

Annual Report 2021

MULUDJA REMOTE COMMUNITY SCHOOL

Muludja Remote Community School



We acknowledge the Gooniyandi people whose land the school is on. We would like to pay our respect to the traditional owners both past and present. It is a privilege to be on Gooniyandi Country and know we are welcome as we all work and learn **together**.

Contents

1. Cover Page, School Logo and Acknowledgement of Country
2. School Vision
3. Principal's Comment
4. School Overview
5. Staff
 - Qualifications
 - Professional Learning
 - At Muludja RCS
6. Photos – School Activities
7. Highlights 2021
8. Attendance
9. Monitoring Student Achievement
 - NAPLAN
 - Reporting to Parents
 - Kimberley Schools Project (KSP)
 - Aboriginal Cultural Standards Framework (ACSF)
10. Budget Summary Report 2021



School Vision – Binyidi, Smart, Skudda

At Muludja Remote Community School, we empower all students to have a sense of belonging through strong relationships, strong culture and high expectations where all learners are supported and motivated in a safe learning environment.

We strive to achieve strong, positive relationships for all students, community and staff in connection to Gooniyandi culture, language and Country.

Our students consistently strive to work smarter together to reach their full academic potential leading them to be active, informed community members who are **Binyidi, Smart and Skudda**.



Principal's Comment - Ellen Tompsett

This Report is compiled in collaboration with the 2021 staff of Muludja RCS.

The Covid restrictions continued to have an impact on the school's operations in 2021.

This report is to provide families and the wider community with information of how the school and the students are progressing and what is being done to enhance their achievements.

This should not be read in isolation but alongside other reporting tools (eg. Student Reports, School and Home Visits, Reporting to Parents and School's On-line information).

School Overview

Muludja Remote Community School is a Level 3 Department of Education WA school. It is located within the Muludja Community, 35 kms east of Fitzroy Crossing, while Derby (290km) and Broome (410km) are the nearest main centres. Perth is 2583kms to the south.

The community was previously part of the Fossil Downs Station and is now located 5kms from Fossil Downs on the flood plains adjacent to the Margaret River.

The majority of Muludja students live in Muludja but as with many Indigenous communities transience occurs as families move between communities for cultural reasons.

The school provided teaching and learning for students from Kindergarten to Year 6 in three classes – K/PP/ Year 1, Years 1, 2 & 3 and Years 3 to 6. A Kindilink program also provided opportunities for parents of children aged 0 to 3 years to engage in play activities within the school setting. All students are Indigenous and speak Kriol with English being an Additional Language or Dialect (EALD). All of the students know some of the local Gooniyandi language.

The school's index of Socio-Education Advantage (ICSEA) is 672.

Staff

Qualifications: All teaching staff at Muludja RCS meet the requirements to teach in Western Australian schools and are registered with the Teacher Registration Board WA.

AIEOs: We employ local Muludja community members in the role of Aboriginal Islander Education Officers. The AIEOs provide invaluable knowledge of our students, families and our community. They are our cultural advisers.

Support Staff: We employ local Muludja community members in the role of Cleaner and Gardeners. The support staff do an amazing job ensuring the school is maintained in a healthy and attractive environment.

Professional Learning: All school staff were offered appropriate Professional Learning opportunities to enhance the school's teaching and learning programs. These were identified to meet the school needs as well as regional and system initiatives. Professional Learning has included coaching from Kimberley Schools Project Coaches, School Development Days, Classroom Management Strategies, SSEN:B team, Fitzroy Valley Schools Network Meetings, the School Psychology Service and Online opportunities.

SCHOOL STAFF 2021

Principal

Mrs Ellen Tompsett

Manager Corp Services

Ms Donna Cahill

Teachers

Ms Kristy Graffin
Ms Casey Hanlon
Ms Rebecca Stainton
Ms Cheynae King
Ms Amelia Vickers-Willis

AIEOs and EAs

Ms Shaneice Chapman
Ms Erika Malo
Mr Levi Goodji
Ms Helen Malo
Ms Regina Malo (Term 1)

Support Staff

Mr Roley Sharpe
Mr Clinton Butcher
Ms Kerrizita Jimbidie

At Muludja RCS:

Staff maintained a positive school culture by:

- Providing support and pastoral care to staff and students.
- Implementing Stronger Smarter Positive Behaviour Support practices.
- Building sound working relationships with parents, carers, the community and a number of outside agencies, eg Country Health Services, Garnduwa and Nindiligarri.
- Ensuring the school grounds are safe and attractive.

