language is embedded in daily practices such as morning assembly.

Students have access to services from agencies throughout the Kimberley such as Allied Health, Paediatric Services, Child and Adolescent Mental Health Services (CAMHS), School Health Nurses and the School Dental Program. There is also a nursing clinic located in the community that collaborates with the school regularly.

Our communities play an active part in school life at Wangkatjungka Remote Community School, ensuring the students are provided with the best, most culturally sensitive learning environment.





## FROM THE PRINCIPAL

Dear Parents, Caregivers and Community Members,

It is my pleasure to present the 2020 Wangkatjungka Remote Community School (RCS) Annual Report to you.

Wangkatjungka RCS continued to be a place of high care and quality teaching in 2020, maintaining the fabulous relationships with the various communities that trust their children's education to the school. We continued to develop stronger ties with the various government and non-government agencies that support the development of the whole child.

During 2020, the effort of our staff and students was to be commended. They are the foundation of everything that happens at Wangkatjungka RCS and together, they create one of the most harmonious, engaging environments in which to work. Their commitment to each other to get the most out of all learning opportunities is exceptional.

I would like to thank the communities that comprise the school's enrolment. They are all supportive, welcoming and outstanding people whom I love interacting with on a daily basis.

Finally, I would like to thank our outgoing staff members: Miss Alicia Selby and Mr Brenton Simmons. Brenton and Alicia leave the school after 7 and 5 years respectively. They demonstrated a great love of the school and the communities of Wangkatjungka and surrounds. Their commitment to the children and the school was always outstanding. We wish everyone who has departed all the best with their future endeavours.

I believe the information in this report, aligned with the Department of Education's focus priorities as well as the school's priorities, holds Wangkatjungka RCS in the best place to continue the positive development of our students and allow them to grow in our educational setting.

**JOSH BUTLER**  
**PRINCIPAL**

# WANGKATJUNGKA REMOTE COMMUNITY SCHOOL

## STAFF 2020

### ***Administration***

JOSH BUTLER **PRINCIPAL**

LYNETTE O'SULLIVAN **MANAGER CORPORATE SERVICES**

### ***Teaching and Non-Teaching Staff***

OLIVE BONNEY	SARAH BUTLER	JASMINE CARTER
TENESHA CROWE	EVELYN DAISYBELL	CHANTAL DOLBY (Mat Leave)
MICHAEL DOLBY	JODY DOROTICH	CHEYANNE FRASER
DEBORAH GORDON	AVREANNA HOBBS	DARREN HOBBS
KERRYANNE HOBBS	SHERALEE HOBBS	PRISCILLA HOBBS
DELTON JACK	SCOTT MACDONALD	JACK MURRAY
GREG PETERSON	ELTON SAMSON	ALICIA SELBY
BRENTON SIMMONS	ISABEL SIMMONS	BREANNA UHL

