

Christ The King Catholic School

Djarindjin Lombadina

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'To be free in God's kingdom'

SCHOOL ANNUAL REPORT 2017

Contextual Information

Catholic education is founded on the person of Jesus Christ and imbued by the Gospel.

The educational program is intentionally directed toward the growth of the whole person. Our main task is the formation of people who can integrate faith, culture and life to contribute to the work of Christ.

Christ the King Catholic School, educates children to follow Catholic values and attitudes and supports the families in the faith formation of each child and extends its faith formation to families with the help of our Parish.

The school community fosters the personal development of each child so that they can be the best that they can be, strong and proud of their heritage.

The school is situated 200km north of Broome close to the tip of the Dampier Peninsula, and serves the 'saltwater Bardi people' of the Djarindjin and Lombadina Aboriginal communities.

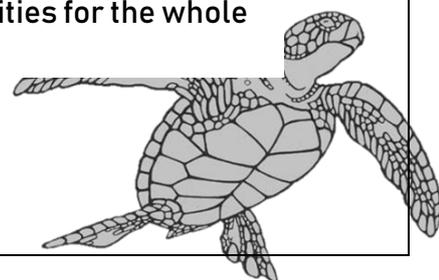
The school is a co-educational, single stream school comprising of approximately 70 students from Kindergarten to Year 10. Approximately 99% of the enrolment is Aboriginal.

The school offers a comprehensive curriculum with strong emphases on the teaching and learning in the Sacramental programs and Numeracy and Literacy.

The Culture Program, Trade Training Certificates in Hospitality and Construction, and the Special Needs Unit which includes are features of the curriculum.

The school has recently implemented the PATHS program and Stronger Smarter training. The school has close working relationships with community and government agencies and neighbouring schools to provide maximum opportunities for the whole school community.

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1. LEARNING

Literacy

After introducing the Direct Instruction approach in term 4 of 2015 throughout the primary school, we continued its implementation in 2017. 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.

Overall student engagements and behavioural expectations have improved. Classroom routines have been strengthened which has allowed teaching and learning time to be maximised. All student achievement is well documented weekly and the Literacy coach conducts weekly observations which are discussed one on one with teaching staff to maintain fidelity of the program as well as offer valuable mentoring.

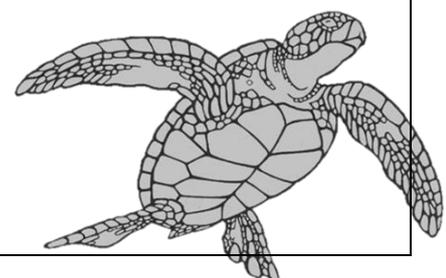
The addition of the re -entry class has removed distractions and allowed the teachers and students to make the most of their teaching and learning time. Students re-entering have shown increased levels of engagement in their classes.

Numeracy

At Christ The king School the students generally have a positive attitude towards mathematics.

The re-introduction of Mathematics in the senior school has proved effective in maintaining interest and improving skills, and the use of technology such as you tube counting rhymes, mathematic apps for I pads and internet games such as Kahoot have also had a positive effect on students learning.

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The number knowledge of the students has improved, but still needs to remain a focus for all of our students.

Our MAI, NAPLAN and ongoing data informs us that the students have weaknesses in Place Value, Multiplication and Division. The students in particular have difficulties with interpreting written problems. Enhancing skills and developing knowledge in the above areas has been a focus in all programs this year and we recommend that these areas remain a focus.

It is also noted that poor attendance remains a major barrier to learning in this subject.

- A sequential numeracy plan (based on Bob Wright's work) which includes assessment checklists that relate to all of the learning outcomes.
- Targeted learning activities using learning materials to reinforce their number knowledge.
- The Nelson Mathematics program used to support content for some lessons, especially those in the Measurement, Geometry and Statistics and Probability strands.
- The Australian Curriculum is also used to guide whole school planning.

