



**Brisbane
Catholic
Education**

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ANNUAL SCHOOL REPORTING – 2016

CATHOLIC EDUCATION, ARCHDIOCESE OF BRISBANE

SCHOOL PROFILE

School name Christ the King Primary School

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Contact person Nick Hurley - Principal

Principal's foreword

Christ The King Primary School provides an exceptional Catholic education to students in Prep to Year 6. Christ the King or 'CtK' as it is fondly referred to, is located 30km north of Brisbane in the Moreton Bay Region. As a small school with just over two hundred and fifty students, we are a vibrant community and pride ourselves on truly knowing our students and families.

In 2016 our school consisted of eleven classes including two streams from Prep to Year Two. Our staff of dedicated teachers and school officers provide vigorous and engaging teaching and learning activities to ensure all children have the opportunity to reach their potential.

Our school logo of the rainbow radiates light, hope, and tolerance for all in our school community. Our teaching and learning vision encompasses all this in the simple phrase, "Side by side we are brave, empowered and spirited learners." The leafy bayside surrounds and gardens of the school are the perfect environment to support the students in learning about sustainability and stewardship for the Earth as well as providing fertile ground for academic and real world learning.

With Jesus Christ as our role model and through a whole school emphasis on literacy and numeracy, incorporated into a holistic approach to our curriculum delivery we believe we are providing a quality Catholic education for every child that walks through our front gate.

School facts

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

Coeducational or Single sex

Year levels offered: Primary Secondary P-12

Total student enrolments: 262 Girls: 114 Boys: 148

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 Behavior 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.

Social climate

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. Counseling is available for student and families.

In addition, a focus in 2016 was placed on the Australian Curriculum, Health with a Catholic Perspective. Giving teachers, students and families 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 from school for a period of days. This would be followed by a re-entry agreement and a check-in process by students.

Curriculum - our distinctive offerings

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 available 1 day per week.

Students are provided with swimming lessons in term 4

Curriculum - our extra curricula 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 Curriculums 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, Tennis, Cross-Country
- Guitar group
- Choir
- Optiminds
- ICAS
- lunchtime clubs (Homework, learning, computer, dance, gardening, Persian language)

Parent, student and teacher satisfaction

Parents, teachers and students are offered numerous opportunities both formally and informally to provide feedback to the school; P & F meeting, surveys, informal chats and more formal feedback opportunities. The overall response is that we have a strong community which utilizes open means of communication and that we are all working towards the same goal; that of providing an exceptional education for our students. Parents are highly appreciative of the effort and time that teachers at Christ the King give to the students at the school and wider community. Our P & F are active and involved in our community and attendance at meetings is growing. BCE Staff Survey results demonstrate a very high satisfaction rate for staff working and engaging with Christ the King. Students are able to express their views through the Student Representative Council and through student voice collections and feedback.

Parent 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 Mother's Day picnic and movie nights, Father's Day breakfast and cricket day. Individual Education Plans are created and reviewed with parents for verified students.

SCHOOL ACHIEVEMENTS

Achievements - progress towards goals

In 2016 Christ the King School set specific goals around students achieving in literacy. We aimed to have 60% of our students in Prep-Year Two at the Brisbane Catholic Education Office expected benchmarks in PM and set in place effective and expected practices to work towards this goal. At the end of the year, we had achieved 26% of Prep, 54% in Year 1 and 52% in Year 2. We used the review and response process to respond to this data and have set our 2017 goals to 75%.

Future outlook

Christ the King is working on a whole school critical challenge in literacy and have set the following smart goals;

P-2 – 75 % of students will reach the BCE expected Benchmark

3-6 – 95% of students will reach level 26 PM Benchmark or higher

100% of students will progress 8 PM Benchmarks throughout 2017

In other areas, we have embarked on a Technology audit to assess our IT capability and the best way to move forward into a one-to-one program to ensure the best learning outcomes and financial equity for our students. We will also be focusing on student wellbeing and supporting our students in their learning to ensure they are moving forward in their learning