### ***Staff Qualifications***

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

#### WORKFORCE COMPOSITION AT WANGKATJUNGKA REMOTE COMMUNITY SCHOOL



17  
FEMALE



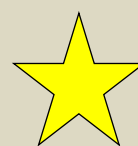
9  
MALE



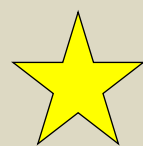
7  
FULL-TIME



19  
PART-TIME



7  
TEACHING

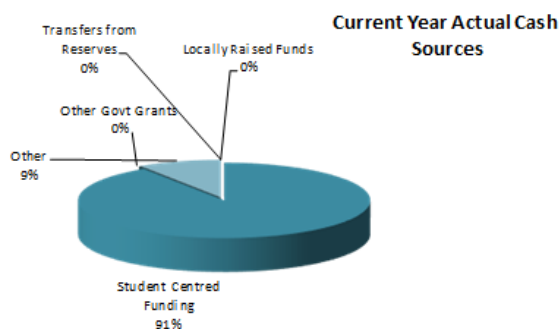


19  
NON-TEACHING

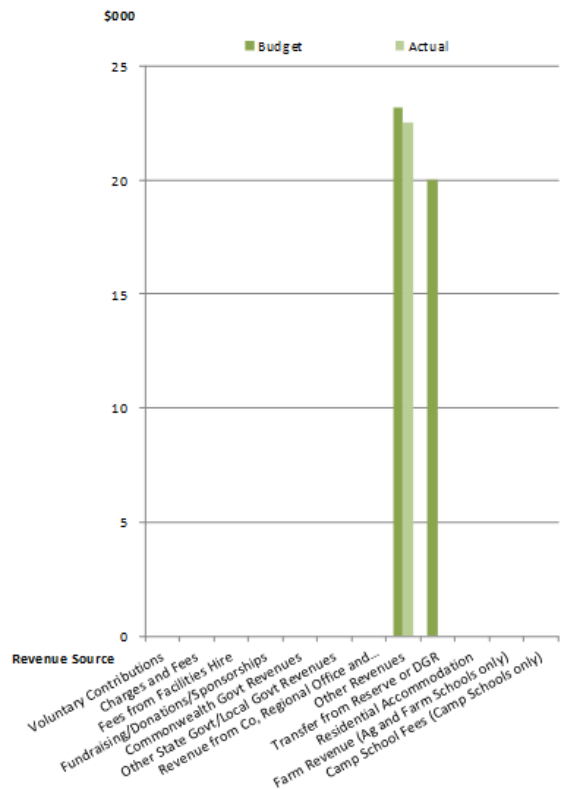
# Wangkatjunga RCS

Financial Summary as at  
31 December 2020

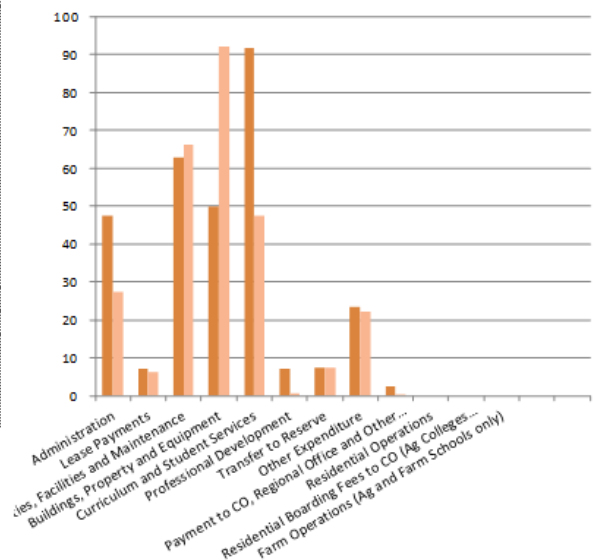
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ -	\$ -
2	Charges and Fees	\$ -	\$ -
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ -	\$ -
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 23,180.00	\$ 22,524.93
9	Transfer from Reserve or DGR	\$ 20,000.00	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 43,180.00</b>	<b>\$ 22,524.93</b>
	<b>Opening Balance</b>	<b>\$ 93,859.00</b>	<b>\$ 93,858.68</b>
	<b>Student Centred Funding</b>	<b>\$ 173,250.00</b>	<b>\$ 220,233.14</b>
	<b>Total Cash Funds Available</b>	<b>\$ 310,289.00</b>	<b>\$ 336,616.75</b>
	<b>Total Salary Allocation</b>	<b>\$ 1,336,609.00</b>	<b>\$ 1,336,609.00</b>
	<b>Total Funds Available</b>	<b>\$ 1,646,898.00</b>	<b>\$ 1,673,225.75</b>



Locally Generated Revenue - Budget vs Actual



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 47,300.00	\$ 27,318.38
2	Lease Payments	\$ 7,000.00	\$ 6,275.16
3	Utilities, Facilities and Maintenance	\$ 62,740.00	\$ 66,105.20
4	Buildings, Property and Equipment	\$ 50,000.00	\$ 91,968.13
5	Curriculum and Student Services	\$ 91,712.00	\$ 47,309.43
6	Professional Development	\$ 7,000.00	\$ 654.09
7	Transfer to Reserve	\$ 7,500.00	\$ 7,500.00
8	Other Expenditure	\$ 23,300.00	\$ 22,278.08
9	Payment to CO, Regional Office and Other Schools	\$ 2,500.00	\$ 200.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 299,052.00</b>	<b>\$ 269,608.47</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ 1,251,982.00</b>	<b>\$ 1,251,982.00</b>
	<b>Total Expenditure</b>	<b>\$ 1,551,034.00</b>	<b>\$ 1,521,590.47</b>
	<b>Cash Budget Variance</b>	<b>\$ 11,237.00</b>	