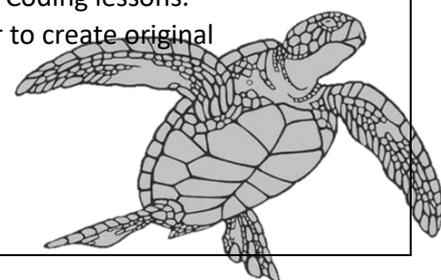
- All of the students are taught in ability groupings. This helps to better target the needs of students. Ability grouping all of our students in Mathematics to give students with disabilities the best possible chance of experiencing success in this subject.
- MAI is used to assess students as well as detailed assessment checklists.
- Explicit teaching of numeracy strategies.
- The school is currently developing a Mathematics Planner that will include a form of assessment each week.

ICT

Integration

- Integrated in Mathematics (Yr3-7) with the use of Mathletics, students access the site using Chromebooks.
- Integrated in Mathematics (PP-Yr2) with the use of a multitude of apps including: Math Bingo, Math Magic, Friends of Ten, Math Dots, Hungry Fish and many more. These are accessed via iPads.
- Integrated in Literacy (PP-Yr3) with the use of a multitude of apps including: Word Wizard, Reading sight words and Word Magic. These are accessed via iPads.
- Integrated in HASS and Music (Yr4-7) using word processors such as Docs to type up reports.
- Integrated in Computing (Yr7-10) using the Chromebooks to facilitate Coding lessons.
- Integrated in Culture (whole school) using the iPads and Book Creator to create original stories in language.

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Acquisition (2017)

- 4x iPads with hard cases in the Early years (Cara)
- 7x iPads for Middle School (From Jacqui at CEWA)
- 10x iPad 1 lightening cables
- 10x iPad 2 lightening cables
- USB charging stations
- Coding License from Code Monkey
- 2x PCLOCS Carrier 20 Carts for iPads and Chromebooks
- 11x DELL Latitude Laptops (Staff Laptops)

Inventory Snapshot

- 22x iPads
- 7x iPads being repaired in Broome
- 14x Chromebooks
- 6x Older Model Dell Laptops
- 11x DELL Latitude Laptops

Evaluation

This year ICT has been well utilised and integrated by teachers in different learning areas. Keeping an accurate asset register throughout the year has been difficult, due to the lack of handover with the ICT Coordinator role. A complete register at the end of 2017 will allow for more accountability with ICT in 2018. We have purchased 2 PCLOCS Carrier 20 Carts for iPads and Chromebooks. These will allow the Junior school and Middle School to have all their devices stored and charged constantly, as well as adding an element of accountability. All devices will have a home so if something is missing staff will no sooner rather than later.

Integrating ICT into Mathematics with Mathletics was a definite success and should continue in 2018 potentially as a whole school approach.

Coding with the secondary students was a success, teaching students to think creatively to solve problems.

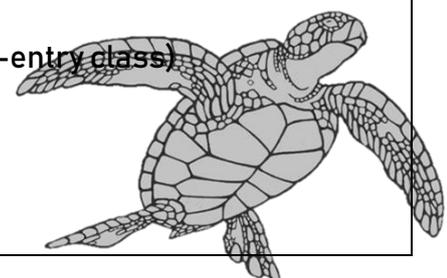
1. STUDENT WELLBEING AND ENGAGEMENT.

Special Needs Class

A special needs class was created in Term 2 2017 to cater for students who

- Have special learning needs in relation to academic, behavioural and emotional need/support.
- Have specific disabilities
- Have high levels of trauma (PTSD / FASD)
- Are not school ready due to long periods of non-attendance (re-entry class)

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Each of these students has an Individual Education plan (IEP) and Curriculum adjustment plan (CAP) in place to meet their needs and assist with their social, emotional and academic learning requirements. These plans have been developed in conjunction with the Special Needs teacher and school Psychologist in consultation with teachers and parents.

Sensory Room

In Term 3 a Sensory Room is in the process of being developed with assistance from a funding grant provided by Josie Farrer MLA. This one off grant has enabled the school to purchase equipment for the room. This is a therapeutic space specifically designed and utilized to promote self-organization and positive change. The purpose of the sensory room is to:

- Help to create a safe space
- Facilitate the therapeutic alliance
- Provide opportunities for engagement in prevention and crisis de-escalation strategies, as well as a host of other therapeutic exchanges (to teach skills, offer a variety of therapeutic activities, etc.)
- Promote self-care/self-nurturance, resilience & recovery

The Rock & Water social and emotional program

Was re- 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 which will be re worked in 2018.

