



# **CAPS Kurrawang School and Community Partnership Agreement**



### Community Focus on the care of Children

For more than fifty years the Kurrawang Community has had a focus on the care of children. The Community was initially established by the Brethren Church in 1953. Will Sharpe organized the purchase of land and the community was commenced. Children's homes were established and operated from the 1950s to the 1970's. In 1986 buildings from an adult learning centre in Kalgoorlie were purchased



and moved onto the Kurrawang community in preparation for a community school. In 1987 the community invited the CAPS association to commence a primary school at Kurrawang.

### Christian Aboriginal Parent-directed School inc (CAPS)

The Christian Aboriginal Parent -directed School was formed in 1981 by concerned Aboriginal parents who felt that the government schools were failing Aboriginal students. This initial group were Aboriginal people who had grown up at Mt Margaret, or had some links with Mt Margaret. They felt that the standard of education that they had achieved was far better than what their own children and grandchildren were achieving, and they desired education



sympathetic to the needs of Aboriginal students, Christian, and modelled on the Mt Margaret school. This group of Aboriginal people involved local non Aboriginal supporters and formed the founding Board who met during 1980. The school commenced in the St Anthony's Convent building in Coolgardie in February 1981 and catered for years one to ten. From its inception the school offered boarding accommodation for secondary students who travelled from the NT,

Queensland, and all parts of Western Australia to attend the school. In 1980 /81 the new Non Government school movement was just beginning to gather momentum and the move to establish the school was a brave move into relatively uncharted waters. It was a steep learning curve for the new Board who sometimes had to learn from mistakes. Over time the school gained recognition as playing an important role in Aboriginal Education in Western Australia. Later, pre-school and year 11&12 courses were also offered and a second school was started at Kurrawang Community, between Kalgoorlie and Coolgardie. The school offered pre-primary to year seven.

### **Safe Indigenous Environment**

Kurrawang Christian Aboriginal Community is managed by Indigenous leaders for the benefit and wellbeing of Indigenous families. The community is 'dry' and is some distance from the city of Kalgoorlie, Boulder. High standards of order are maintained and the community is a safe and friendly haven for families.





### ***Kurrawang School Community 2008***

#### **Student Attendance**

<b>Objectives</b>	Students attend all day everyday school is open (age of compulsion).		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
Community	<ul style="list-style-type: none"> <li>The job of parents is to make sure students come to school.</li> </ul>	<ul style="list-style-type: none"> <li>80%-90% attendance</li> <li>Pre-schoolers 80%-90% of program time</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Records</li> </ul>
School Staff	<ul style="list-style-type: none"> <li>Provide educational programs that engage and interest students so they will choose to come to school.</li> <li>Provide an interesting and stimulating environment so students will enjoy coming to school.</li> <li>Choose appropriate staff and provide effective induction and professional development to enable staff to develop a sympathetic and caring environment.</li> </ul>	<ul style="list-style-type: none"> <li>2009 - 2 % increase over the 2007 attendance rate.</li> <li>Staff selection process, developed with Board, by the end</li> </ul>	<ul style="list-style-type: none"> <li>Attendance records.</li> <li>Selection Process.</li> </ul>

		of term 2, 2009. <ul style="list-style-type: none"> <li>• Staff Induction process developed and in place by the end off term 3, 2009.</li> </ul>	<ul style="list-style-type: none"> <li>• Induction Process.</li> </ul>
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### School Programs Learning Areas & Timetables

<b>Objectives</b>	Provision of an educational program that conforms to State regulations, and is appropriate and effective for the student group.		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
Community	<ul style="list-style-type: none"> <li>• Support school initiatives regarding programs, learning areas and timetables.</li> </ul>	<ul style="list-style-type: none"> <li>• Information meeting at the beginning of each term.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of meetings.</li> </ul>
School Staff	<ul style="list-style-type: none"> <li>• Careful curriculum planning and development by school staff in consultation with AISWA consultants and community members.</li> </ul>	<ul style="list-style-type: none"> <li>• Review and Planning process developed, in consultation with AISWA, by the end of term 1, 2009.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from AISWA consultants.</li> </ul>

