

CHRIST THE KING CATHOLIC SCHOOL, DJARINDJIN LOMBADINA
SCHOOL ANNUAL REPORT 2016

1. Christ the King Catholic School is situated 190km north of Broome on the Dampier Peninsula. The K-Year 10 School caters for the two Aboriginal Communities of Djarindjin and Lombadina as well as several outstations in the surrounding district. The school educates children to follow Christian values and attitudes, to support the families as they hand on the faith, and to foster the personal growth of the children so they can be proud of their total heritage.

The school strives to be a place where the children can be supported to learn all they can. The school promotes the active participation between itself and the community and supports the students' knowledge and respect for Aboriginal culture. Students are supported to develop their skills and knowledge which will prepare them for Aboriginal and non-Aboriginal society.

2. **LEARNING**

Literacy

After introducing the Direct Instruction approach in term 4 of 2015 throughout the primary school, we continued its implementation in 2016. A component of the program is regular weekly diagnostic assessment. This allowed us to quickly pinpoint any difficulties individual students were having and address these quickly, which enabled students to achieve mastery at each level they were working on. We completed professional development in this area to ensure that we were recording and interpreting the data correctly.

Students who attended school regularly during the year showed significant progress in Literacy. During our end of year testing we found that their reading often increased by up to 6 levels. This was with comprehension and their ability to decode the text was even more advanced. This program has also impacted in a positive way on the students' ability to remain focussed for longer periods of time and complete more written work. The structure of Direct Instruction is such that all of our students are familiar with it allowing us to teach for the entire lesson with no wasted time. Smaller groups have also allowed each student to be attended to individually by their Literacy teacher each session.

3. **STUDENT WELLBEING AND ENGAGEMENT.**

The Rock & Water social and emotional program was introduced during the year. The program teaches body awareness, personal boundaries, and strategies in dealing with bullying, improving self-confidence, development of their resilience and self-regulation.

The Bullying policy was reviewed as were the School Wide Behaviour Expectations.

4. **STAFF LEARNING.**

Professional Learning opportunities were provided relating to school programs and priorities. Other training included Certificate 3 in Educational Support for Aboriginal Teacher Assistants. Coaching was provided for staff related to the implementation of DI Literacy. Staff Appraisal policy was reviewed.

5. **PARENTAL ENGAGEMENT.**

Forming strong partnerships with our school community and local community continued to be a priority. Strategies adopted over the year included: Regular parent communication through school newsletters, Facebook and interviews.

3-Way interviews are held each term with student, teacher and parent to discuss personal learning plans and progress. Parent Information sessions. Inviting parents to learning celebrations and school events.

Regularly invite community members with specific expertise to participate as part of our Integrated Units especially related to culture and the environment. Enlisting support of community to support attendance and other awards.

School Community Satisfaction - The school endeavours to consult families and gain feedback on the school's progress using catholic education system surveys.

6. FINANCE, BUILDING AND RESOURCES

a. An architect was engaged to prepare **master plans** for the school. These plans were to include review current building and grounds. The plans will then form the basis of future grant submissions. Plans weren't able to be completed until 2016.

b. **Trade Training Centre.** Christ the King School received Commonwealth Funding to build a trade training centre. Funding was granted to

i. Address skills shortages in traditional trades and other eligible occupations.

ii. Assist young people to make a successful transition from school to work and further education or training.

iii. Improve the proportion of students achieving Year 12 or equivalent qualifications.

The building was completed in 2016. It includes a commercial kitchen, construction workshop and classroom. The approved courses the school will work towards in 2017 for senior students are – Certificate in Construction & Building (Pathway- Trades) and Certificate in Hospitality & Kitchen Operations. The school has endeavoured to employ future staff that have qualifications and experience related to the VET courses.

c. **INCOME**

Can be found on the following link <http://www.myschool.edu.au/>

7. TEACHER QUALIFICATIONS

3 staff members hold a Bachelor of Education.

1 staff member has a Masters of Education.

1 staff members have a Diploma of Teaching with Post Graduate Certificate in Special Education

1 staff members have a Diploma of Teaching with Post Graduate Certificates in Religious Education & Management.

1 staff member has a Diploma of Teaching

8. WORKFORCE COMPOSITION

Teaching Staff: 4 female, 3 male (all non-aboriginal)

Non-teaching staff: 9 female (8 aboriginal), 2 male (1 aboriginal)





















9. STUDENT ATTENDANCE

The rate of student attendance for 2016 were as follows

PP	61.99
Y01	65.09
Y02	54.4
Y03	62.99
Y04	75.01
Y05	76.72
Y06	76.78
Y07	73.32
Y08	47.3
Y09	50.7
Y10	37.15

The school implements an Attendance Plan which includes

WHOLE SCHOOL STRATEGIES	CLASSROOM STRATEGIES	INDIVIDUAL STRATEGIES
<ul style="list-style-type: none"> Attendance Policy with expectations of the different stakeholders. Strategies to build connection and relationships between families and school. Providing a positive school environment. Providing a school based attendance officer. Weekly Attendance Committee meetings. Celebrating regular student attendance. Breakfast club, recess fruit & healthy lunches. Weekly Class attendance awards. Health Services to provide <ul style="list-style-type: none"> Regular hearing and health checks. Dental treatment onsite. 	<ul style="list-style-type: none"> Visual attendance charts. Welcoming and inclusive environment. Class & Individual Incentives Program. 	<ul style="list-style-type: none"> Individual pastoral care with a focus on student-well-being End of term attendance prizes for students who attain 85% attendance Attendance Panel Meetings involving reps from DCP, Police and Principal to work with families to address chronic attendance Djarindjin Interagency Children at Risk Meetings to discuss specific students/families who need attention and support. Reps from DCP, Police, school & Juvenile Justice. Personal Learning Plans developed with parents and students. Twice per term publishing Traffic Lights Attendance Report for communicating to parents their child's attendance rates.

Reading	Writing		Spelling		Grammar and Punctuation		Numeracy		
228 183 - 273	336 300 - 371		265 225 - 305		231 184 - 278		282 247 - 318		
 SIM268 259 - 277	 ALL426	 SIM273 265 - 281	 ALL421	 SIM265 256 - 273	 ALL420	 SIM261 251 - 271	 ALL436	 SIM280 272 - 288	 ALL402
338 290 - 385	351 307 - 394		404 356 - 452		424 369 - 479		393 353 - 433		
 SIM323 315 - 332	 ALL502	 SIM325 317 - 333	 ALL476	 SIM357 349 - 365	 ALL493	 SIM338 328 - 347	 ALL505	 SIM372 364 - 380	 ALL493

10. 2016 NAPLAN DATA

There are missing school scores due to low or no number of students tested in that cohort.

SIM Schools serving students from statistical

y similar backgrounds

ALL Australian school's average

Assessment is a key aspect of the teaching and learning process. Assessment focuses on the performance of individual and groups of students in the educational setting and occurs in a variety of ways. The school not only examines the NAPLAN data but also implements a range of other assessment instruments and data to review school programs and inform teaching.