



Christ the King
Catholic Primary School
Side by side we grow

**Christ the King Primary
School, DECEPTION BAY**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**

Contact information

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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

Christ the King Primary School provides an exceptional Catholic education to students in Prep to Year 6. We are a small school that prides itself in being a vibrant community that truly knows its students and families. In 2021, our school consisted of fourteen classes from Prep to Year 6. Our staff of dedicated teachers and school officers provided vigorous and engaging teaching and learning opportunities to ensure all children reach their potential and are successful learners.

School progress towards its goals in 2021

Our school priorities for 2021 included Catholic Identity, Learning and Teaching and Diversity and Inclusion.

Catholic Identity

Our goal in this area was to strengthen our staff, student and community connections with Our Story. The creation of our prayer garden which features our four values: Hope, Justice, Compassion and Courage and signage around the school to include our values and scripture quotes has assisted all in the community to identify these. We engaged an artist to assist us with designing screens for the garden which include our significant symbols.

Learning and Teaching

Our goal was to progress all students in reading and writing and assist our students to become assessment capable learners. Data was used regularly to inform planning and teaching. All students had reading and writing goals they could articulate so they could identify what they needed to do to move their learning forward. Building the writing and reading stamina of students, and familiarising them with their new learning tools, including iPads were significant areas of focus.

Diversity and Inclusion

Our goal of connecting students who identify as Aboriginal and/or Torres Strait Islander to their culture was assisted by engaging Deadly Choices for students in Years 4 to 6 and BCE personnel who held Meet the Mob sessions for all students. An Aboriginal Artist spent a week with us working with all classes. Parents were invited to be part of the decision making around this goal.

School Resourcing and Grounds

It is quite incredible to look back on the year and acknowledge all we have accomplished around the school throughout the year. This includes:

- 1:1 iPads for students in Years 1 to Year 6
- Cages and charging stations for iPads in every classroom
- New projectors and Apple TVs in each classroom
- New playground for Years 5 & 6
- New sand play area
- Vegetable gardens
- Prayer garden
- 3 big fans in the hall
- Shade over prep
- Shade over the Years 3 & 4 playground
- Picnic tables for Prep and Year 1 & 2
- Carpark design
- Renovated a space for breakfast club
- New school signs and quotes
- Removing the tennis court wire
- Garden upgrades
- Outdoor table tennis tables for play time
- Replacing the carpet in Years 1 & 2.

Future outlook

In 2022 we continue to have high expectations and ambitious targets and goals.

Our Annual Plan priorities for 2022 include:

- All students to progress in reading and writing.
- Embed assessment capable learning strategies into daily teaching and learning.
- Broaden our understanding of the cultural diversity within our school, including First Nations, in a respectful way.
- Create a school Reconciliation Action Plan.
- Deepen the spiritual capacity of staff and students.
- Deepen staff and student understanding of scripture using the Three Worlds of the Text.
- Create an environment that nurtures the wellbeing of staff and students.
- Provide intentional opportunities to develop staff professional and spiritual capacity.
- Our Explicit Improvement Agenda focuses on writing with a continued focus on reading.

Our goal is for all students to progress in reading and writing with:

- 85% of Students in Prep to Year 2 will achieve the expected PM benchmark level or show progress to the expected number of levels in a year.
- 60% of students in Years 3 to 6 to achieve at or above the norm scale score in PAT R.
- 30% of students in Years 3 & 5 will achieve the upper two bands in reading and writing in NAPLAN.
- Every student can explain their level achievement in writing against the Bump It Up Wall and can articulate what they need to do to improve.
- Every student can articulate their reading and writing goal.

Our other projects in 2022 include:

- Our largest project will be the redevelopment of our carpark which will allow for more parking spaces to accommodate our growing community.
- We will be adding more covered walkways to allow easy movement around the school and access to all areas during rain.
- We will be creating a Yarning Circle with the assistance of Uncle Arthur, an Aboriginal artist who works with our community.
- We will be adding shade structures to our sand play area and senior playground.

School profile

Christ the King Primary School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	344	148	196	53

Student counts are based on the Census (August) enrolment collection.

Our student body draws on catchment areas including Deception Bay, Rothwell, Burpengary, and Narangba, as well as the North Lakes district. We cater for a diverse range of family units and our students come from a variety of socioeconomic backgrounds as the nature of our area changes. We use the Positive Behaviour for Learning Framework to support students that focuses on explicitly teaching desired behaviours and supporting students who experience difficulties. At Christ the King, approximately 12% of our students identify as First Nations and 4% of our students speak English as an additional dialect. Over 20% of our students have an identified disability.

Curriculum implementation

Curriculum overview

At Christ the King, students are immersed in all the learning areas of the Australian Curriculum through a combination of explicit teaching and inquiry learning. Students and teachers use co-constructed learning intentions and success criteria. Collective data is used to drive student achievement of their identified learning goals. Students are encouraged to take responsibility for their learning and are supported in their learning journey in all areas with explicit instruction and gradual release.

In addition to the regular curriculum offerings, students have specialist lessons in Physical Education, Italian (Prep to Year 6) and Library/English. Religious Education is also an important academic subject which students undertake using the same model of learning and teaching. Students learn about the Catholic faith and how Catholics live their faith through action in the life of the school and wider community. Students are supported in their learning by our Support Teachers: Inclusive Education who coordinate school officers within the classroom environment. A Guidance Counsellor is available 5 days per week and a Speech Therapist 2 days per week.

Our Ready-Set-Prep Program engages our newest students and their families prior to the commencement of school. The program, designed by our Speech Therapist, targets the importance of language development for parents.