### Student Wellbeing & Physical Health

<b>Objectives</b>	We want our students to be strong in body, mind and soul.		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
Community	<ul style="list-style-type: none"> <li>• Parents involved in after school activities.</li> <li>• Parents involved in out of school sport.</li> <li>• Parents involved with children “Looking at Country.”</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement ongoing.</li> <li>• Parents always involved in</li> </ul>	<ul style="list-style-type: none"> <li>• Number of parents.</li> <li>• Consistency of involvement.</li> <li>• Number of parents.</li> </ul>

		planning and leading “Looking at Country” excursions.	
School Staff	<ul style="list-style-type: none"> <li>• Provision of health services such as medical (general) auditory, sight as required.</li> <li>• Program of healthy activities, and education to promote healthy living (including Breathe, Blow and Cough).</li> <li>• Provision of healthy and balanced meals in the canteen.</li> <li>• Program for spiritual growth of students</li> </ul>	<ul style="list-style-type: none"> <li>• Health checks at least twice each year.</li> <li>• Healthy Living program maintained and developed.</li> <li>• All meals/food to be of nutritional value.</li> <li>• Spiritual developmental program in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of health checks.</li> <li>• Program</li> <li>• Menu</li> <li>• Program</li> </ul>

### Student Behaviour

<b>Objectives</b>	Respect for principal as the boss of the school and all staff, with: <ul style="list-style-type: none"> <li>• Respect for other students.</li> <li>• Respect for property.</li> <li>• Respect for community.</li> </ul>		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
Community	<ul style="list-style-type: none"> <li>• Community supporting the school with all positive behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Community involved at school and supporting staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive parent involvement.</li> </ul>
School Staff	<ul style="list-style-type: none"> <li>• Provision of effective behaviour management programs (school wide and for each class), in consultation with the community.</li> <li>• Positive incentives for good behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Program reviewed and implemented by the end of term 1, 2009.</li> <li>• Decrease in incidents of negative behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Incident/Behaviour Records.</li> </ul>

## Early Childhood

<b>Objectives</b>	Pre-school children are introduced to school routines in a fun way.		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
Community	<ul style="list-style-type: none"> <li>• Parents involvement</li> <li>• Look at funding for crèche</li> <li>• Creche has an education program.</li> <li>• Orientation plan for children moving from crèche to kindy to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent nominees and principal investigate and develop program by the end of term 2, 2009.</li> </ul>	<ul style="list-style-type: none"> <li>• Program</li> </ul>
School Staff	<ul style="list-style-type: none"> <li>• Carefully structured development of early childhood curriculum that is suited to the special needs of early childhood Indigenous students, in consultation with AISWA consultants and community members.</li> <li>• Environment and equipment necessary to support the early childhood curriculum.</li> <li>• Staff induction and professional development to suit the special needs of the early childhood students.</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of term 2, 2009.</li> <li>• By the end of term 2, 2009.</li> <li>• By the end of term 2, 2009.</li> </ul>	<ul style="list-style-type: none"> <li>• Program</li> <li>• Environment / Equipment</li> <li>• Induction</li> </ul>

## Literacy:

<b>Objectives</b>	We want our children and young people to have the same levels of literacy as all other Australian children and young people.		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
Community	<ul style="list-style-type: none"> <li>• Teachers trained in multiple level class teaching.</li> <li>• Family reading with children.</li> <li>• Books coming home from school.</li> <li>• Honest conversations between teachers and parents about student literacy levels and how they can work together.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development Term 1 2009</li> <li>• Family hear children read at least once each week</li> <li>• Books sent home</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development</li> <li>• Feedback at parent/teacher meeting</li> <li>• Number of books sent</li> </ul>