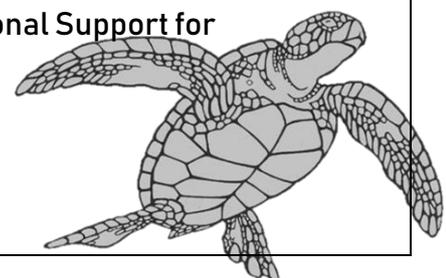
Mindfulness and resilience classes for upper primary and secondary students were also implemented as a trial to allow secondary students the voice to discuss issues and manage their view of the world around them. Many of the methods are being embedded in classrooms as standard practices such as

- Vapour aromatherapy atomisers
- Calming music to enter the classroom
- Meditation & relaxation exercises
- Health sessions from the clinic

2. STAFF LEARNING.

Professional Learning opportunities were provided relating to faith formation, school programs and priorities. Other training included Certificate 3 in Educational Support for

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Aboriginal Teacher Assistants. Coaching was provided for staff related to the implementation of DI Literacy.

Professional development in the areas of Trauma Training, PATHS, Leading Lights, Code of Conduct, Mandatory Reporting and Stronger Smarter were provided as ongoing learning opportunities.

Staff Appraisal occurs each year with goal setting and a full Induction process to the school at the beginning of the year. All new staff are allocated a buddy/mentor who assists in appraisals. A formal review is conducted in Term 3 by the Principal using the AITSL standards, The Code of Conduct was introduced to all staff in a PL and staff are expected to sign off on the document. Staff Cultural inductions and cultural awareness is conducted by the ATA Co ordinator and ATA teachers at the commencement of each year.

3. PARENTAL ENGAGEMENT.

Forming strong partnerships with our school community and local community continued to be a priority. Strategies adopted over the year included:

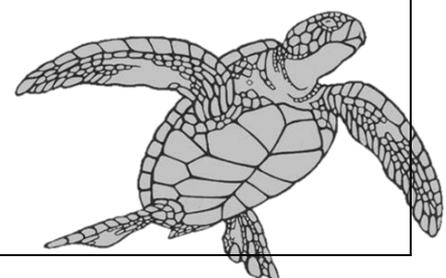
- Regular parent communication through school newsletters, updates, Facebook and interviews and visits.
- 3-Way interviews each Semester with student, teacher and parent to discuss personal learning plans and academic progress.
- Parent Information sessions inviting parents to learning celebrations and school events are regularly communicated in a Weekly Update to keep families abreast of all school dates and events.
- Community members with specific expertise are also invited to participate as part of our Integrated Units and the Culture program.
- We are working hard to enlist the support of the community to support attendance and other awards.

4. FINANCE, BUILDING AND RESOURCES

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.

- a. 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.

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The building was completed in 2016. It includes a commercial kitchen, construction workshop and classroom.

2017

In 2017 the Trade training centres were resourced and fitted out with equipment to bring them up to a stage of readiness for courses to begin in 2018.

As no Capital funds had been allocated in the 2017 budget for this, I re-directed funds from other areas to enable this to happen.

By the end of Term 2 the MDT teacher who was employed began to use the facility to undertake a number of projects.

As funding had finished for the year for TAFE courses to be introduced, we arranged for the following courses to be offered in 2018.

- Certificate in Construction & Building
- Certificate in Hospitality & Kitchen Operations

Refurbishment of Christ the King

The refurbishment of a majority of classrooms took place during 2017.

b. INCOME

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

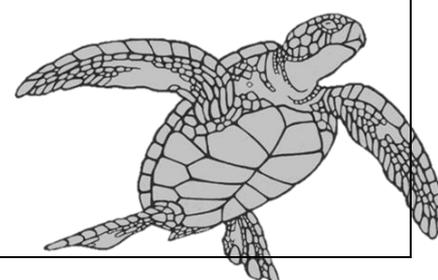
5. TEACHER QUALIFICATIONS

- 3 staff members hold a Bachelor of Education.
- 2 staff members have 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

6. WORKFORCE COMPOSITION

- Teaching Staff: 4 female, 3 male (all non-aboriginal)
- Non-teaching staff: 9 female (8 aboriginal), 2 male (2 aboriginal)

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7. STUDENT ATTENDANCE

Progress Report: Attendance Role: School Attendance Program

Funding to support the Attendance Program at Christ the King Catholic school commenced in a partnership with Save the Children Australia for the period from October 1- December 31, 2017.

