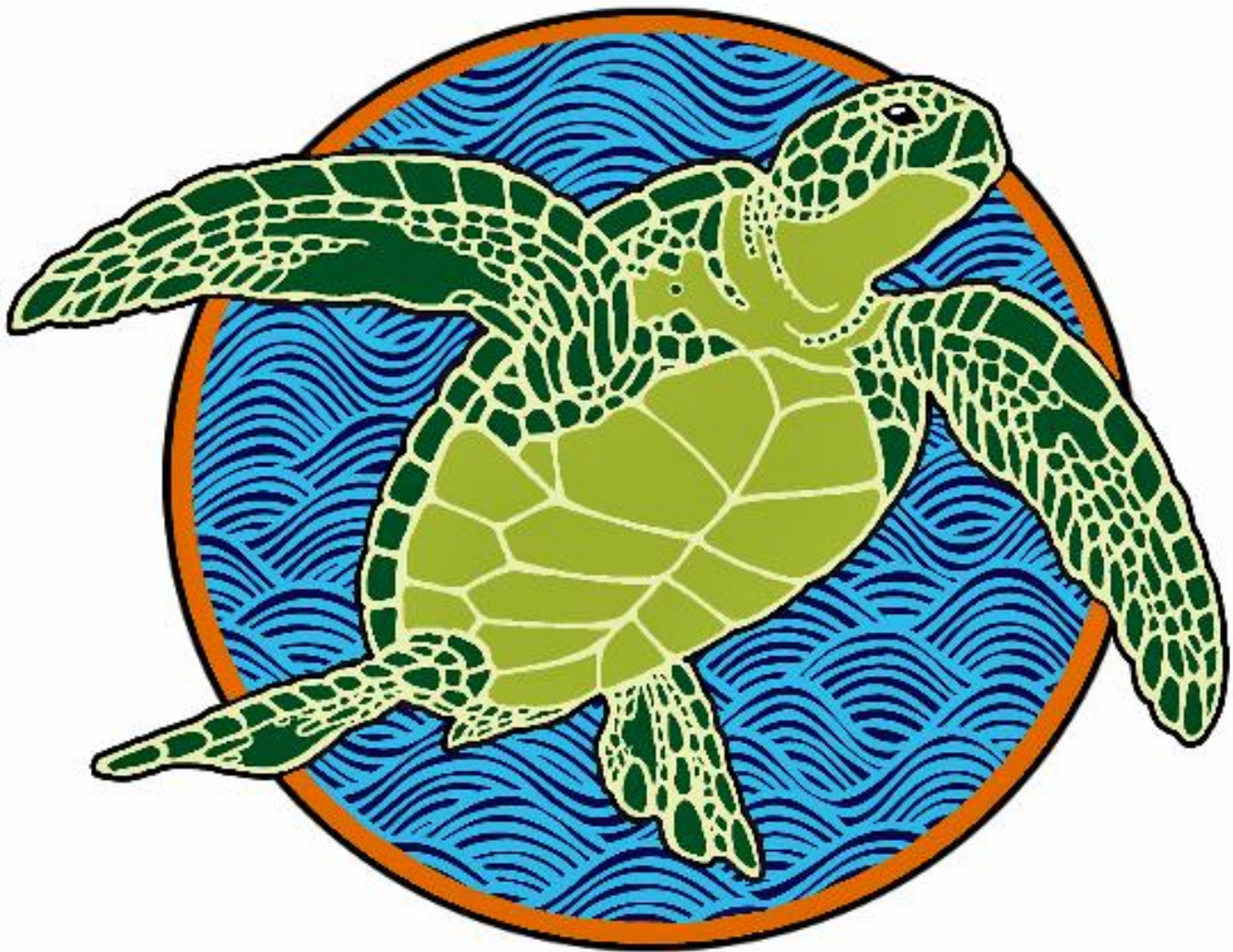


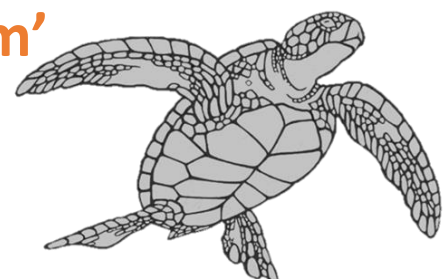
Christ The King Catholic School Djarindjin Lombadina

SCHOOL ANNUAL REPORT 2019



‘Free to be in God’s kingdom’

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1. 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.

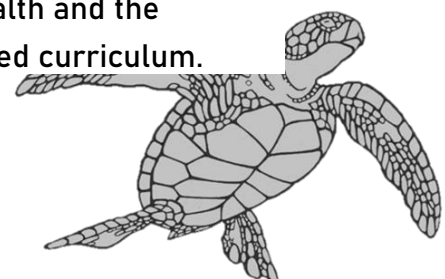
The Culture Program, Trade Training Certificates in Hospitality and Construction, and the Special Needs Unit are features of the curriculum designed to maximise opportunities for students in community.

The school has implemented PATHS, Safe Practices curriculum 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.

A focus on student and staff wellbeing has ensured that Trauma Training and modules in Team Teach were delivered.

A comprehensive range of curriculum subjects are offered with Religious Education at the heart of all we do. Literacy and Numeracy have dedicated blocks and integrated subjects where STEM, Arts, Culture & HASS, PE & Health and the teaching of Bardi Language are all a part of a busy, rich and varied curriculum.

