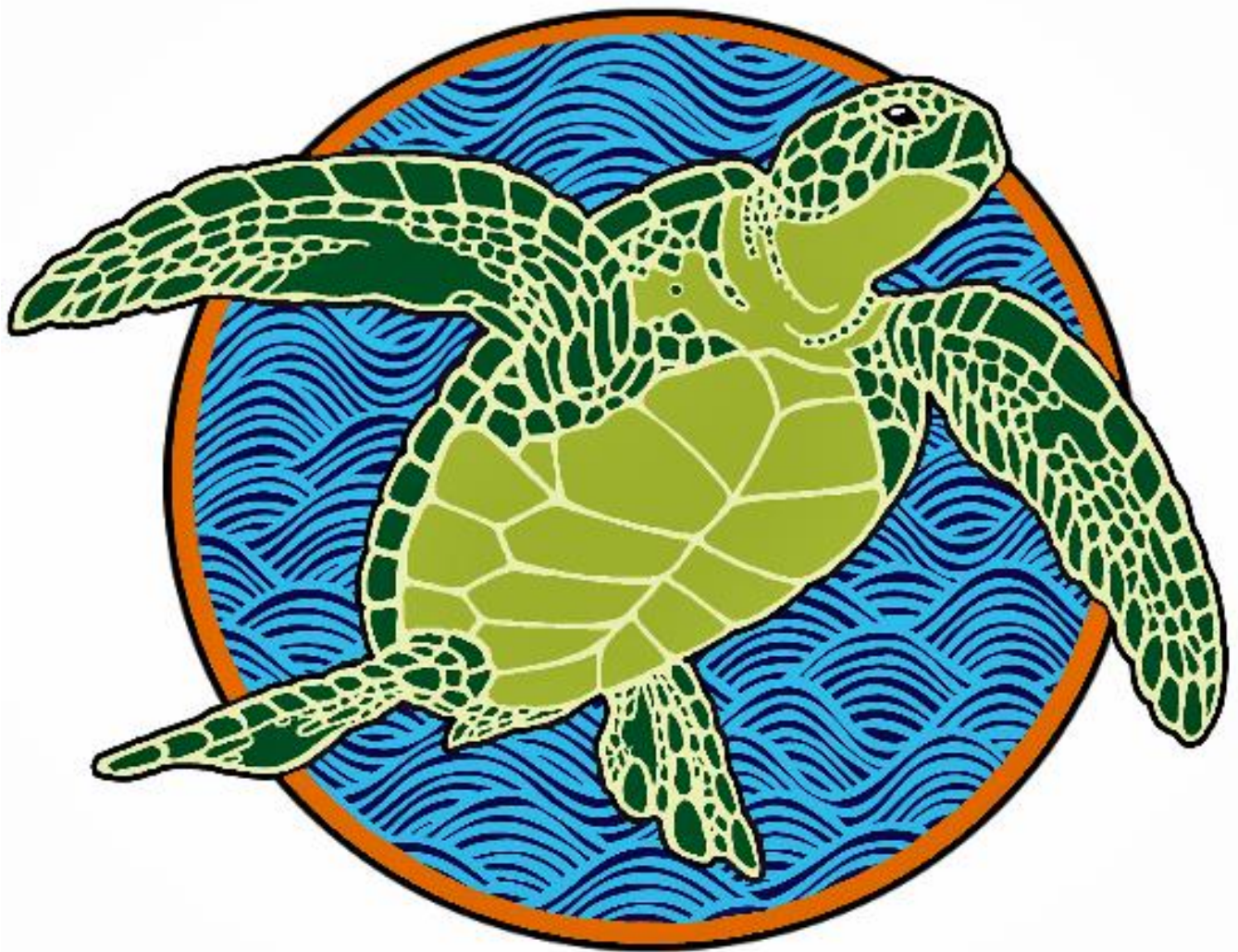
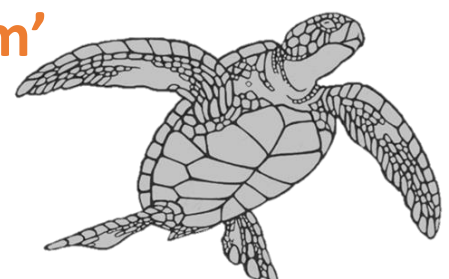


# Christ The King Catholic School Djarindjin Lombadina

## ANNUAL REPORT 2020



**'Free to be in God's kingdom'**



## 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 50-60 students from Kindergarten to Year 10. Approximately 98% of the enrolment is Aboriginal.

