

2025

Annual Report





Table Of Contents

- School Profile
- Teaching Standards and Qualifications
- Workforce Composition
- Student Attendance at School
- NAPLAN Annual Attendance
- Parent, student and teacher satisfaction
- School Income
- Senior Secondary Outcomes
- Post-school Destinations
- Catholic School Improvement Planning



John Pujajangka-Piyirn Catholic School



School Profile

John Pujajangka-Piyirn Catholic School is situated in Mulan Aboriginal Community, on the land of the Walmajarri people. Mulan is located in the South East Kimberley region which is a remote desert area of Western Australia on the edge of the Great Sandy Desert, in close proximity to Lake Paruku (Gregory). The Mulan community has a population of approximately 100 people.

John Pujajangka-Piyirn school offers a holistic education, embracing the spiritual, religious, intellectual, physical, social and emotional development of all students. The school educates children to follow Christian values and attitudes and provides a variety of experiences which support families in the faith formation of each child enabling them to embrace and enhance Faith, life and culture.

The school has a well-resourced library, home economics room, and a covered basketball court with spacious grounds. All students have access to laptop computers, iPads and smart TVs in their classrooms.

The school is committed to the concept of Two-Way Learning, which respects and fosters the traditional Aboriginal languages and culture of the area whilst also enabling children to learn Standard Australian English and culture. The aim is to equip students with a type of education that will prepare them to live and succeed in the contemporary world while remaining strong in their cultural identity.



Teacher Standards and Qualifications

Teachers

All staff at John Pujajangka-Piyirn Catholic School are suitably qualified for their role as a teacher at the School and have TRBWA Registration and Working With Children Cards.

Number of Teaching Staff	Limited Authority	3-year trained	4-year trained	Teacher with a degree at Masters level or higher
	0	0	4	1

Workforce Composition

	Female	Male	Indigenous
Teaching	4	0	0
Teaching Assistants	0.2	0	0.2
A.F. a F.E.	0.2	0	0.2
Administration	0	0	0
Principal	1	0	0
Grounds Staff	0	0.2	0.2

Student Attendance

The school has approximately 3–35 students, with around 30% transitioning in and out of the school throughout the year for short periods. Students frequently move between desert schools and may remain at those locations for extending periods. When students are in the community, attendance is generally very strong. However, attendance is often affected by travel associated with sorry business and funerals, family business and other important cultural and community events.

Year Group	Number of Students	Attendance %
Kindergarten	4	58%
Pre-Primary	3	44%
Year 1	3	57.3%
Year 2	1	60%
Year 3	3	56%
Year 4	3	46%
Year 5	4	60%
Year 6	6	68%
Year 7	1	34%
Total	28	

2025 NAPLAN

	2023	2024	2025		
				<<	>>
Compare to	☒ Students with similar background		☐ All Australian students		
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	-	-	-	-	-
Year 5	288	221	262	256	343

NAPLAN participation for this school is 89%
NAPLAN participation for all Australian students is 95%

^{NB} A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison colour to be available. Grey shading indicates participation did not meet these thresholds.

Interpreting the table

Selected school's average when compared to students with a similar background

Well above

Above

Close to

Below

Well below

No comparison available

JPP NAPLAN data can be obtained from the [My School Website](#)

Parent, student and teacher satisfaction

No formal measure of parent, student and teacher satisfaction was taken this year. In the 2026 school year, a survey of parents, students and teachers will take place.

John Pujajangka–Piyirn Catholic School



School Income

Information regarding the school finances can be obtained from
<https://myschool.edu.au/school/48973/finances>

Senior Secondary Outcomes

John Pujajangka–Piyirn Catholic school is a K–10 school, however most students transition to boarding school by the time they reach year 8. The school plays a significant part in assisting children and families in attaining places at boarding schools. At present there are limited options for students who are not willing to travel out of the region for higher education.

Post School Destinations

St. Mary's College, Broome
Bindoon Agricultural College, Perth
La Salle College, Perth
Clontarf College, Perth

In 2025 students from John Pujajangka–Piyirn Catholic School transitioned to St. Mary's College Broome

Annual School Improvement

Mission Statement

John Pujajangka-Piyirn Catholic School considers the whole child in all areas of school life and provides an environment where each student has a sense of belonging, feels valued and is supported to be their best through two-way learning. Gospel values underpin all learning areas and students and staff are encouraged to develop spirituality and faith. Walmajarri culture is deepened through language and culture, and by the guidance and wisdom of community members.

Pinakarri (Listening)

We listen deeply to God, country, others, self and the past, to know and keep the story and song strong in our hearts and minds.

Ngurra (Community)

We welcome all with kind and open hearts, and act with love and respect for the common good, so all can be strong and full in spirit.

Yara (Respect)

We serve God, self, others, family and country by being kind, compassionate, humble and sharing.

CATHOLIC IDENTITY Formation for Mission

STRATEGIC INTENTS	KEY IMPROVEMENT GOALS	QCE LINKS
To build the capacity of staff to live out the values of the gospel to ensure JPP has a lived faith.	Develop staff members knowledge and understanding of the Gospel to enable them to embody and promote the values of the gospel in their daily interactions and	1.1
To embed Walmajarri language and culture into the planning and running of the Religious Education programs at JPP.	Integrate Walmajarri language and culture into the Religious Education programs to enrich students' spiritual and cultural understanding.	2.2 3.1d

EDUCATION Excellence for Success

STRATEGIC INTENTS	KEY IMPROVEMENT GOALS	QCE LINKS
Maintain a cycle of review, reflect, refine and act to ensure continuous improvement of teaching and learning practice.	Increase academic performance and individual student progress.	2.1
Set and track learning targets for all students in the school.	Set and track specific learning targets for all students to monitor and enhance academic performance and individual progress.	2.3

COMMUNITY Witness for Impact

STRATEGIC INTENTS	KEY IMPROVEMENT GOALS	QCE LINKS
Build parent engagement in the student learning and school community.	Increase parent engagement and participation in the learning journey and experiences of student at school and in the community.	3.2
Developing the communities voice within the decision making of the school.	Develop mechanisms for the community to have a voice in the school's decision-making processes and <u>everyday</u> running of the school.	1.2 3.3

STEWARDSHIP Growth for Access

STRATEGIC INTENTS	KEY IMPROVEMENT GOALS	QCE LINKS
Build and maintain sustainability initiatives throughout the school and its practices with the broader community getting involved.	Build and maintain sustainability initiatives within the school and the <u>Ngurra Yungu</u> Project, encouraging broader community involvement were possible.	4.2
Develop and implement an individualised staff development program that targets staff areas of need	Develop and evaluate learning and professional growth plans with staff to improve teaching and learning practices within the school.	4.1



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