		<p>at least once each week</p> <ul style="list-style-type: none"> <li>Parents/teacher meeting once each term</li> </ul>	<p>home</p> <ul style="list-style-type: none"> <li>Number of meetings</li> </ul>
School Staff	<ul style="list-style-type: none"> <li>Continue to develop the school library – supported by literacy teachers’ periodic LO of selected texts.</li> <li>Engage students in Accelerated Literacy Program.</li> <li>Integrate the teaching of literacy across learning areas.</li> <li>Provide students’ families indication of students’ development once a term.</li> <li>Staff meet to consider the texts, data and strategies.</li> <li>Staff should attend all AL professional development as this helps to energise and refocus.</li> <li>Network with staff from Coolgardie and Wongutha schools.</li> <li>Set consistent and considered development goals.</li> <li>Engage students in appropriate assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Books purchased.</li> <li>Increase reading for pleasure.</li> <li>Minimum of 90 minutes per day.</li> <li>Literacy requirements in Learning Areas catered for.</li> <li>Parent/Teachers meeting once each term.</li> <li>Fortnightly meeting.</li> <li>All staff attend.</li> <li>All PDs attended.</li> <li>Link at least once each term.</li> <li>Move students at least 2 ILs per year.</li> <li>60% of students achieve a satisfactory ToRCH test level.</li> <li>80% of students progress between 1 &amp; 2 NLLIA Bandscale levels</li> <li>Tools in use.</li> </ul>	<ul style="list-style-type: none"> <li>School budget line.</li> <li>Observation notes.</li> <li>Teacher programs.</li> <li>Teacher programs.</li> <li>Number of meetings.</li> <li>Number of meetings.</li> <li>Teacher records.</li> <li>Teacher records.</li> <li>Number of links.</li> <li>Assessment records.</li> <li>PIPS</li> <li>Marie Clay</li> <li>Yopp Singer</li> </ul>

			<ul style="list-style-type: none"> <li>• Pre-school profiles</li> <li>• WL (Running Records)</li> <li>• NAPLAN</li> <li>• TORCH</li> <li>• NLLIA ESL Bandscales (writing)</li> </ul> ILs
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## Numeracy

<b>Objectives</b>	We want our children and young people to have the same levels of numeracy as all other Australian children and young people.		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
Community	<ul style="list-style-type: none"> <li>• Family talks about money with children.</li> <li>• Honest conversations between teachers and parents about student numeracy levels and how they can work together.</li> <li>• Teachers trained in multiple level class teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Families involving children.</li> <li>• Parent/Teacher meetings once each term.</li> <li>• Professional Development in term 1, 2009.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback at Parent/Teacher meetings.</li> <li>• Number of meetings.</li> <li>• Professional Development</li> </ul>
School Staff	<ul style="list-style-type: none"> <li>• Develop whole school Numeracy program in consultation with AISWA Numeracy consultants and community.</li> <li>• Source quality engaging relevant texts and other material to support the Numeracy program,</li> <li>• Provide bright coloured visual and tactile equipment to support the Numeracy program,</li> <li>• Provide teacher induction and professional development to support the Numeracy program.</li> </ul>	<ul style="list-style-type: none"> <li>• Priority in Review Planning process, term 1, 2009.</li> <li>• During term 1, 2009.</li> <li>• During term 1, 2008.</li> <li>• Priority PD for 2009.</li> </ul>	<ul style="list-style-type: none"> <li>• Numeracy program.</li> <li>• Materials and school budget line.</li> <li>• Materials and school budget line.</li> <li>• Number of Professional Development sessions.</li> </ul>