<b>Cash Position as at:</b>	
Bank Balance	\$ 346,212.09
Made up of:	\$ -
1 General Fund Balance	\$ 67,008.28
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 280,379.86
5 Suspense Accounts	\$ 468.95
6 Cash Advances	\$ -
7 Tax Position	\$ (1,645.00)
<b>Total Bank Balance</b>	<b>\$ 346,212.09</b>

# NATIONAL SCHOOL OPINION SURVEY

Surveys were administered online to students, parents and staff during the course of 2020. The results of the surveys showed ongoing partnerships between the students, parents, staff and our communities, and highlighted that the main stakeholders hold Wangkatjungka RCS in high esteem.

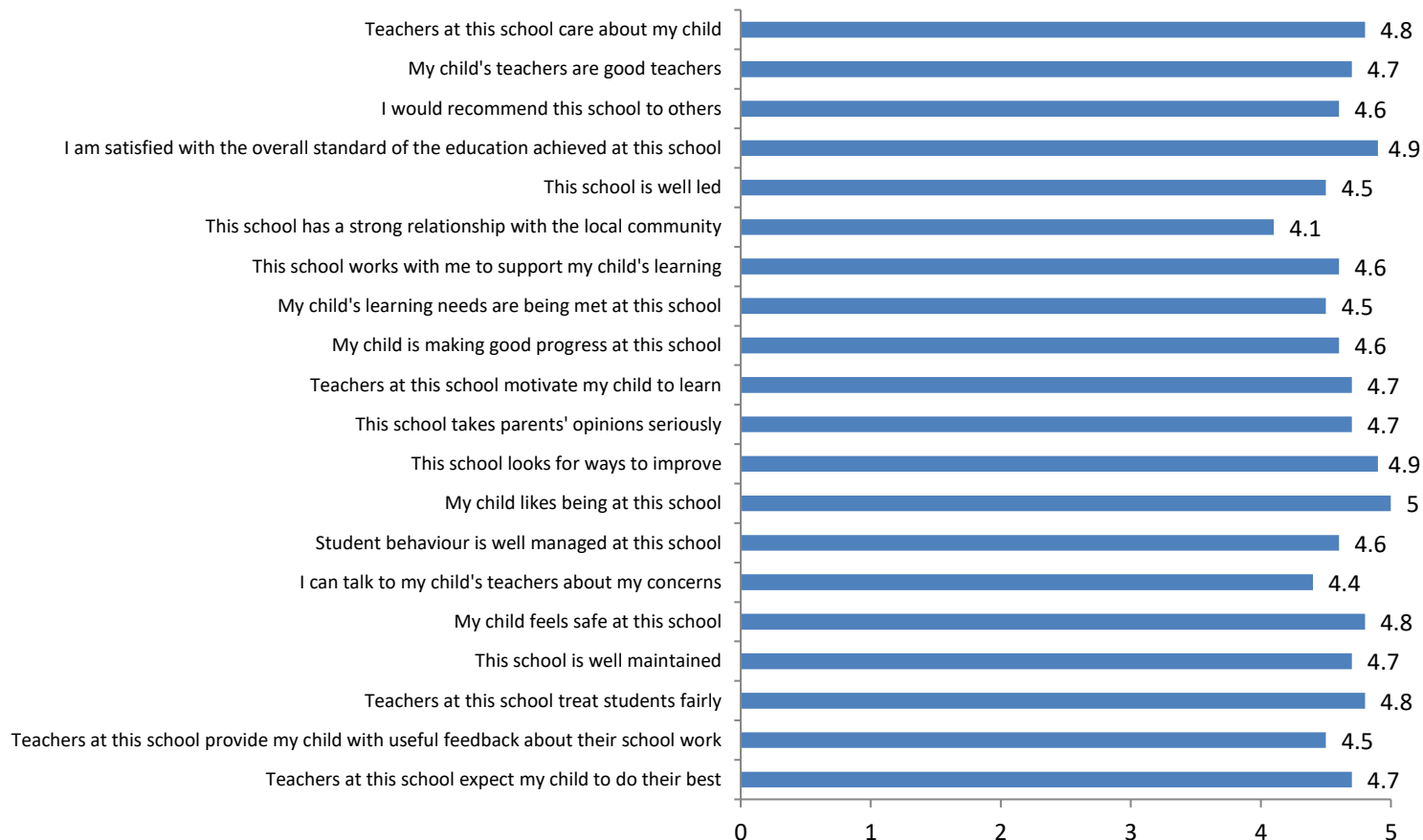
Over the course of the surveys, we had 7 responses submitted from our Year 5 and Year 6 students, 14 responses from parents and community, and 14 responses from staff members across teaching and non-teaching staff.