STUDENT OUTCOMES

| | | | | |
|------------------------------|-------|---|------------------------|---------|
| Whole school attendance rate | | | 93.00 | % |
| Prep attendance rate | 96.00 | % | Year 4 attendance rate | 92.00 % |
| Year 1 attendance rate | 94.00 | % | Year 5 attendance rate | 89.00 % |
| Year 2 attendance rate | 93.00 | % | Year 6 attendance rate | 94.00 % |
| Year 3 attendance rate | 92.00 | % | | |

Management of non-attendance

Parents/care-givers and students are made explicitly aware of our high expectations of 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 10 am if a child is not at school and a reason has not been provided. When problems arise regarding attendance at school we follow the policy and procedures set out by Brisbane Catholic Education. This includes making contact with families involved and then implementing a plan where students are monitored and supported in their attendance at school.

NAPLAN results

Average NAPLAN results

| | Year 3 | | Year 5 | |
|-----------------------|--------|--------|--------|--------|
| | School | Aust. | School | Aust. |
| Reading | 430.33 | 425.70 | 464.10 | 501.70 |
| Writing | 395.46 | 420.50 | 457.24 | 475.40 |
| Spelling | 432.42 | 420.10 | 467.10 | 492.90 |
| Grammar & punctuation | 418.83 | 436.30 | 457.05 | 505.00 |
| Numeracy | 399.54 | 402.20 | 449.71 | 492.90 |

STAFF PROFILE

| Workforce composition | Teaching staff | Non-teaching staff |
|--|----------------|--------------------|
| Headcounts | 18 | 21 |
| Full-time equivalents | 16.70 | 11.66 |
| Aboriginal and Torres Strait Islanders | Less than 5 | |

| Highest level of attainment | Number of teaching staff (teaching staff includes school leaders) |
|---------------------------------------|---|
| Doctorate | 0 |
| Masters | 1 |
| Post Graduate Diploma/ Certificate | 4 |
| Bachelor Degree | 10 |
| Diploma/Certificate | 3 |

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2016 was \$ 41673

The major professional development initiatives were as follows

As a LEARN school in the DELT initiative our major focus was on the three high yield strategies and literacy learning; using data to lead learning, review and response cycles and learning walks and talks as well as Reading to Learn strategies, phonics in context, spelling in context and the Context Text model. Teachers were in-serviced and released to focus on the data collection methodologies associated with the initiative and construction datawalls to ensure each child progressed in literacy. A significant amount of our professional learning expenditure was on releasing teachers to work with the PLL, modelling, planning and cooperatively sharing best practice. In addition to this the school also participated in the Leuven Project, investigating the Catholic Identity of the school.

Average staff attendance rate The staff attendance rate was 96.44 % in 2016.

Proportion of staff retained from the previous school year

From the end of the 2015 school year, 89.0 % of staff were retained by the school for the 2016 year.

SCHOOL INCOME

School income by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>

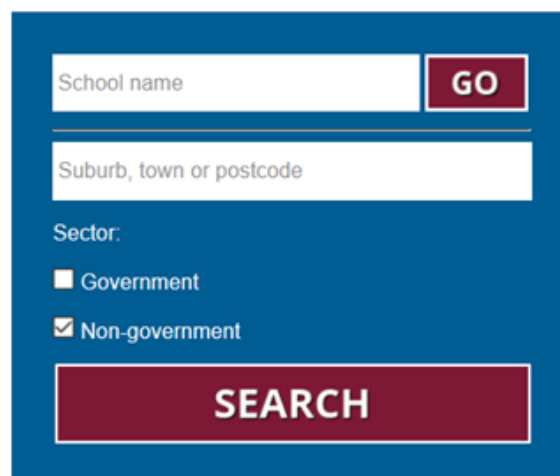
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.

Find a school



The screenshot shows a search interface with a dark blue background. At the top, the text 'Find a school' is displayed. Below this, there are two input fields: 'School name' and 'Suburb, town or postcode'. To the right of the 'School name' field is a red button with the text 'GO'. Below the 'Suburb, town or postcode' field, the text 'Sector:' is followed by two radio button options: 'Government' (which is unselected) and 'Non-government' (which is selected with a checkmark). At the bottom of the form is a large red button with the text 'SEARCH' in white capital letters.