## Education for Work

<b>Objectives</b>	Year 5 / 6 / 7 students begin to look at different kinds of work possibilities.		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
Community	<ul style="list-style-type: none"> <li>Look at work in the community</li> <li>Look at work options in Kalgoorlie.</li> </ul>	<ul style="list-style-type: none"> <li>Community nominees assist teachers in developing "Work" unit during 2009.</li> </ul>	<ul style="list-style-type: none"> <li>Number of parents.</li> <li>Number of meetings.</li> <li>Units of work.</li> </ul>
School Staff	Develop curriculum units around the topic of "Work".	<ul style="list-style-type: none"> <li>During 2009.</li> </ul>	<ul style="list-style-type: none"> <li>Number of meetings.</li> <li>Units of work.</li> </ul>

## Language / Aboriginal People

<b>Objectives</b>	Every student at this school learns Wongi language and they learn about Aboriginal role models.		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
Community	<ul style="list-style-type: none"> <li>Wongi language teacher working across whole school.</li> <li>Community and school staff working together to develop teaching units around Aboriginal role models</li> </ul>	<ul style="list-style-type: none"> <li>In place 2009.</li> <li>During 2009.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher in place.</li> <li>Units of work.</li> </ul>
School Staff	<ul style="list-style-type: none"> <li>Facilitate the Wongi language classes.</li> <li>Develop teaching units around Indigenous role models.</li> </ul>	<ul style="list-style-type: none"> <li>Timetable, 2009.</li> <li>During 2009.</li> </ul>	<ul style="list-style-type: none"> <li>Timetable.</li> <li>Number of units.</li> </ul>

## Educational Leadership

<b>Objectives</b>	Community developing leadership skills around school and education.		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
Community	<ul style="list-style-type: none"> <li>Educating parents about educational leadership.</li> <li>Developing a leadership plan for Wongi teacher and principal development for the future.</li> </ul>	<ul style="list-style-type: none"> <li>2 school based workshops in 2009.</li> <li>Community develop plan, in consultation with Board and AISWA consultant, during 2009.</li> </ul>	<ul style="list-style-type: none"> <li>Number of workshops.</li> <li>Plan.</li> </ul>
School Staff	<ul style="list-style-type: none"> <li>Development of leadership and decision making skills.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in targeted PD at least once each year.</li> </ul>	<ul style="list-style-type: none"> <li>Number of PDs engaged with.</li> </ul>

## Staff Orientation for working at Kurrawang

<b>Objectives</b>	All principals and teachers at Kurrawang to take part in orientation developed and presented by community.		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
Community	<ul style="list-style-type: none"> <li>Community / school to work together to develop an effective orientation program.</li> </ul>	<ul style="list-style-type: none"> <li>End term 2, 2009.</li> </ul>	<ul style="list-style-type: none"> <li>Orientation Plan.</li> </ul>
School Staff	<ul style="list-style-type: none"> <li>Principal to meet regularly with Kurrawang manager or senior community representative.</li> </ul>	<ul style="list-style-type: none"> <li>At least twice each term.</li> </ul>	<ul style="list-style-type: none"> <li>Number of meetings.</li> </ul>

**Staff recruitment to Kurrawang**

<b>Objectives</b>	Involvement of community in teacher and principal selection.		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
Community	<ul style="list-style-type: none"> <li>• Process developed with Board for face to face interviews.</li> <li>• Interview questions developed and asked by community members.</li> <li>• Skill development for interview panel members.</li> <li>• Review website.</li> </ul>	<ul style="list-style-type: none"> <li>• By end term 1, 2009.</li> <li>• Pool of possible panel members identified.</li> <li>• Interview/Panel skills development workshops in terms 1 and 2, 2009.</li> <li>• By end of term 2, 2009.</li> </ul>	<ul style="list-style-type: none"> <li>• Agreed process.</li> <li>• Panel Pool.</li> <li>• Workshops.</li> <li>• Review.</li> </ul>
School Staff			

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Chairman

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Date

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Principal

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Date

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Community Representative

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Date

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Community Representative

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Date

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Staff Representative

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Date

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??Other Representative(s)

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Date