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2. TEACHER QUALIFICATIONS

- 4 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 member has a Diploma of Teaching with Post Graduate Certificates in Religious Education.
- 1 staff member has a Diploma of Teaching

3. WORKFORCE COMPOSITION 2019

- Teaching Staff: 6 female, 3 male (all non-aboriginal)
- Non-teaching staff: 10 female (1 non- Aboriginal), 2 male (2 Aboriginal)

4. STUDENT ATTENDANCE

Progress Report: Attendance Role: School Attendance Program

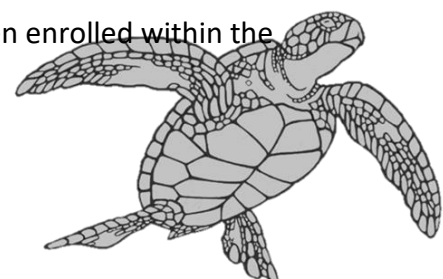
Funding to support the Attendance Program at Christ the King Catholic School commenced with funding grant from IAS. A Mid-Year and End of Year Attendance Reports are submitted to CEWA and PM&C. Secondary attendance is impacting on the overall percentage of the attendance rates.

Attendance has improved in the Secondary area with many of the strategies developed and implemented by our Attendance Officer having a positive impact this year. Transience of family groups and sorry time are still impacting on the attendance rates of students in the community. The positive news is that all students in community are regular attendees.

Non-attendance is managed by the school in the following ways. Attendance is a whole school focus.

- 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.

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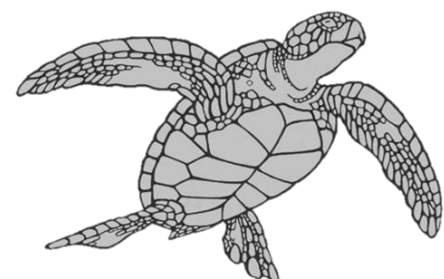


- Liaise between teachers/principals/parents/students on such issues as school fee arrangements, attendance and transition from primary school to secondary school.
- Represent school within the community as required.
- Assist with enrolment of Aboriginal children.
- Inform principal/teachers of current 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.
- 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.
- Incentives Awards program for School Attendance. Students earn points that are tallied at the Term End. Students receive major prizes for excellent attendance at the end of the year.

The rate of student attendance for 2019 Semester 1

Sem 1 2019 Whole school – 60.00%		
Year	Students	Percentage Present
Early Years	9	33.50%
Y1/2	19	71%
Y3/4	8	43%
Y5/6	14	61%
Secondary	20	38%

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Sem 2 2019 Whole school – 59.80 %		
Year	Students	Percentage Present
Early Years	9	33.50%
Y1/2	13	68.50%
Y3/4	8	40%
Y5/6	10	58.50%
Secondary	12	47%

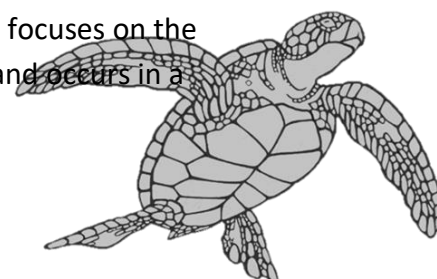
The school implements an Attendance Plan which includes managing absenteeism

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.

5. NAPLAN & Annual Assessments

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

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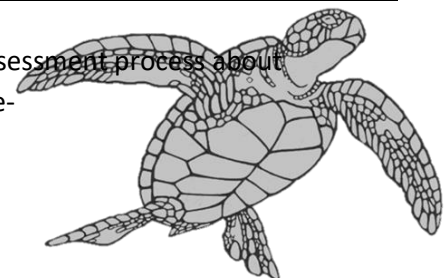


variety of ways. The school not only examines the NAPLAN data but also implements a range of other assessment instruments and data to review school programs and inform teaching.

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-

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

2019 NAPLAN DATA

Compare to Schools with similar students All Australian students i Interpreting this table

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	-	-	-	-	-
Year 5	327	323	438	292	355
Year 7	-	-	-	-	-
Year 9	-	-	-	-	-

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

6. Parent, student and teacher satisfaction

Results from the School Climate survey have parents, teachers and students, pleased with the direction that the school is heading. Parents have been made to feel more inclusive with and the school has hosted many community events at the school. Students feel safe and happy and staff are generally positive considering the very remote nature of the school. (See Appendix A).

7. School Income

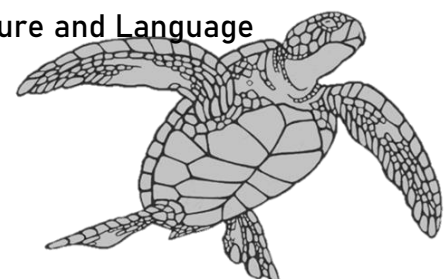
a. INCOME

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

8. Secondary Outcomes

The school is registered up to Year 10. Some of the Year 9 and 10 students have been involved in ASDAN Short Courses this year. Beauty and Construction and Enterprise where they have been designing and marketing tables and jewellery with a view to selling these to the community. Students participate in a creative timetable that incorporates work experience and which has Culture and Language embedded in the curriculum.

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9. Post school Destinations

Post school destinations are boarding schools in Broome, Perth and Darwin. 8 students left in Year 7 for boarding schools.

10. SIP

Success Indicators for the 2019 SIP were reached by the end of 2019 and some are ongoing. The following areas were a focus for 2019

Secondary Program to be implemented to include a creative curriculum that includes ASDAN, VET and work Experience as well as on country learning experiences. Secondary Specialist teachers have been employed to implement.

P& F Committee with all community parents has been formed to enhance parental engagement.

A finance Committee has been developed to oversee Strategic financial and Capital Plan

Culture and Language program developed and embedded into the curriculum

Literacy audit and implementation phase of dedicated literacy curriculum & policies from K-10.

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