The school delivers a rich, diverse and contextually relevant curriculum with strong emphases on two way learning through positive behaviours and building strong relationships with students.

A comprehensive range of subjects are offered with the Gospel values as our guiding light in the teaching of our Religious education and Sacramental program. Engaging dedicated and uninterrupted Literacy and Numeracy blocks enable our students to thrive. Integrated subjects offered include, Visual Arts, Science, Culture & HASS, Music, PE & Health and the teaching of Bardi as part of the Language curriculum.

Secondary students are given the opportunity for boarding or can work towards a Certificate II in Tourism with units in Hospitality, Land management, Retail, Automotive and Construction in our on campus professional trade training facilities.

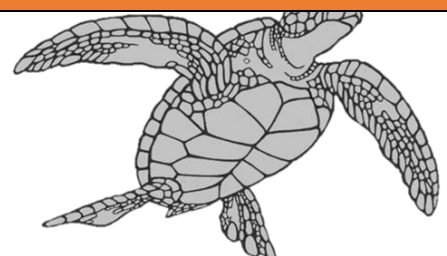
The school has a strong Pastoral program placing the child firmly at the centre of our focus. We teach Safe Practices : Keeping Safe Curriculum and use Trauma Informed Practices and the Stronger Smarter philosophy as day to day operational practices. Teachers receive ongoing professional learning with the support of a dedicated school educational psychologist. The school has close working relationships with community and government agencies and neighbouring schools to provide maximum opportunities for the whole school community.

## 2. TEACHER QUALIFICATIONS

- 4 staff members hold a Bachelor of Education with Post Graduate Certificates
- 2 staff members have a Masters of Education
- 1 staff member has a Diploma of Teaching with Post Graduate Certificates in Religious Education

## 3. WORKFORCE COMPOSITION 2020

- Teaching Staff: 4 female, 3 male



- Non-teaching staff: 10 female (1 non- Aboriginal), 3 male ( 1 Aboriginal)

#### 4. STUDENT ATTENDANCE

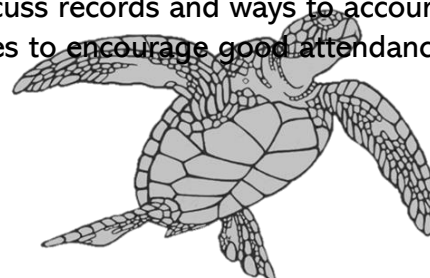
##### **Progress Report: Attendance Role: School Attendance Program**

Funding to support the Attendance Program at Christ the King Catholic School commenced with funding grant from NIAA to engage and support the roles of 2 Attendance officers. Mid-Year and End of Year Attendance Reports are submitted to CEWA and NIAA. This is followed up with site reports each Semester by NIAA.

Attendance has improved in the school in general 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.

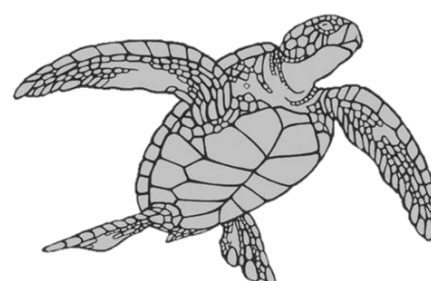
- Home/community/school partnership (e.g. home liaison, building positive relationships, increasing enrolment)
- Home visits to parents/family/community members to convey information on issues such as school policies and procedures, curriculum issues, Aboriginal Parent activities and decisions.
- Inform principal/teachers of issues relating to Aboriginal children enrolled within the school.
- 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.



- Assembly leader board for percentage of highest class given an incentive at the end of the Term, such as a swim and a special lunch. Students get to choose their reward.
- Attendance certificates given out to each child who received 100% attendance at assembly.
- Link attendance with rewards for students such as excursions, Camps and prizes.
- Address attendance related issues both positive and challenging in the Monthly Bulletin which goes out to the community.
- Use the Policy to assist with parents/carers understanding the consequences of poor attendance.
- Engaged with Kullarri to have weekly meetings to support families/carers who struggle with students 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.

