

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

# Annual Report 2019

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

# Contact information

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## Principal's foreword

The 2019 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.

### School progress towards its goals in 2019

In 2019 Christ the King continued with plans to help strengthen its Catholic Identity through the implementation of a four-year staff formation program. In Learning and Teaching, Christ the King continued to build on its success in improving literacy for each child using the expected and effective practices.

Progress against the stated SMART Goal shows significant work and effort has been applied to respond to the school learning growth challenge. While the 80% target set for Reading Prep to Year 2 was not achieved, feedback from end of year reporting reinforced the effort and commitment being applied to respond to students and to identify the level of targeted support required to move forward growth in Reading. In Writing, outstanding growth and progress was achieved across Year 3 to Year 6.

The end of year results show that all year levels exceeded the 2019 BCE Writing growth marker, with year 4 achieving the BCE Writing benchmark.

With the assistance of staff from Brisbane Catholic Education, school staff engaged with professional development in the use of ICT in the classroom to support the schools 1-1 laptop program.

Goal	Progress
80% of P-2 students will reach the Benchmark of 5 for Prep, 14 for Year 1 and 22 for Year 2 by the end of the school year. 70 % of Year 3-6 students will reach a score of 20-24 on the Writing Analysis Monitoring Tool, with an emerging emphasis on Numeracy for Prep -6.	Not Achieved
All staff, families and students aware of the learning and engagement in Relationships and Sexuality Education through visible communication.	Achieved
80% of P-2 students will reach the Benchmark of 5 for Prep, 14 for Year 1 and 22 for Year 2 by the end of the school year.	Not Achieved
Through continued collaboration and effective communication processes the school will finalise the current 2-stream Master Plan.	Achieved
70 % of Year 3-6 students will reach a score of 20-24 on the Writing Analysis Monitoring Tool.	Achieved
All teachers will become aware of a Catholic Perspective across other KLA's and include this awareness in their planning	Achieved
Teachers understand the Four Key dimensions for Mathematics.	Achieved
All staff will increase their understanding of how to apply the hermeneutical-communicative model in short cycle plans in Religious Education.	Achieved
Build teacher capacity in using personalised learning plans in Engage	Achieved
Continue to work on the ICT vision and scope and sequence that supports quality pedagogy.	Achieved

## Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in literacy, ICT and Catholic Identity.

# Our school at a glance

## 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 2019:** Primary

## Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	308	130	178	8

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

## Characteristics of the student body

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. Many families identify as being in a low socioeconomic bracket or single income families. We have adopted the Positive Behaviour For Learning Framework to support students which has resulted in very few students being referred for intervention to the Principal or administration. This system focuses on explicitly teaching desired behaviours and supporting students who experience difficulty with this through frequent "check-ins" with support staff and parents. Approximately 11% of our student body are currently verified as having a diagnosed special need as well as an additional 10% who require learning support to achieve their learning goals. At CTK we have an approximate indigenous population of 5.5% and 2% ESL.

## Curriculum delivery

### Approach to curriculum delivery

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, success criteria and collective data to drive student achievement of their identified learning goals. Students are encouraged to take responsibility for their learning needs and are supported in their learning journey in all areas with explicit instruction and active investigations. In addition to the regular curriculum offerings, students have 1 hour specialist lessons in Physical Education and The Arts (Drama, Dance, Visual Arts, Music, Media Arts). 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 Teacher Inclusive Education who coordinates school officers within the classroom environment. A Guidance Counsellor is also available 2 days per week.

### Co-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. - Interschool sport (Yr 5-6) - AFL Auskick program, Athletics, Gymnastics, Swimming, Tennis, Cross-Country - Guitar - Choir - Optiminds - ICAS Competitions and Lunchtime clubs (Homework, learning, computer/technology, dance, gardening 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 Year 2-5 have access to a 1-1 school funded laptop program which not only builds their skills and understanding of computer systems but has allowed 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. Year 6 students also use Ipads to enhance their learning allowing them to explore, research and design.

## 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. Our program of Play Is the Way games helps challenge children to develop these characteristics and use them in the school environment. 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 with those they have hurt. We provide supervised cooperative play and social clubs for students at lunch breaks. Counselling is available for student and families. I

We continue to engage with the Australian Curriculum, Health with a Catholic Perspective. This provides teachers, students and families with more resources to support student 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. This could include suspension within, or from school for a period of days. This would be followed by a re-entry agreement and a check-in process for students.

### BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	81.0%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	93.4%
Religious Education at my school is interesting and engaging	72.5%
I see school staff practising the values and beliefs of my school	87.0%
My school looks for ways to improve	93.8%
Students at my school are encouraged to voice their concerns or complaints	90.0%
Teachers treat students fairly at my school	83.1%
Teachers recognise my efforts at school	78.6%
I feel safe at school	86.6%
My school helps me to respect the needs of others	92.6%
I am happy to be at my school	84.1%

## BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
This school helps my child to develop their relationship with God	97.0%
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	91.2%
Religious Education at this school is comprehensive and engaging	98.4%
I see school staff practising the values and beliefs of the school	92.5%
This school looks for ways to improve	95.3%
The school is well managed	95.6%
My child is making good progress at this school	91.2%
This school is a safe place for my child	97.0%
This school helps students respect the needs of others	92.4%
Teachers and staff are caring and supportive	94.0%
Teachers at this school expect my child to do their best	98.6%
Teachers and staff relate to students as individuals	95.6%
The teachers help my child to be responsible for their own learning	95.8%
My child is motivated to learn at this school	95.9%
I can talk to my child's teachers about my concerns	94.6%
This school offers me opportunities to get involved in my child's education	89.9%
My child's learning needs are being met at this school	89.0%
I am happy with my decision to send my child to this school	97.0%

## BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2018
This school helps me to develop my relationship with God	100.0%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	100.0%
Religious Education at this school is comprehensive and engaging	100.0%
I see school staff practising the values and beliefs of this school	100.0%
This school is well managed	100.0%
My concerns are taken seriously by the school	94.7%
This school is a safe place to work	100.0%
This school has an inclusive culture	100.0%
This school has a culture of striving for excellence	100.0%
All my students know I have high expectations of them	100.0%
I am proud to be a member of this school	94.7%
Overall, I am happy with my decision to work 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 Ctk we realise that each family is unique, so we have a range of ways parents, care-givers and family support members are invited to be involved.

Goal setting interviews include parents/care-givers, students and teacher in the discussion about the student's learning engagement, achievement and learning goals identified for the child. Information nights are provided to help families understand any changes to curriculum or teaching pedagogies that are implemented school-wide. Parents/care-givers are invited to attend learning and parenting workshops, sacramental programs, class and whole school liturgies, assemblies, and celebrations. Regular invitations are given for family and friends to participate in some class and home activities in reading, spelling, maths, science, craft, garden and sports. Each year there are a number of community events such as the Mother's Day Picnic and movie nights, Father's Day Breakfast and School Art Show.

Individual Education Plans are created and reviewed with parents for verified students on a regular basis.

## Environmental footprint

### Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home.

Years	Electricity kWh
2019	77157

## 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](#) website.

#### How to access our 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	24
Full-time Equivalents	21.4	15.6

## Qualifications of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate diploma etc.**	7
Bachelor degree	15
Diploma	1
Certificate	

\*Teaching staff includes School Leaders

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

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2019 were \$75,088.

The major professional development initiatives are as follows:

- Continuing Accelerate Literacy Learning professional learning and staff release for professional development in spelling, reading and writing as well as collegial meetings, pedagogical conversations, review and response meetings and collaboration across and between schools
- Short Cycle planning in Religious Education
- Future Focused Learning
- Autism and ASD professional learning
- Curriculum, RSE and staff formation
- ICT including implementation of Digital and Design Technologies and support for the school funded 1:1 laptop program

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.8%

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 99% of staff was retained by the school for the entire 2019.

# Performance of our students

## Student attendance

Description	%
The overall attendance rate* for the students at this school	88.0%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	85.0%

Average attendance rate per year level			
Prep attendance rate	87.8%	Year 4 attendance rate	88.9%
Year 1 attendance rate	87.9%	Year 5 attendance rate	89.0%
Year 2 attendance rate	87.7%	Year 6 attendance rate	84.6%
Year 3 attendance rate	88.8%		

\*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.

The overall student attendance rate in 2019 for all Brisbane Catholic Education schools across years Prep-6 was 91.9%.

### Description of how non-attendance is managed by the school

Parents/care-givers and students are made explicitly aware of our high expectations around attendance at school. Electronic rolls are marked twice daily by teachers. Parents are encouraged to contact the school when children are unable to attend. Students who are late or leave early are required to sign in or out accordingly. Parents are notified by SMS by 10am if their child is not at school and a reason has not been provided

## NAPLAN

### Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	361.4	432.3	473.7	506.0
Writing	376.5	423.1	467.7	473.9
Spelling	371.7	418.7	472.5	500.7
Grammar and punctuation	375.3	439.8	486.1	499.1
Numeracy	350.9	408.1	466.3	495.8