

**CHRIST THE KING CATHOLIC SCHOOL, DJARINDJIN LOMBADINA**  
**SCHOOL ANNUAL REPORT 2015**

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** - As part of the Commonwealth's Flexible Literacy for Remote Schools funding the school commenced implementing the Explicit Direct Instruction program (EDI). However during the course of the year it was decided to change to Direct Instruction (DI) program. The DI program in commenced in term 4. By the end of the year the DI program has been successfully implemented. It is proving to be better suited to the learning needs of the students.

The **Direct Instruction (DI) Literacy** Program is supported by Good to Great Schools Australia. Key features include

### **Curriculum**

- Levelled reading, language, spelling, writing, comprehension from Kindy through to Year 6.
- Lessons break down cognitive skills into small, carefully sequenced units based on research on how student's best learn
- Focuses on solidifying basic skills then applying these to novel situations to encourage critical thinking
- Designed to accelerate every student regardless of their cognitive ability, learning difficulties, culture or language background
- Mapped to the Australian Curriculum with high alignment between the knowledge and skills taught.
- History, the arts and science knowledge are embedded across the literacy and numeracy lessons.
- Content is global so Australian children are exposed to stories from many cultures and countries.

### **Pedagogy**

- Lessons include clear learning intentions and success criteria to ensure both teachers and students understand what the student should be able to do.
- Teacher guides and scripts show teachers how to present the lesson content unambiguously to students.
- Children must master each skill before moving on.
- Prep to Year 1 classes are taught foundations of learning in three small instructional group rotations. Teachers concentrate on reading with one group, while the assistant supports language with a second group and the third group does independent work
- Year 2 to Year 6 classes look like a typical mainstream classroom with teacher-led instruction, guided practice and independent work.

### 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.

During term 3 the building was commenced. It will include a commercial kitchen, construction workshop and classroom. The approved courses we wish to commence with our senior students are – Certificate in Construction & Building (Pathway- Trades) and Certificate in Hospitality & Kitchen Operations.

- 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 (8aboriginal), 2 male (1 aboriginal)

**9. STUDENT ATTENDANCE**

The rate of student attendance for 2015 were as follows

PP	61%
Y01	56%
Y02	70%
Y03	76%
Y04	76%
Y05	83%
Y06	58%
Y07	69%
Y08	55%
Y09	1%
Y10	2%

**The school implements an Attendance Plan which includes**

<b>WHOLE SCHOOL STRATEGIES</b>	<b>CLASSROOM STRATEGIES</b>	<b>INDIVIDUAL STRATEGIES</b>
<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>

## 10. 2015 NAPLAN DATA

	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	288		302		311		253		230	
	SIM 282	ALL 426	SIM 264	ALL 416	SIM 264	ALL 409	SIM 280	ALL 433	SIM 273	ALL 398
Year 5			383		370		309		-	
	SIM 344	ALL 501	SIM 315	ALL 478	SIM 374	ALL 498	SIM 346	ALL 503	SIM 373	ALL 493

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

**SIM** Schools serving students from statistically 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.