



**Christ the King School,
GRACEVILLE**

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 is a catholic primary co-educational school with a current enrolment of 221 students. Our school provides an engaging educational program that suitably challenges students through contemporary teaching and learning, technology and extra-curricular activities. We are a high quality inclusive Catholic school offering an education that supports personal growth based on Christian values.

School progress towards its goals in 2021

Despite the significant challenges that arose from the Covid-19 pandemic in 2021, we are pleased to have made great progress in key focus areas and to meet goals as shown below.

1. Strong Catholic Identity

We are a community that lives out our Contemporary Catholic identity through shared understanding and a recontextualised approach to school life.

Strategies:

- Formation: Strengthened our Presentation charism through staff and student formation experiences.
- Learning and Teaching: Developed a Religion Scope and Sequence and align learning cycles to learning progressions and core texts

2. Learning and Teaching

We grow student engagement and maximise learning progress and achievement for each child.

Strategies:

- Focussed on High Impact Practices and Pedagogy in Reading.
- Professional Learning developed the capacity of teachers to differentiate learning.
- Developed learners who are assessment capable.
- Embedded the Model of Pedagogy into planning, teaching and assessing students.
- ICT capabilities of staff and students became a necessary focus to allow quality learning to continue during periods of planning and teaching with alternative education arrangements.

The explicit improvement agenda for 2021 focused on gaining improvements in enhancing our Learning and Teaching.

This involved:

- Further developing the capability of staff to analyse and discuss data to inform planning. Measure the impact of the improvement agenda.
- Encouraging collaborative practice across teams through regular moderation.
- Prioritising an explicit, coherent and sequenced plan for curriculum delivery against the Australian Curriculum.
- Enhancing commitment to individual student learning outcomes by developing understanding and skills in the design of classroom activities that respond to the learning needs of every student.
- Establishing a school wide understanding of the Australian Curriculum Achievement Standards so that consistent judgements can be made around assessment and student learning progress.

3. People and Wellbeing

CTK provides a strong learning environment with excellent teachers, positive partnerships and a commitment to growth.

Strategies:

- Building teacher capacity to maximise impact on student progress and achievement.
- Further developed a culture of collaboration with consistency in purpose and practice.
- Marketed and communicated our school story to the wider community.

Future outlook

The explicit improvement agenda for 2022 will focus on gaining improvements in:

Learning and Teaching

At CTK we grow student engagement and maximise learning progress and achievement for each child.

Strategies:

- Formalising school wide clarity of expectation, consistency of practice, personal and collective responsible and accountability for improvement in student learning.
- Develop and use high impact practices and pedagogy in Reading and Mathematics.
- Develop a consistent approach to planning teaching and assessment of Mathematics.
- Mathematics planning sessions with PLL and each year level reflects the intent of the Australian curriculum.
- Develop a shared understanding and practice of differentiation in Mathematics and Religion.
- Students using success criteria and feedback to understand the next steps for learning to progress through the levels of achievement.

Strong Catholic Identity

We are a community that lives out our Contemporary Catholic identity through shared understanding and a recontextualised approach to school life.

Strategies:

- Formation: Strengthen our Presentation charism through staff and student formation experiences, guided by involvement in the Dialogue Schools Project
- Mission: Embed Catholic Perspectives across Health, English, Mathematics and Science
- Culture: Review CTK's policies, procedures and practices to reflect our core beliefs, values and traditions as authentic expressions of our Catholic identity – student behaviour, wellbeing, induction and safety
- Learning and Teaching: A cohesive and consistent approach to Learning and Teaching in Religion that aligns with the CTK Vision for Learning
- Review the school's RE Curriculum

People and Wellbeing

At CTK we have a Vision for Learning that provides a clear approach for the delivery of curriculum and pedagogical practices to maintain high expectations across all classrooms.

Strategies:

- Develop a culture of collaboration with consistency in purpose and practice.
- Developing a culture of continuous professional improvement to grow student engagement, progress, achievement, and well-being.
- Staff name and developing agreed practices and strategies that maximise learning
- Teachers collaboratively write a Vision for Learning that clearly states CTK's agreed curriculum delivery and pedagogical practices
- Culture – enhancing Team CTK. Ongoing professional reflection, professional development and accountability.
- Staff and student wellbeing is connected with positive learning environments, engagement, progress and achievement.
- Marketing and communicating our school story to the wider community.
- Periodically communicate absenteeism to identified families with support structures available to improve attendance.
- Diversity - Exploring the development of a Reconciliation Action Plan (RAP)

Our school at a glance

School profile

Christ the King 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	221	126	95	5

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

Christ the King is a co-educational facility. Our school offers classes from Prep to Year 6 with students ranging in age from 5 to 12. Our students come from diverse backgrounds and we cater for children with a wide range of skills and abilities. Students are drawn from the western suburbs of Brisbane including Chelmer, Graceville, Sherwood, Corinda, Oxley, Rocklea, and Seventeen Mile Rocks. As we are a catholic school, the religious background of our school is mainly Catholic. We also have families from other Christian denominations and a small number of families from other world faith traditions. Our students enjoy the many facilities offered within the western suburbs and are active in local sporting clubs and community groups. Students typically transition to Ambrose Treacy College, Brigidine College, St Joseph's College Gregory Terrace, All Hallows College, St Peter's College and Our Lady's College Annerley.