We celebrated various improvements from 2018 to 2019, and it was fantastic to see those areas continue to develop further across to 2020. Positive growth around 'students being treated fairly', 'student behaviour being well managed' and 'improvements around our school' continued to show improvement again in this year's survey results.

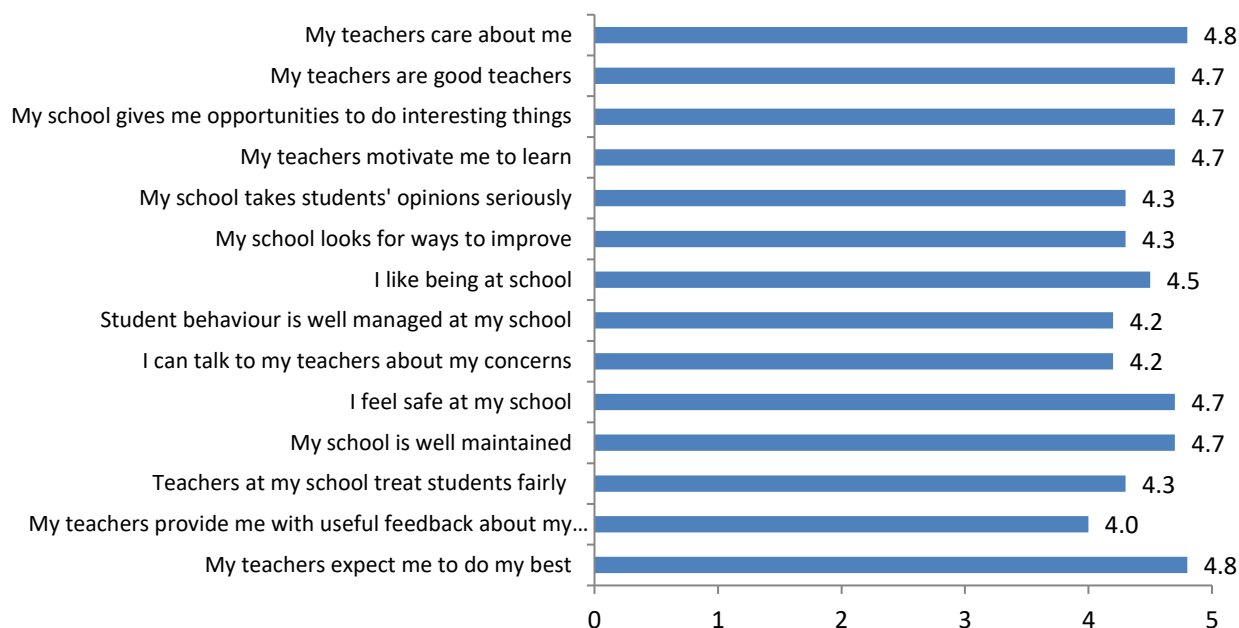
This year, we also celebrate fantastic results around children liking school, feeling safe at school and children feeling comfortable with their teachers. This is due to the positivity of the staff and their high expectations for the children, whilst maintaining a warm and caring attitude.