Extra-curricular activities

Students at Christ the King are invited to take part in a range of extra-curricular activities. These activities encompass many of the Australian Curriculum's General Capabilities such as personal and social learning, critical and creative thinking, intercultural and ethical understanding, as well as sportsmanship, resilience and independence. Activities include Interschool sport (Years 5 and 6), AFL Auskick program, athletics, gymnastics, swimming, tennis, cross-country, dance, First Aid Training, camps (Years 4 to 6), Deadly Choices, Opti-MINDS and lunchtime clubs (computer/technology, dance, gardening, basketball, sewing, yoga, friendship, and Lego/construction).

How information and communication technologies are used to assist learning

Christ the King utilises information and communication technologies to assist in learning in a variety of ways. All students engage in the Digital and Design Technologies Curriculum which supports design thinking and an understanding of digital systems. Students in Years 1 to 6 have access to a 1:1 iPad program which builds their skills and understanding of computer systems and allows students to access an enhanced learning environment, especially students with learning difficulties. Students in Prep have access to iPad technology to support their learning particularly in Literacy and Mathematics.

Social climate

Overview

We believe that positive, inclusive behaviours and relationships can be taught through the curriculum and learning experiences. We aim to develop resilience, communication, and reflective thinking with students. Restorative Practice is an approach that is used to encourage students to reflect on their behaviour and take responsibility for their actions and find ways to make things right. We provide supervised cooperative play and social clubs for students during lunch breaks.

We continue to engage with the Australian Curriculum with a Catholic Perspective. This provides teachers, students and families with more resources to support students and families in building happy, healthy and respectful relationships with each other and the wider community. Major inappropriate behaviour results in logical consequences, with communication between school leadership and families.

Bullying can be verbal, physical, social and/or psychological behaviour. This can occur in person or online. It can involve an individual or a group misusing their power or perceived power over one or more persons who feel unable to stop it from happening. Bullying fits within our school behaviour support and management practices. It is considered a major behaviour and is treated seriously, following BCE processes.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	2020
Percentage of parents/carers who agree [#] that:	
This school helps my child to develop their relationship with God	100.0%
School staff demonstrate the school's Catholic Christian values	98.1%
Teachers at this school have high expectations for my child	92.6%
Staff at this school care about my child	94.8%
I can talk to my child's teachers about my concerns	96.6%
Teachers at this school encourage me to take an active role in my child's education	94.8%
My child feels safe at this school	89.7%
The facilities at this school support my child's educational needs	91.4%
This school looks for ways to improve	96.4%
I am happy my child is at this school	93.0%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	92.8%
I enjoy learning at my school	94.0%
Teachers expect me to work to the best of my ability in all my learning	99.1%
Feedback from my teacher helps me learn	92.2%
Teachers at my school treat me fairly	94.0%
If I was unhappy about something at school I would talk to a school leader or teacher about it	79.3%
I feel safe at school	89.7%
I am happy to be at my school	92.2%

BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree[#] that:	
Working at this school helps me to have a deeper understanding of faith	100.0%
School staff demonstrate this school's Catholic Christian values	100.0%
This school acts on staff feedback	95.1%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	90.7%
In general students at this school respect staff members	100.0%
This school makes student protection everyone's responsibility	97.6%
I enjoy working at this school	100.0%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

Parental involvement is key to a child's education and at Christ the King we know that each family is unique, so we have a range of ways parents, caregivers and family support members are invited to be involved.

Goal setting interviews include parents/caregivers, students and teachers in a discussion about the student's learning engagement, achievement and learning goals. Information nights are provided to help families understand any changes to curriculum or teaching pedagogies that are implemented school wide. Parents/caregivers are invited to attend learning and parenting workshops, sacramental programs, class and whole school liturgies, assemblies and celebrations. Regular invitations are given to family and friends to participate in some class and home activities as well as community sports events, colour runs and family BBQs. Personalised Support Plans are created and reviewed with parents for students with a disability on a regular basis.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
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Search by school name or suburb	Go
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School sector	School type	State
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3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	30	26
Full-time Equivalents	26.3	15.1

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate diploma etc.**	0
Bachelor degree	25
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

Due to COVID-19, Professional Development was provided in a variety of formats. All staff engaged in Prayer and Formation around Mary, First Aid Training, Early Years Network Meetings, differentiation, NCCD and disability training, interpreting data, professional goal setting, Management of Actual or Potential Aggression, and Professional Development around our Annual Improvement Plan.

The proportion of the teaching staff involved in professional development activities during 2021 was 100% as staff could engage online if working from home.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2021.

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	90.3%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	90.8%

Average attendance rate per year level			
Prep attendance rate	89.9%	Year 4 attendance rate	91.1%
Year 1 attendance rate	90.5%	Year 5 attendance rate	92.7%
Year 2 attendance rate	87.7%	Year 6 attendance rate	92.5%
Year 3 attendance rate	87.8%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

Parents/caregivers and students are made explicitly aware of our high expectations around attendance at school. Electronic rolls are marked twice daily by teachers. Parents are required to contact the school when children are unable to attend. Students who are late or leave early must be signed in or out at the school office by their parent/caregiver. Parents are notified by SMS by 10am if their child is not at school and a reason has not been provided. If students have been absent for two consecutive days, teachers contact parents. If students have extremely low attendance rates, they are asked to meet with leadership to create a plan to improve attendance.

Attendance Awards are given to students who have attended school 100% of the time for a term, semester and year.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the [My School](#) link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.