

Djarindjin Lombadina Catholic School Profile - 2009

1.

Djarindjin Lombadina Catholic School is situated 180km north of Broome on the Dampier Peninsula. The K-Year 10 school caters for the two Aboriginal communities of Djarindjin and Lombadina and several outstations, up to 40km away. The school has five classes: K/PP/1, Years 2/3, Years 4/5, Years 6/7 and the secondary class. The school enrolment is 101 of which 92% are Indigenous students. The average daily attendance is around 70. Many families move between their various extended families and are out of the this community for lengthy periods of time. The children often do not attend school when they are out of this community. Reading Recovery was introduced in 2006 and has been fully implemented since. The PATHS program has been adopted and implemented in 2009. The school joined the Leading Aligned Numeracy Development (L.A.N.D.) project in 2009, also. The school has a strong culture program and Arts program.

2.

The school is staffed with nine teachers. Two staff members hold Masters Degrees, four hold Graduate Diplomas, two hold Bachelor Degrees and one a Diploma in Education.

3.

The total staff is as follows:

	Indigenous	Non-Indigenous	Total
Teachers	1	8	9
Aboriginal Teacher's Assistants	6	-	6
Grounds person	1	-	1
Cleaner	1	-	1
Bus Driver	1	-	1
Administration Officer		1	1
Total	10	9	19

4.

Student Attendance 2009:

	Indigenous	Non-Indigenous	Total
Enrolment	91	10	101

Overall attendance Rate 74.8%
Average no. of days attended 147.4 days

Attendance Rate by Yr level:

K	68%
P.P	76%
1	62%
2	76%
3	68%
4	87%
5	78%
6	78%
7	74%
8	67%
9	59%
10	56%

5.

Attendance Plan:

A proactive approach to school attendance has been instituted over many years and continues to be built upon. Strategies include:

- Breakfast Program – cereal, fresh fruit and toast. Supported by Red Cross and local community.
- Fresh fruit at recess for all children – funded by school.
- Reading Recovery program, fully implemented since 2006, ensures greater success at school for more students.
- Incentives program: students earn end of week reward with 100% attendance and positive attitude.
- End of term reward for all students achieving 85% attendance – supported by the ICEA Foundation.
- Development of School-Community Education Agreement, signed off by all families in communities.
- Relationship building between school staff and community members.

6.

NAPLAN

	2009		2008							
	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
Year 3	▶ 268		295		274		153		272	
	SIM 259	ALL 411	SIM 252	ALL 414	SIM 271	ALL 405	SIM 237	ALL 420	SIM 259	ALL 394
Year 5	▶ 452		407		459		440		439	
	SIM 335	ALL 494	SIM 310	ALL 485	SIM 363	ALL 487	SIM 310	ALL 500	SIM 364	ALL 487
Year 7	▶ 458		386		388		423		484	
	SIM 405	ALL 541	SIM 357	ALL 532	SIM 402	ALL 540	SIM 361	ALL 539	SIM 420	ALL 544
Year 9	▶ -		-		-		-		-	
	SIM 444	ALL 580	SIM 355	ALL 569	SIM 430	ALL 576	SIM 408	ALL 574	SIM 472	ALL 589

- ▶ Selected school's average
- SIM** Statistically similar schools' average
- ALL** Australian schools' average
- Selected school's average is **substantially above** these schools' average
- Selected school's average is **above** these schools' average
- Selected school's average is **close to** these schools' average
- Selected school's average is **below** these schools' average
- Selected school's average is **substantially below** these schools' average
- Student population below reporting threshold
- Year level not tested

How to interpret this chart

Selected school's average: 417

Statistically similar schools' average (SIM): 428

Australian schools' average (ALL): 402

Colour shows if the selected school's average is above or below statistically similar schools' average

Colour shows if the selected school's average is above or below the Australian schools' average

[Tell me more](#)

¹ For Victorian government schools this data is calculated using Prep to Year 12 data for the full 2008 year and is not directly comparable to others.

Source: <http://myschool.edu.au>

7.

School Community Satisfaction:

There exists harmonious relationships between members of the school community. The curriculum is engaging and students love being at school. The first School Board has been established late in 2009 after a period as an interim Board. During 2009 a comprehensive consultation process resulted in the establishment of the Djarindjin Lombadina Catholic School Agreement Partnership.

8.

There is significant encouragement for our students to enhance their educational and vocational opportunities by studying away from the community in their secondary years. Most students take up this option with varying degrees of success. Students study in Perth, country Western Australia as well as Darwin and Melbourne. Hence our secondary numbers at the school are minimal and can be transient.