Within these celebrations, there is always room for improvement and other foci. As established by the School Council, the need to re-work the School-Community Partnership Agreement is evident through the results from parents and community as well as from the school staff. This is an area we will focus on throughout 2021. Another area highlighted was the need to provide feedback; for the students around their school-work and from administration and lead teachers to teachers and AIEOs under their management. This will also be an area of focus for 2021.

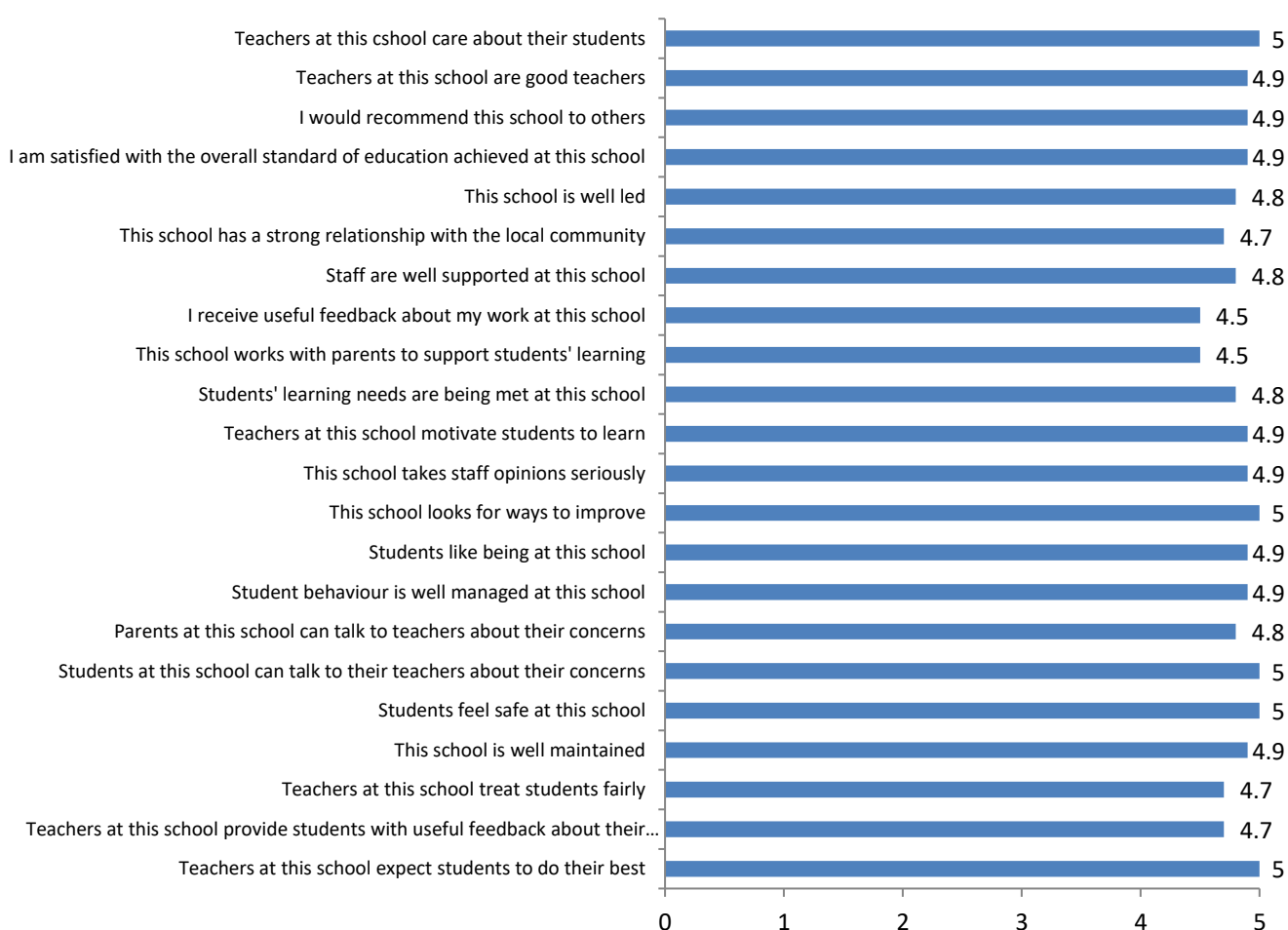
## 2020 - Parent and Community Survey Results