<b>Sem 1 2020 Whole school – 74.96%</b>			
Year	Students	Percentage Present	
Early Years-K/PP	9	62.02%	62.02%
Year 1	6	77.70%	82.27%
Year 2	6	86.85%	
Year 3	8	78.47%	82.61%
Year 4	5	86.75%	
Year 5	5	66.03%	78.47%
Year 6	5	90.92%	
Year 7	9	64.95%	66.41%
Year 8	8	68.97%	
Year 9	5	66.56%	
Year 10	6	65.17%	
<b>Sem 2 2020 Whole school – 70%</b>			
Year	Students	Percentage Present	
Early Years-K/PP	10	67.90%	73.63%
Year 1	6	72.55%	
Year 2	6	80.45%	
Year 3	8	69.28%	76.17%
Year 4	5	83.07%	
Year 5	5	57.64%	72.16%
Year 6	5	86.68%	
Year 7	10	63.69%	57.67%
Year 8	8	48.43%	
Year 9	5	60.26%	
Year 10	8	58.33%	

#### The rate of student attendance for 2020

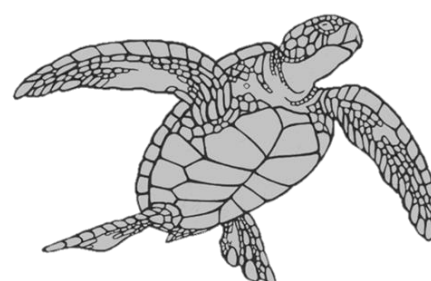




WHOLE SCHOOL STRATEGIES	CLASSROOM STRATEGIES	INDIVIDUAL STRATEGIES
<ul style="list-style-type: none"> <li>• Attendance Policy with expectations of the different stakeholders.</li> <li>• Strategies to build connection and relationships between families and school.</li> <li>• Providing a positive school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

## 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 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 Type	Year											
	PP	1	2	3	4	5	6	7	8	9	10	When
On Entry	Yes	Yes	Yes									Term 1 & 4
Duncan Word Test	Yes	Yes	Yes	Yes	Yes							Term 2 & 4
Letter ID	Yes	Yes	Yes	Yes	Yes							Term 1 & 4
Writing Vocabulary	Yes	Yes	Yes	Yes	Yes							Term 1 & 4
EAL/D Writing	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Term 1 & 4
PM Text Levelling	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Term 1 & 4
BURT word reading		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Term 1 & 4
Waddingtons	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Term 2 & 4
PAT R Comprehension						All students who are on PM 30 and above						Term 2 & 4
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	Yes	Yes	Yes	Yes	Ongoing
NAPLAN				Students in 3/5/7/9								Week 3 May
OLNA										Yes	Yes	March/ Aug/ Sept
BRLA				Students in 3/5/9								Aug

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

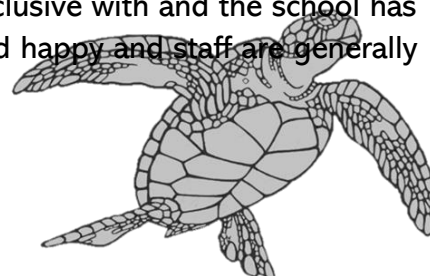
- 3 Way Interviews (staff, students and parents) are conducted each term.
- Written Student reports are completed at the end of each semester.

## 2020 NAPLAN DATA

Cancelled due to COVID pandemic.

## 6. School Climate Surveys

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.



## 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.

## 9. Post school Destinations

Post school destinations are boarding schools in Broome, Perth and Darwin. 5 students left in Year 7 and 8 for boarding schools.

## 10. SIP

Success Indicators for the 2020 SIP were reached by the end of 2020 and some are ongoing. The following areas were a focus for 2020

CtK Culture and Language curriculum designed by ATA staff and teaching staff using HASS scope and sequence and Culture and Language Elders.
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Literacy implementation phase of dedicated literacy curriculum & policies from K-10.
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Focus on Pastoral care of students with professional learning and practices employed and taught such as Trauma informed practices, Keeping Safe Curriculum, Positive Behaviour management.
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Introduction of 0-3 Playgroup in partnership with DAC.
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