Curriculum implementation

Curriculum overview

We establish a positive learning environment

- Establish a positive classroom environment as a precondition for successful learning.

- Attend to the student-teacher relationship such that students view the classroom climate as demonstrating care, relational trust, cooperation, respect, team skills.
- Establish a culture of risk taking where students learn to welcome, accept and use errors and mistakes to move learning forward.
- Establish goal-directedness, positive interpersonal relationships and social support so that everyone learns.
- Provide appropriate challenge and opportunity for students so that all students experience success in their learning.

We identify progress, prior achievement and development of learners and their learning

- Regular use of monitoring tools to identify student progress.
- Targeted teaching based on the needs of students.
- Continue to grow the understanding and implementation of excellent learning and teaching through effective and expected practices in literacy.
- Work collaboratively to ensure learning and teaching aligns with the Brisbane Catholic Education Model of Pedagogy.
- Provide significant additional programs within the teaching and learning program at the school, which adds value and interest.

We plan to accelerate the cognitive levels of all students

- Plan to accelerate the cognitive level/s of each student to progress towards the learning intention.
- Plan for both instruction and intervention to move each student's learning forward.
- The teaching of digital skills embedded across the curriculum to engage learners and accelerate their learning.

We recognise the attributes students bring to the classroom

- Identify attitudes and dispositions students bring that will have an influence on engagement and success related to the learning.

Extra-curricular activities

- Camp: The CTK Sequential Camp Program is one of the many extra programs the school has on offer. It is an integral and eagerly anticipated part of the Years 5-6 curriculum integrating learning in several subject areas. It provides our older students with an invaluable experience to explore, extend and affirm their social and physical skills through cooperative and independent challenges.
- Sport: Together with the classroom component children are provided with a developmental skills program in a variety of sports;
 - Interschool Sports - 8 weeks across the year for students in Years 5-6;
 - School Carnival and Representative Sport - Athletics, Cross Country, Swimming, Swimming Lessons (Years 1-6);
 - District Sport Trials for representative teams.
 - Sport Coaching – Tuesday afternoons
- Community events included
 - Harmony Day, NAIDOC,
 - Walk and Wheel Safely to School,
 - Welcome Night,
 - CTK Market Fair
 - End of Year Concert.
- The Arts:
 - Instrumental Music Program,
 - Choir,
 - School music,
 - Chess Club,
 - Art Classes
 - Speech and drama classes

- Student Wellbeing:
 - Mini Vinnies Social Justice Group,
 - Buddy groups,
 - Pastoral Care groups,
 - Welcome and Orientation for 2022 Preps.
- Academic Extension:
 - Environmental and Sustainability Group,
 - Maths Olympiad,
 - Classroom enrichment program,
 - Science Club,
 - Interschool Debating.

How information and communication technologies are used to assist learning

Students live in a rapidly changing technological world. Information and communication technology (ICT), including hardware and personal digital devices, software, and systems that manage, store, process, create, produce and communicate information, has become an important part of everyday life. The integration of ICT capabilities in teaching, learning and assessment can lead to enhanced outcomes for students, and:

- support the interactive process of teaching, learning and assessment.
- develop the knowledge, skills, understanding, attitudes and behaviours to assist students to live and work successfully in the 21st century.

Our students in Prep to Year 3 have access to iPads in each classroom. Years 4 to 6 students have access to their own windows laptop in a 1:1 device program. Use of these devices is incorporated into the learning and teaching in each classroom bringing great benefit to student engagement and learning.

Social climate

Overview

At CTK we provide a positive, safe learning environment within which we assist the growth and development of each child. This environment is achieved:

- By being available when a child needs help, care or attention
- By encouraging children and reinforcing positive behaviour and success
- By ensuring that classroom and lunch-time activities are safe and adequately supervised
- By creating a stimulating environment for children that provides opportunities for challenging exploration, skill development, discovery and experimentation and
- By having high expectations of all children. Bullying is dealt with immediately and firmly at CTK because it is unacceptable behaviour that is incongruent with the values of the school. Where an incident occurs it is used as a learning opportunity for all involved.