## 2020 - Student Survey Results



## 2020 - Staff Survey Results



# STUDENT INFORMATION

## STUDENT ATTENDANCE

Year	ATTENDANCE RATE	AUTHORISED ABSENCE RATE
2013	52.4%	34%
2014	61.7%	38%
2015	57.7%	42%
2016	54.0%	19%
2017	70.5%	89%
2018	78.1%	82%
2019	77.0%	98%
2020	80.3%	80%



Our big focus continues to be on attendance. Our goal was to get our attendance rate over 80%; in 2020, we finally achieved this goal. Well done to everyone involved!

Thank you to everyone who continues to support getting our students to school. It is so great to work with parents and carers as well as brothers and sisters, uncles and aunties, and all grandparents, who all support getting our students to school every day.

*Semester 1 2020 attendance were severely impacted by the COVID-19 pandemic and the attendance rates are not comparable to previous periods. In order to validly compare Semester 1 2020 attendance, the data excludes Term 1 Weeks 7-10.*

## STUDENT LEADERSHIP

The student group elected six student councillors for 2020. The students elected did a great job representing the students and Wangkatjungka RCS at various events. The 2020 Student Councillors were:

Zephira Boxer



Chanel Chapman



Edricka Dingle



Sebastian Patterson



Sharifah Steele



Zion Uhl



## YEAR 6 GRADUATION



Our Year 6 students graduated from primary school in a celebration with school staff and their families at Fitzroy Crossing Lodge.

The Year 6 students looked fabulous and some great stories about their time at Wangkatjungka Remote Community School were shared with the family and staff groups.

We hope our Year 6 graduates carry on the STRONG, SMART and PROUD attitude for the rest of their schooling.

# PRIORITY AREA 1 – SUCCESS FOR ALL STUDENTS

Through careful and considered planning at whole-school, learning area and class-based levels, Success for all Students continues to be a focus at Wangkatjungka RCS. Development of the whole child, celebration of success and heart-felt support when required continue to build a strong bond between students, parents and community, and staff. Creating success is a team effort where all staff at Wangkatjungka RCS must be involved to allow each individual to achieve their full potential.

To enable our students to succeed, we completed the following:

- Invested in additional AIEOs across all class groups to facilitate two-way learning (ECE) and provide support for student-teacher relationships
- Expanded Kindergarten hours to allow Kindy students to be exposed to complete Literacy and Numeracy blocks each day
- Funded a LOTE teacher to deliver Walmajarri to all students Pre-primary to Year 6, enhancing literacy skills while learning our local Indigenous language
- Used data to guide our planning and foci at whole-school, classroom and individual student levels
- Upgraded electronic whiteboards to support all students to see and physically engage in lessons that support our teaching pedagogy
- Tapped into passions of students through selected specialist subjects; Music, Physical Education and STEM
- Continued to build great relationships with Broome Residential College and Fitzroy Valley District High School as destination schools for our primary school leavers, providing direction and motivation for the future year groups that will leave
- Celebrated Aboriginal culture throughout the year, building into our learning and operations a respect and acknowledgement for the traditional owners and their heritage
- Embraced and grew through pedagogical developments in the Kimberley Schools Project, with a particular focus on Explicit Instruction
- Trained all teaching staff and 55% of non-teaching staff in Let's Decode and Daily Review
- Development of the Early Childhood Area to make more outside play-based experiences available to all students

Future focus for 2021 and beyond:

- Train all new teachers and all AIEOs in Let's Decode and Daily Review, supporting their growth in being able to lead this independently
- Erect more shade in the school to provide safe, climate friendly areas for children to engage in play supporting peer-to-peer interactions
- Make digital technologies more available to students across all class groups



## PRIORITY AREA 2 – HIGH QUALITY TEACHING

Reflective, student-centred educators who provide quality learning experiences that are evidence based and data driven are what we aim for at Wangkatjungka RCS. Through careful self-reflection, peer support through observation and feedback, and support from coaches and school leaders, staff are able to grow their teaching ability in a safe, supportive environment.