Staff endeavoured to improve attendance by:

- Creating a positive school environment which encourages and rewards attendance.
- Working with students and their families, especially those students impacted by poor attendance.
- Ensuring learning programs were suited to students' interests and needs, relevant and of high interest.
- Establishing classrooms that are interesting and welcoming.

Staff provided quality teaching and learning by:

- Undertaking appropriate Professional Learning opportunities.
- Maintaining high expectations of all students.
- Implementing evidence-based teaching and learning programs.





Highlights

- NAIDOC Week – Classes conducted activities throughout the week involving community members, culminating in a Community BBQ
- Gooniyandi Culture and Language – Ms Helen Malo
- Assemblies
- Kimberley Schools Project
- Multiple special events – Mothers' Day, Fathers' Day, Book Week.
- Retirement of Mr Robert James
- 30th Year Anniversary of the school
- Muludja/ Djugerari Athletics Carnival
- Fitzroy Valley Schools Athletics Carnival
- End of Year Christmas Concert
- Nindiligarri – Health Program for Years 3-6
- Swimming Lessons
- Football Carnival
- Basketball Carnival
- On Country Camp to Mimbi Caves and Yiyili
- Old Muludja (Fossil Downs) visit
- Incursions – Scitech, Beat Boxing, Snake Bite Awareness, Indigenous Hip Hop, Healthy Foods.
- Year 6 Graduation Dinner
- Covid Immunisation Clinics
- New Multi-Purpose Room



Student Awards 2021

Academic

K / PP / Year 1:

Zemira Wallaby

Years 1 – 3:

Levayaz Goodji

Years 3 – 6:

Sameira Ganambarr-Malo

Most Improved

K / PP / Year 1:

Nicholas Lee

Years 1 – 3:

Terrance Nagomarra

Years 3 – 6:

Derrance Nagomarra

Citizenship

K / PP / Year 1:

Ada Goodji

Years 1 – 3:

Lorenza Jinderah

Years 3 – 6:

Judy Ganambarr-Malo

Science

K / PP / Year 1:

Toby Holloway

Years 1 – 3:

Levayaz Goodji

Years 3 – 6:

Derrance Nagomarra

Principal's Award

(Overall Outstanding Student)

Levayaz Goodji

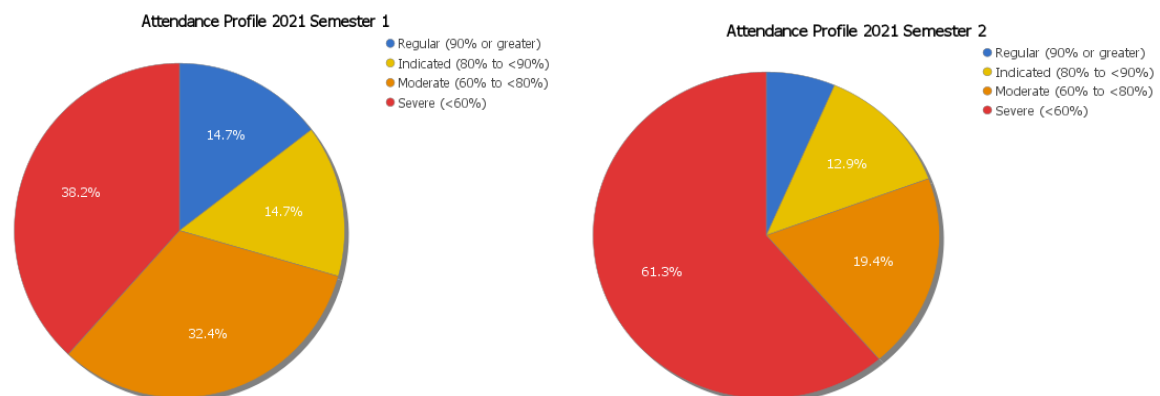
Attendance

Attendance Rates (2019-2021)



	School	WA Public Schools
2019	66.4%	91.6%
2020	78.5%	91.9%
2021	63.7%	91.0%

The 2021 attendance rates have excluded Week 7-10 of Term 1 due to the impact of the COVID-19 pandemic at the start of 2021.



These charts show our student attendance over Semester 1 and Semester 2 in 2021. Attendance in Semester 2 is of concern, with 61% (16) of our students being identified as at severe risk (the red area) and the reduction of students identified with Regular attendance (the blue area). All students will be monitored and supported to reach improved individual attendance targets in 2022. Parents will be provided with relevant information on attendance data of their children.