Funding of \$40,000 was provided which was utilised for the salary of a local worker in the role of Attendance Officer at the school. The Attendance Officer has been employed by the school since January 2017.

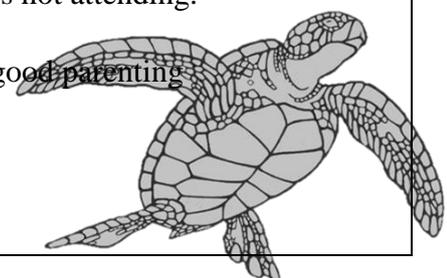
Attendance has improved with many of the strategies developed and implemented by our Attendance Officer having a positive impact this year, however, due to many deaths in community and the Kimberley this year, sorry time has impacted on attendance more than any other factor to date.

A Case Study: Statement of duties developed and delivered this year by the Attendance Officer to improve student attendance.

Our AO has utilised her local knowledge and connection with people in the community to develop and successfully implement many strategies to not only improve attendance but to create a consistent routine with parents that has led to trust and positive relationships between the school and the parents/carers in the community.

- Home/community/school partnership (e.g. home liaison, building positive relationships, increasing enrolment)
- Home visits to parents/family/community members to convey information on issues such as school policies and procedures, curriculum issues, Aboriginal Parent activities and decisions.
- Inform principal/teachers of issues relating to Aboriginal children enrolled within the school.
- Liaise between teachers/principals/parents/students on such issues as school fee arrangements, attendance and transition from primary school to secondary school.
- Represent school within the community as required.
- Assist with enrolment of Aboriginal children.
- Inform principal/teachers of current issues/trends within the Aboriginal community.
- Visit all classrooms by 8.30am and record students who are absent.
- Visit student's homes if needed to discuss lateness or truancy with the Principal and DCP workers.
- Ask parents to sign absentee form indicating reasons why child is not attending.
- Create easy to understand Stoplight sheets for parents
- Assist with organising sessions for parents on issues relating to good parenting strategies using service providers.

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- Keep ongoing and update records for all students on attendance.(SEQTA)
- Meet formally every week with Attendance Committee (made up of ATA Co Ordinator, Principal, Special Needs Co Ordinator and to discuss status of students in the community and their attendance.
- Implement methods to encourage families to address attendance issues with the Principal such as morning teas, prizes and vouchers for parents who are pro-active in valuing education and attendance.
- Deal with students who leave the school grounds, ring parents, collect students and work with parents to support the school in poor behaviours.
- Report to Principal on the percentage of attendance and discuss records and ways to account.
- Lead and report to the staff at Staff meetings about strategies to encourage good attendance.
- Link attendance with rewards for students such as ICEA, Rangers excursions, Camps and prizes.
- Address attendated related issues both positive and challenging in the Weekly Bulletin which goes out to the community.
- Use the Policy to assist with parents/carers understanding the consequences of poor attendance.

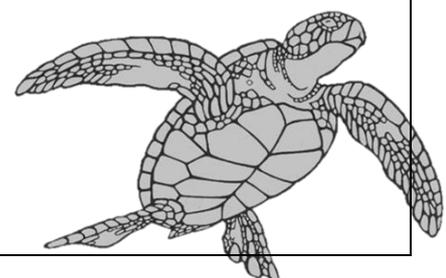
These are all areas our AO has been busily involved with this year. The list is not exhaustive as there are also many behind the scenes and weekend/ after school home visits and counselling roles that have had to be performed in order to assist in the ongoing partnership designed to build positive school/community relationships and improve attendance.

In 2018 our major focus or drive will be on Attendance and our local community AO will be instrumental in assisting with this. Foundations for success have been set up this year and I trust with ongoing support from partnerships such as Save the Children and the Department of the Prime Minister and Cabinet, attendance of students and education will be improved for the students in Djarindjin Lombadina and the wider Kimberley region.

