



Christ the King School,
Graceville

ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

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Vision, Mission and Values

Vision

We embrace our motto, "Life, love and learning" to engage and educate our students so that they become active participants in creating a positive, faith-filled future.

Mission

At CTK we:

Know and support each child in their academic, social, emotional and spiritual growth.

Provide a holistic education using quality contemporary teaching and learning practices.

Build respectful partnerships, welcoming all to our community, acknowledging difference and celebrating uniqueness with God's love as our example.

Live our Christian faith acknowledging the rich heritage of our past together with the hope that Jesus our shepherd king brings us.

Nurture a sense of responsibility and optimism in each child to care for themselves and others and work for a better world.

Values

Shared values and beliefs about our learners and learning are: 1. To learn and teach in a positive, supportive and caring environment. 2. To be treated with respect 3. To feel safe and secure at school 4. To utilise resources respectfully 5. To learn about and make informed decisions based on sound judgement

Principal's foreword

Introduction

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

School progress towards its goals in 2018

Strong Catholic identity

1. By the end of Semester 1, 2018 we will publish a new Vision and Mission statement which promotes the life and learning of a contemporary Catholic school.

The new Vision and Mission statement has been published and is used to focus decision making in the school.

Excellent learning and teaching

1. By the end of 2018 teachers will meet twice per term with members of the admin team to analyse data to support planning for individual student learning

Our teachers meet regularly with Admin members to analyse student data so that student learning growth is planned for.

Building a sustainable future

1. By the end of 2018, the school wide plan for improvement is published.

The school wide plan for improvement has been documented.

Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in:

- Collaborative practices
- The use of effective and expected practices across all Year levels to improve writing
- Attendance

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 2018: Primary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	260	148	112	2

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

Characteristics of the student body

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 delivery

Approach to curriculum delivery

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 such 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

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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.

We recognise the attributes students to the classroom

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

Co-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 key learning areas. It provides our older students with an invaluable experience to explore, extend and affirm their social and physical skills.
- **Sport:** Together with the classroom component children are provided with a developmental skills program in a variety of sports:
 - Interschool Sports - 20 weeks across the year for students in Years 5-6
 - School Carnival and Representative Sport - Athletics, Cross Country, Swimming, Swimming Lessons (1 - Year 6)
 - District Trials

- Community events included
 - Family Fun Run
 - Harmony Day, NAIDOC
 - Discos
 - Walk and Wheel Safely to School
 - Welcome Night
 - School and Parish Community Fete

- The Arts:
 - DDJ, a private company, coordinates the CTK Instrumental Music Program
 - Choir
 - School music
 - Hip hop dance sessions
 - Speech and drama classes
 - CTK Talent Quest
 - End of Year Concert

- Student Wellbeing:
 - Mini Vinnies Social Justice Group
 - Buddy groups
 - Pastoral Care groups

- Academic Extension:
 - Environmental and Sustainability Group
 - Maths Olympiad
 - Classroom enrichment program

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

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: 1. By being available when a child needs help, care or attention 2. By encouraging children and reinforcing positive behaviour and success 3. By ensuring that classroom and lunch-time activities are safe and adequately supervised 4. By creating a stimulating environment for children that provides opportunities for challenging exploration, skill development, discovery and experimentation and 5. 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.

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	97.9 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	95.2 %
Religious Education at this school is comprehensive and engaging	100.0 %
I see school staff practising the values and beliefs of the school	95.7 %
This school looks for ways to improve	79.2 %
The school is well managed	85.1 %
My child is making good progress at this school	85.4 %
This school is a safe place for my child	95.8 %
This school helps students respect the needs of others	95.8 %
Teachers and staff are caring and supportive	95.7 %
Teachers at this school expect my child to do their best	94.1 %
Teachers and staff relate to students as individuals	97.9 %
The teachers help my child to be responsible for their own learning	91.8 %
My child is motivated to learn at this school	94.0 %
I can talk to my child's teachers about my concerns	94.1 %
This school offers me opportunities to get involved in my child's education	96.1 %
My child's learning needs are being met at this school	73.5 %
I am happy with my decision to send my child to this school	87.5 %

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	89.7 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	95.1 %
Religious Education at my school is interesting and engaging	75.0 %
I see school staff practising the values and beliefs of my school	98.3 %
My school looks for ways to improve	96.4 %
Students at my school are encouraged to voice their concerns or complaints	92.9 %
Teachers treat students fairly at my school	85.2 %
Teachers recognise my efforts at school	86.4 %
I feel safe at school	98.3 %
My school helps me to respect the needs of others	98.2 %
I am happy to be at my school	91.5 %

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2018
This school helps me to develop my relationship with God	96.2 %
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	96.2 %
This school is well managed	92.3 %
My concerns are taken seriously by the school	92.0 %
This school is a safe place to work	100.0 %
This school has an inclusive culture	96.2 %
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	100.0 %
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

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 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.

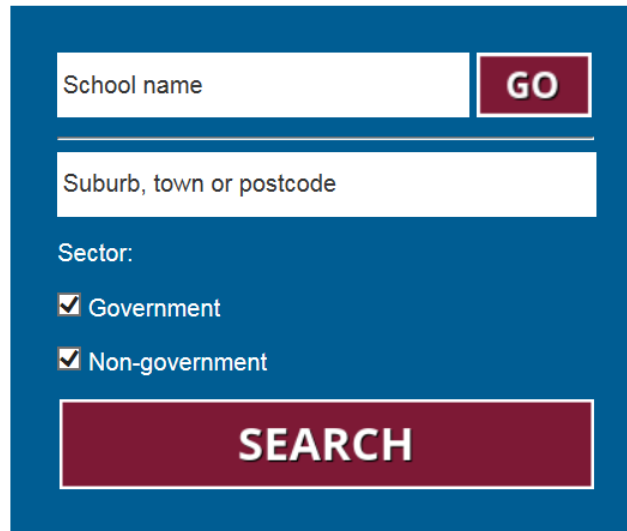
School funding

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 at <http://www.myschool.edu.au/>.

To access our 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.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	24	15
Full-time Equivalents	17.1	6.8

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	5
Graduate Diploma etc.**	7
Bachelor degree	12
Diploma	
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 2018 were \$ 52000

The major professional development initiatives are as follows:

Opportunities were given to staff to

- engage with their peers in professional dialogue to improve numeracy and literacy teaching across the school.
- Identify, monitor and cater for improved educational outcomes for students with diverse needs.
- Improve pedagogical practice through mentoring, coaching, goal setting and feedback

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	97.3 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, 93% of staff was retained by the school for the entire 2018.

Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	92.8 %

*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 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	92.4 %	93.0 %	92.8 %	92.9 %	93.7 %	92.9 %	91.5 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 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.

DW = Data withheld to ensure confidentiality.

Description of how non-attendance is managed by the school

At Christ the King School we use the following to manage student attendance: 1. 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. 2. Developed a school attendance policy and procedures that promote high expectations of student attendance. 3. Monitoring of student non-attendance and patterns of non-attendance to take further action to support student attendance.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	485.9	433.8	538.0	509.0
Writing	441.3	407.2	487.1	464.6
Spelling	432.8	417.8	523.8	502.5
Grammar & Punctuation	484.6	431.7	513.5	503.6
Numeracy	460.4	407.7	520.2	494.2