It must be recognised that student attendance in Semester 2 was impacted on family transience, cultural obligations and the ongoing impact of Covid 19.

During 2021, the school implemented a number of strategies to encourage regular attendance. Working with families, the strategies included regular home visits to discuss the importance of regular attendance, provide attendance graphs for parents and agree to targets for improvement. For students, staff ensured their classrooms were welcoming and safe places, we discussed attendance with students at Morning Circle and displayed an Attendance Chart for them to monitor their attendance. Regular attenders were rewarded with activities such as Fun Friday, Camps, Excursions and received 100% Attendance Certificates awarded at Assemblies. Students who achieved the highest attendance in each term were invited to attend a Reward Dinner with all staff. These strategies will continue in 2022.

Monitoring Student Achievement

National Assessment Program in Literacy and Numeracy (NAPLAN)

NAPLAN was conducted in Weeks 2 and 3 of Term 2.

Reporting to Parents

Parents / Guardians were provided with Progress Reports at the end of each Semester.

Kimberley Schools Project (KSP)

The school continues to implement the strategies of the Kimberley Schools Project. This focusses on targetted learning, regular attendance, better early childhood learning and care, and increased community engagement. Staff have engaged in professional learning and coaching in the delivery of the Daily Review and Let's Decode literacy strategies. Attendance was monitored on a daily basis with regular home visits, Attendance Certificates and newsletters to inform and support families. A reward program for students who achieved high or improved attendance was implemented. The school established the KindiLink program in 2021 as part of the Kimberley Schools Project. This program was enhanced with weekly visits to the school in Terms 1 and 2 by the Nindilingarri team who provided a 0-3 Year Old Playgroup for parents and younger children. A variety of events were held successfully involving parents, extended family members and the wider community including Assemblies, special celebrations, NAIDOC week, the school's 30th Anniversary, excursions and camps.



Aboriginal Cultural Standards Framework

RELATIONSHIPS STANDARD: Culturally responsive schools foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families, and the local Aboriginal community.

LEADERSHIP STANDARD: Culturally responsive schools have leaders who develop and sustain an individual and school-wide focus on improving education outcomes for Aboriginal students.

TEACHING STANDARD: Culturally responsive schools have high expectations for Aboriginal students and teach in ways that enable them to better reach their full education potential.

LEARNING ENVIRONMENT STANDARD: Culturally responsive schools build an environment that is welcoming for Aboriginal students and reflects community aspirations for their children.

RESOURCES STANDARD: Culturally responsive schools target resourcing to optimise the education outcomes for Aboriginal students.



2021 saw a significant turnover of newly appointed teaching and administrative staff. All staff were keen to learn about Muludja and to work with our community, recognising the importance of building positive relationships and engaging families and the wider community within the school.

Staff created a welcoming, safe and supportive environment which engaged students in relevant programs and resources that aimed at improving outcomes for all.

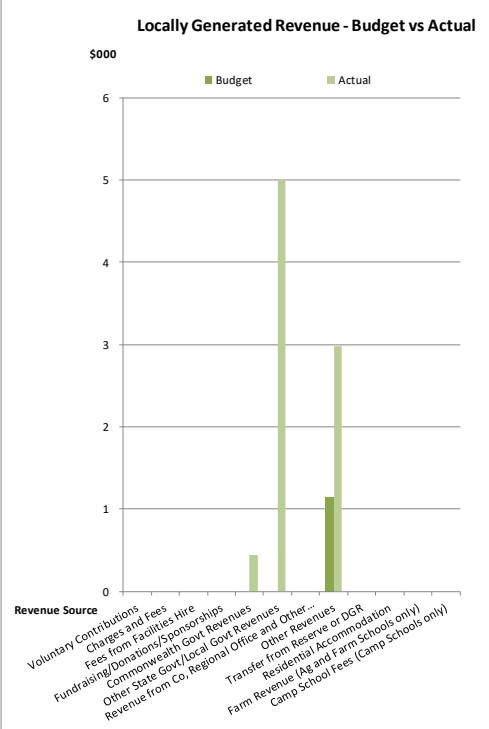
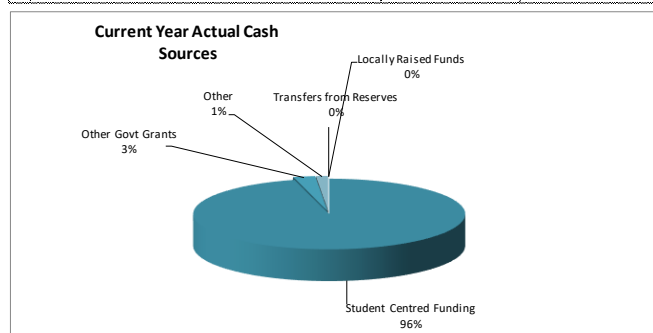
Staff acknowledged the wealth of knowledge the students brought with them to their classrooms and demonstrated respect for the traditional Gooniyandi culture, knowledge, practices and language of our community.