The rate of student attendance for 2017 were as follows

GROUP	STUDENTS	% PRESENT
K	2	54.17
PP	9	49
1	12	59
2	8	56
3	6	70
4	6	49
5	13	70
6	11	65
7	12	65.16
8	11	65.15
9	7	33.17
10	15	21.01
Total		55%

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The school implements an Attendance Plan which includes

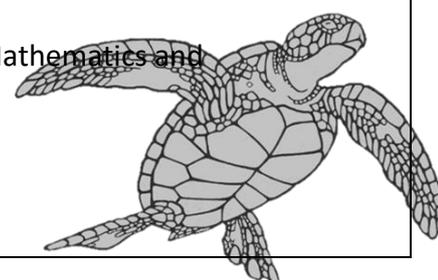
WHOLE SCHOOL STRATEGIES	CLASSROOM STRATEGIES	INDIVIDUAL STRATEGIES
<ul style="list-style-type: none"> • Attendance Policy with expectations of the different stakeholders. • Strategies to build connection and relationships between families and school. • Providing a positive school environment. • Providing 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.

8.ASSESSMENT AND REPORTING

Assessment focuses on the performance of individual and groups of students in the educational setting and occurs in a variety of ways. It involves a practical, systemic process for collecting and analysing data, the major purpose of which is the improvement of learning through informed decision making.

Purposes of data collection and analysis have been referred to in the Mathematics and English sections of this plan.

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Below is a copy of the school wide assessment schedule.

Assessment schedule

B = Beginning (Feb/Mar) M = Middle (May/June) E = End of Year (Nov / Dec)

Assessment	Year Preprimary	Year One	Year Two	Year Three At Risk only	Year Three - All	Year Four - Six	Secondary	When
On Entry	Yes							B
Clay Word Test		Yes	Yes	Yes				B & E
Clay Dictation		Yes	Yes	Yes				B & E
Duncan Word Test		Yes	Yes	Yes				B & E
Letter ID		Yes	Yes	Yes				B & E
Writing Vocabulary		Yes	Yes	Yes				B & E
PM Text Levelling		Yes	Yes	Yes	Yes	Yes	Yes	B M E
BURT word reading		Yes	Yes	Yes	Yes	Yes	Yes	B & E
S.A. Spelling			Yes	Yes	Yes	Yes	Yes	B & E
PAT R Comprehension					All students except those who are incapable of beginning the test.			T4 W5
PAT R Vocabulary					All students except those who are incapable of beginning the test.			T4 W5
PAT Spelling					All students except those who are incapable of beginning the test.			T4 W5
M.A.I.		Yes	Yes	Yes	Yes	Yes	Yes	B Ongoing
PAT Maths					All students except those who are incapable of beginning the test.			T4 W5
NAPLAN					Students in Years 3,5,7,9			April
OLNA					Students in Year 10			

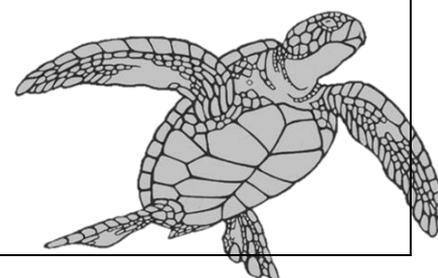
Reporting is the process of communicating information obtained from the assessment process about students' demonstration of learning outcomes. Reporting procedures include-

- 3 Way Interviews (staff, students and parents) are conducted each term.
- Written Student reports are completed at the end of each semester.

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.

2017 NAPLAN DATA

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Christ the King Catholic School

School profile NAPLAN Attendance Finances VET in schools **Senior secondary** Schools map

NAPLAN results: Numbers v

Average student achievement is displayed in numbers for each year from 2008. The colour of the cell indicates whether the selected school's scores are above, close to, or below similar schools (SIM) and all Australian schools (ALL). To access the SIM score and ALL score (including the relevant margin of errors at 90% level of confidence) tap on or hover over the table cell. Please note, in the table below 'Grammar and punctuation' has been shortened to 'Grammar'.

	2010	2011	2012	2013	2014	2015	2016	2017
	<< >>							
Compare to	<input checked="" type="radio"/> Schools with similar students <input type="radio"/> All Australian students							i Interpreting this table
	Reading	Writing	Spelling	Grammar				
Year 5	386	364	412	364				
Year 7	-	287	-	-	371			

Selected school's average when compared to schools with similar students is:

- Substantially above
- Above
- Close to
- Below
- Substantially below

Improvements have been made with our students in Year 5 cohort either above or substantially above students from similar schools.

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