High quality teaching was achieved through:

- Performance management processes that include numerous points of feedback and support, focusing on self-identified areas through AITSL reflection that also linked to school priorities
- Commitment to the Kimberley Schools Project that saw teaching staff receiving professional learning and coaching, which included observation, feedback and modelling
- Transition into Explicit Instruction methodology in lesson delivery and classroom pedagogy
- Reflection and planning using the National Quality Standards Framework
- Teacher involvement in the creation of Operational Plans
- Teacher involvement in target setting for the school year
- Collaboration and sharing across classroom and amongst teaching and non-teaching staff
- Collaborative planning between teachers and non-teaching staff
- Engaging in network meetings; teacher, AIEO and administration

Future focus for 2021 and beyond:

- Provide FTE for teacher roles in curriculum and student services, developing skill and understanding while practising distributed leadership, linking in more classroom connection and support for all teaching and non-teaching staff
- Train all staff in Let's Decode and Daily Review, creating a common practice and understanding for all staff and students at Wangkatjungka RCS. As staff move on, installation of a set way or a developed practice would provide best opportunity for this to methodology to continue



## PRIORITY AREA 3 – EFFECTIVE LEADERSHIP

Effective leadership is not a one-person job. Across all areas, across all positions, staff take on leadership roles at the school. Having the support and the belief of those around them, all staff look to lead an activity, lead a program, lead a learning area, lead a special event or lead a school with pride, energy and knowledge that they have everyone's backing.

At Wangkatjungka RCS, we developed effective leadership through:

- Reflection and planning with the Aboriginal Cultural Standards Framework
- Shared leadership for different foci across the school; NAIDOC Week celebrations, curriculum activities such as cultural food day, sports day and community events
- Involvement in Fitzroy Valley Education Network groups and events, including hosting and facilitating network events at Wangkatjungka RCS
- Supporting community development across all local communities within the school
- Engaging with external agencies to support students and community growth and understanding, such as Nindilingarri, Garnduwa and Marra Worra Worra
- Seeking feedback from staff, students and parents through the National School Opinion survey, analysing results and responding appropriately where possible
- Supporting non-teaching staff in their pursuit of further education, developing both personal and professional growth in the process

Future focus for 2021 and beyond:

- Seek to provide more leadership opportunities for non-teaching staff through the Fitzroy Valley Education Network
- Provide leadership opportunities for staff in areas of interest across the school
- Principal to engage in 360-degree feedback and use of Principal Performance Improvement Tool in their own performance review



# PRIORITY AREA 4 – HEALTHY KIDS, HEALTHY MINDS, HEALTHY LEARNERS

Developing a complete learner becomes difficult when a child is not in the headspace for learning. We believe a child must be healthy in their body, in their mind and within themselves to achieve their full potential. At Wangkatjungka RCS, we attempt to facilitate this with strong, open partnerships with our parents and community, as well as with external agencies that are linked to the school for the betterment of our students.

Healthy Kids, Healthy Minds, Healthy Learners is achieved by:

- Having a clear, well understood memorandum of understanding with
  - Wangkatjungka Clinic and Community Health
  - Our School Health Nurse
  - CAMHS
  - Allied Health
  - School psychology services
  - Garnduwa
  - Nindilingarri
  - Fitzroy Dental Services
  - Ear, Nose and Throat Specialists
- Working with parents to identify potential issues that will stop a child from learning and developing a plan for the best way forward by assigning roles within the plan
- Working with parents to support students to attend all appointments that are scheduled to improve their health
- Working mindfulness into assemblies and whole-school focus for the week
- Development of acknowledgements for positive actions within the school, creating an intrinsic motivation amongst the students at Wangkatjungka RCS
- Implementation of a healthy lunch menu designed by Nindilingarri's nutritionist

Future focus for 2021 and beyond:

- Develop further 'feel good' opportunities for students to acknowledge their peers regularly
- Work closely with the Wangkatjungka Clinic to engage in a 'Health Day' similar to the one held in 2017 where all students' data was captured correctly on one day, allowing for the development of individual health plans around iron, nutrition and growth





# Wangkatjungka

REMOTE COMMUNITY SCHOOL

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STRONG SMART PROUD