The staff regularly reflected on how they were progressing as a group and as individuals in meeting the standards set out in the Aboriginal Cultural Standards Framework and believe they are developing their cultural understandings and cultural competence.

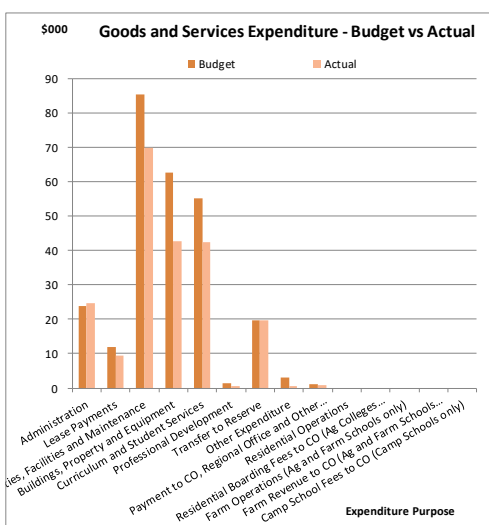
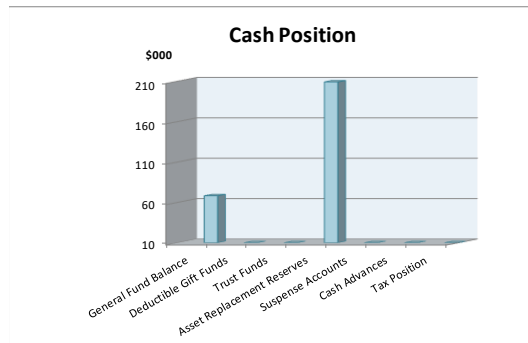
Budget Summary Report 2021

Muludja RCS
Financial Summary as at
31 December 2021

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	\$ -	\$ 444.54
6: Other State Govt/Local Govt Revenues	\$ -	\$ 5,000.00
7: Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8: Other Revenues	\$ 1,153.25	\$ 2,985.51
9: Transfer from Reserve or DGR	\$ -	\$ -
10: Residential Accommodation	\$ -	\$ -
11: Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12: Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 1,153.25	\$ 8,430.05
Opening Balance	\$ 72,690.14	\$ 72,690.14
Student Centred Funding	\$ 191,289.21	\$ 197,446.13
Total Cash Funds Available	\$ 265,132.60	\$ 278,566.32
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 265,132.60	\$ 278,566.32



Expenditure - Cash and Salary	Budget	Actual
1: Administration	\$ 23,848.05	\$ 24,633.04
2: Lease Payments	\$ 12,000.00	\$ 9,435.42
3: Utilities, Facilities and Maintenance	\$ 85,376.00	\$ 69,792.27
4: Buildings, Property and Equipment	\$ 62,500.00	\$ 42,650.46
5: Curriculum and Student Services	\$ 55,052.41	\$ 42,340.95
6: Professional Development	\$ 1,500.00	\$ 567.82
7: Transfer to Reserve	\$ 19,700.00	\$ 19,700.00
8: Other Expenditure	\$ 3,010.00	\$ 580.34
9: Payment to CO, Regional Office and Other Schools	\$ 1,000.00	\$ 700.00
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)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 263,986.46	\$ 210,400.30
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 263,986.46	\$ 210,400.30
Cash Budget Variance	\$ 1,146.14	



Cash Position as at:	
Bank Balance	\$ 276,112.45
Made up of:	
1 General Fund Balance	\$ 68,166.02
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 209,111.43
5 Suspense Accounts	\$ -
6 Cash Advances	\$ -
7 Tax Position	\$ (1,165.00)
Total Bank Balance	\$ 276,112.45

Provided by Ms Donna Cahill, Manager of Corporate Services.