

**Christ the King School,
GRACEVILLE**

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

We are pleased to have been able to meet our goals as shown in the table below.

Our Vision and Mission Statement has been published and is visible in classrooms and around the school. We refer to this statement to inform decision making.

All teachers at CTK have begun engagement with the Relationships and Sexuality Education (RSE) curriculum and have attended professional development together with other schools.

Collaborative practice continues to be a focus for Christ the King Staff.

We are pleased to see that our continued use of effective and expected practices has led to improved writing results across the school.

School attendance has shown improvement with community support.

Goal	Progress
By the end of Term 1, 2019 the school's Vision and Mission statement will be visible and inform decision making in our strategic planning of strong catholic identity, excellent learning and teaching and building a sustainable future	Achieved
By the end of 2019, staff will engage with the RSE Framework	Achieved
By the end of Term 1 2019, staff will be provided with professional development in collaborative practice	Achieved
By the end of 2019 we will have continued with the use of effective and expected practices across all year levels to improve writing so that 95% of students in years 5 and 6, 90% of students in year 4 and 85% of students in year 3 will be within the 20 -24 band of the writing analysis tool.	Achieved
By the end of 2019, we will have engaged with the school communities on the importance of attendance.	Achieved

Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in:

1. Strong Catholic Identity

Staff formation plan to embed staff understanding of the school charism

Focusing Direction: Professional development investigating Presentation Charism

Collaborative Cultures: Whole staff writing of Charism support materials

Securing Accountability: Make public our charism and shared language around charism

Deepening Learning: Staff professional learning to deepen learning and active use of the charism across school life and practices

2. Excellent Learning and Teaching

Expand use of Model of Pedagogy and Review and Response Process – collaborative and consistent practice using a Maths focus

Focusing Direction: Use of a collaborative coach with staff, Review and respond pedagogical practice – collaboratively, Focused Model of Pedagogy, Maths teaching and learning.

Collaborative Cultures: Use of collaborative practices to monitor teaching and learning.

Securing Accountability: Use maths monitoring tools to gather and inform next steps, Consistent use of Model of Pedagogy across planning and teaching.

Deepening Learning: Use the maths data to reflect on and inform next steps and individual student learning, build staff capacity to reflect and evaluate teaching and learning planning.

3. Building a Sustainable Future

Creating Professional learning community to plan and share practice

Focusing Direction: Develop a clear strategy to engage teachers in sharing learnings from goal setting process.

Collaborative Cultures: Providing goal setting and reflection opportunities (coaching/mentoring)

Securing Accountability: Sharing and discussing learnings and reflections with team members

Deepening Learning: Build staff capacity to collaboratively reflect on practice and evaluate effective change.

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 2019: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	239	133	106	0

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

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:

- 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.

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 - 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 - 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

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.

The challenges for action on energy are increasing because of the mounting pressure to expand the use of air-conditioning, while energy costs continue to rise. The ecological consequences of non-renewable resources are increasingly evident. Furthermore, the mandate and direction of the Papal Encyclical *Laudato Si'* to care for our common home demands the need for a tangible plan of action and Catholic leadership.

This situation drove the engagement of a multi-specialist team to develop a Living *Laudato Si'* Energy Reduction and Management Plan (LLS ERaMP) for Christ the King School.

The work involved consultations with the school leadership team; site audits of buildings, landscape, and energy plant; followed by detailed quantitative analysis of air-conditioning systems, lighting, energy efficiency and solar PV.

Importantly the analysis and recommendations cover both changes of operational practice and use of technology. The recommendations for long-term implementation include:

- Increase landscaping and tree canopy around areas covered with synthetic turf and with synthetic shade sails to reduce the heat-island effect and lower the cooling load of buildings.
- Implement modifications to improve ventilation and light within buildings and improve insulation levels.
- Upgrade lighting.
- Adopt leading options for air-conditioning.
- Implement Solar PV and integrated energy management.
- Develop a waste management system.
- Define a plan for rainwater and groundwater harvesting

Environmental footprint indicators	
Years	Electricity kWh
2019	79471

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.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus for filtering: 'School sector', 'School type', and 'State'.

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

A rectangular button with the text 'View School Profile' in a dark font.

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

The screenshot shows a horizontal navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' item is highlighted with a dark background.

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	16
Full-time Equivalent	16.25	6.6

Qualifications of all teachers*

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 2019 were \$**50000**.

The major professional development initiatives are as follows:

- Joint professional Development sessions with St Joseph's, Corinda on the Relationship and Sexuality Framework
- Collaborative practices mentoring and coaching as well as planning sessions
- Technology practices and tools to improve teaching and learning

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	96.8%

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 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	92.4%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	0.0%

Average attendance rate per year level

Prep attendance rate	93.2%	Year 4 attendance rate	89.7%
Year 1 attendance rate	92.2%	Year 5 attendance rate	92.4%
Year 2 attendance rate	91.3%	Year 6 attendance rate	94.6%
Year 3 attendance rate	93.9%		

*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

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.
- Developed a school attendance policy and procedures that promote high expectations of student attendance.
- Monitoring of student non-attendance and patterns of non-attendance to take further action to support student attendance.

Attendance Marking

Rolls must be marked twice a day:•AM rolls by 9.00am•PM rolls after second break and by 2.00pm. Rolls will be checked by the School Office by 9.00am each day. A phone call will be made to teachers if their rolls are not marked. If rolls are frequently not marked this information will be passed to the School Principal. School Leadership will be advised of unmarked and incorrectly marked rolls. Incorrectly marked rolls will be corrected by the teacher responsible for the class.

Absent Categories

Students who are:-not in class, and notification has not been received from a Legal Guardian, will be marked 'Absent –Unexplained'-not in class and notification has been received from a Legal Guardian advising the student is unwell, will be marked 'Absent –Illness'. Other absence reasons will be marked accordingly e.g. 'Appointment', 'Personal/Family'. When marking the roll, if teachers have received written information from Legal Guardians regarding a student's absence from school, they should enter the details into a log in eMinerva. If Legal Guardians have informed the school office of the absence the school officer will enter these details into a log in eMinerva. Class teachers should enter any information regarding future planned absences of students by entering a Notified Absence into e-Minerva. Students will only be marked as 'Absent –Not Required to Attend', 'Absent –Truant' or 'Absent –Internal Suspension' upon instruction from School Leadership.

Unexplained Absences

An unexplained absence occurs when the student is not present at school and the Legal Guardian does not contact the school. An SMS message will be sent to the Main Contact by approximately 9.30 am each day. Class teachers will follow up any unexplained absences by contacting the student's Legal Guardians. Past unexplained absences are indicated by the red Unexplained Absence Alert icon on class rolls. When class teachers receive written explanation of the absence from student's Legal Guardians, they must update the absence category in eMinerva and enter details in a log.

Key Strategies to increase attendance.

- Regular communication with parent/caregivers regarding the importance of attendance in emails, newsletters and the Parent Portal
- Posters on display around school and at the late sign-in desk referring to late arrivals and non-attendance.
- Recognition at assemblies etc of students who have regular attendance.
- Development of an Attendance Policy

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	489.5	432.3	528.9	506.0
Writing	440.7	423.1	508.7	473.9
Spelling	418.3	418.7	527.8	500.7
Grammar and punctuation	500.1	439.8	521.8	499.1
Numeracy	430.0	408.1	517.7	495.8