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	100.0%
Teachers at this school have high expectations for my child	88.2%
Staff at this school care about my child	97.1%
I can talk to my child's teachers about my concerns	94.1%
Teachers at this school encourage me to take an active role in my child's education	88.2%
My child feels safe at this school	94.1%
The facilities at this school support my child's educational needs	82.4%
This school looks for ways to improve	75.8%
I am happy my child is at this school	90.9%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	80.8%
I enjoy learning at my school	86.8%
Teachers expect me to work to the best of my ability in all my learning	100.0%
Feedback from my teacher helps me learn	86.8%
Teachers at my school treat me fairly	84.9%
If I was unhappy about something at school I would talk to a school leader or teacher about it	69.8%
I feel safe at school	90.6%
I am happy to be at my school	81.1%

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	88.9%
School staff demonstrate this school's Catholic Christian values	94.4%
This school acts on staff feedback	88.9%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	88.9%
In general students at this school respect staff members	100.0%
This school makes student protection everyone's responsibility	94.4%
I enjoy working at this school	94.1%

'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

One of the great strengths of CTK is the level of community spirit and parent involvement in the school. Our school welcomes parent enthusiastic participation. The following avenues exist for parents who like to get their hands dirty:

- Attend parent/teacher meetings
- Play an active role in the Parents and Friends Association or other parent groups
- Attend school Masses and Liturgies
- Attend school assemblies
- Attend the many and varied social events that are organised throughout the year
- Volunteer your services in the following ways:
 - Provide assistance in the library
 - Take small groups of children or individuals for reading
 - Use your skills to help in the classroom or on class excursions
 - Tuckshop
 - Sports Carnivals
 - Class Excursions

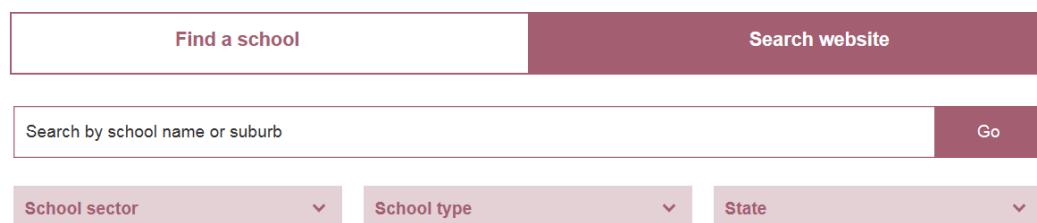
School funding

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

Search by school name or suburb Go

School sector School type State

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

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	24	13
Full-time Equivalents	18.7	5.4

*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	5
Graduate diploma etc.**	5
Bachelor degree	14
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional development

The major professional development initiatives are as follows:

- High Impact Practices and Pedagogy in Reading
- Staff and student formation - School Charism and connection with students
- Differentiating learning and teaching.
- Developed learners who are assessment capable.
- Using a consistent Model of Pedagogy when planning in short term cycles

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff were retained by the school for the entire 2021.

Performance of our students

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	93.8%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	87.6%

Average attendance rate per year level			
Prep attendance rate	94.1%	Year 4 attendance rate	93.5%
Year 1 attendance rate	93.5%	Year 5 attendance rate	96.0%
Year 2 attendance rate	94.4%	Year 6 attendance rate	89.3%
Year 3 attendance rate	95.2%		

*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

At Christ the King School we use the following to manage student attendance:

- An established positive school culture with a welcoming, safe and supportive school environment that promotes student engagement with learning, student wellbeing and positive relationships and includes parent support.
- Monitoring of student non-attendance and patterns of non-attendance to take further action to support student attendance.
- A school attendance policy and procedures that promote high expectations of student attendance.

At Christ the King, the parents report student absence using the parent portal. An explanatory email to the Principal is required when a student is absent from school for a lengthy period e.g. a family or overseas holiday. The email should be sent before the absence stating the reason for the absence. Students arriving late to school must be signed in at the school office and a late notice is given to their teacher. Likewise, a student leaving early is required to be signed out at the school office. An email is also required if a student is arriving late or leaving early on a regular basis e.g. allied health appointment. Teachers mark the role daily at 8.40am and 2.00pm. The school office sends an SMS at 9:00am if we have not been notified of a student absence. The Principal meets with a small number of families who have a child/ren with a high absentee rate. The school promotes Attendance Matters strategies regularly at school assemblies, in the school newsletter, on the P & F Facebook page, on posters around the school and through class communication.

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

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



A screenshot of a search bar interface. It features a large input field for 'Search by school name or suburb' with placeholder text. To its right are three dropdown menus labeled 'School sector', 'School type', and 'State', each with a downward arrow. On the far right is a magnifying glass icon representing the search function.

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

[**View School Profile**](#)

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



A screenshot of a menu bar with several tabs. The 'School profile' tab is highlighted in dark red. The other tabs are white with black text: 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. A small downward arrow is positioned between the 'School profile' and 'NAPLAN' tabs.

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.