



**Brisbane  
Catholic  
Education**

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# ANNUAL SCHOOL REPORTING – 2015

## CATHOLIC EDUCATION, ARCHDIOCESE OF BRISBANE

School Name Christ the King Primary School

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Contact Person Sarah McDonald - Principal

### Principal's Foreword

#### Introduction

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 referred to fondly, is located 30km north of Brisbane in the centre of the Moreton Bay Region. As a small school with just over two hundred and forty students, we are a vibrant community and pride ourselves on truly knowing our students and families.

In 2015 our school consisted of ten classes including two streams of Prep and Year One. 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 provide 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 Profile

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 227 Girls 104 Boys 123

## 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% and 2% ESL.

## Our distinctive curriculum 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 two co-teachers in literacy and numeracy in the early, middle and senior years. A Guidance Counsellor is available 1 day per week and a school pastoral support person 2 days per week as well as a highly efficient and supportive team of school officers.

Students are provided with swimming lessons in term 4.

## 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)
- Stephanie Alexander Gardening/cooking program

## How Information and Communication Technologies are used to assist learning

At Christ the King students and teachers have access to an extensive range of Information and Communication Technologies to assist in learning and teaching.

Each classroom is outfitted with 10 laptop and 10 I pads for students to use in collaborative learning activities and to widen the depth and breadth of student knowledge and skills. In addition to this we have a full time ICT teacher to assist both students and teachers in learning ICT skills and operating hardware and software.

Students use ICT in all learning areas, where appropriate, including using I pads in Visual Art and Media studies. Our Math program is also fully online, doing away with the need for Math activity books. Learning and teaching activities utilise the LIFE Learning Management system which facilitates safe and productive learning activities while online.

## Social climate inclusive of pastoral care and our response to bullying

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.

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.

## Parent, student and teacher satisfaction with the school

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 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.

Students and teachers both reply that they feel supported in the community.

## Parent involvement in their child's education

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 discussion about the student's learning engagement, achievement and learning goals identified for the child. Information nights are provided to help family 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 programmes, 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.

Individual Education Plans are created and reviewed with parents for verified students.

## Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	18	21
Full-time equivalents	15.29	11.36
Aboriginal and Torres Strait Islanders		1

## Qualifications of all teachers

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

## Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 28 608

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; using data to lead learning, review and response cycles and learning walks and talks. Teacher's were in-serviced and released to focus on the data collection methodologies associated with the initiative and construction data walls to ensure each child progressed in literacy. As we examined our data other professional learning needs were identified including strategies from the Reading to Learn program to assist with the context-text model of learning literacy, teacher release for planning with the model of pedagogy and the gradual release model and visible learning strategies around feedback and learning walks and talks. This focus will continue into 2016.

In addition to this the school also validated the Religious Education Curriculum and teacher release was used to plan and prepare for this process.

## School Income by Funding Source

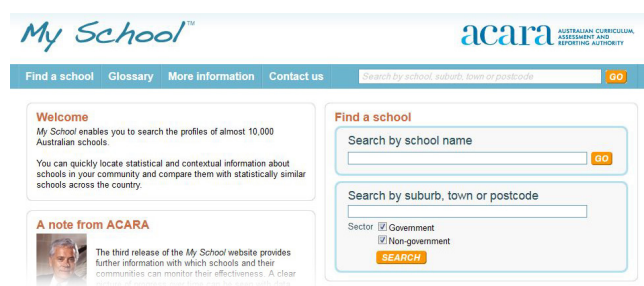
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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.



## Average staff attendance rate

The staff attendance rate was 96.64 % in 2015.

## Proportion of staff retained from the previous school year

From the end of the 2014 school year, 92.0 % of staff were retained by the school for the 2015 year.

## Key Student Outcomes

Whole School Attendance Rate	93.00 %
Prep Attendance Rate	94.00 %
Year 1 Attendance Rate	94.00 %
Year 2 Attendance Rate	93.00 %
Year 3 Attendance Rate	93.00 %

Year 4 Attendance Rate	89.00 %
Year 5 Attendance Rate	94.00 %
Year 6 Attendance Rate	93.00 %

## Policy and practice to manage student attendance

Parents/care-givers and students are made explicitly aware of our high expectations of attendance at school.

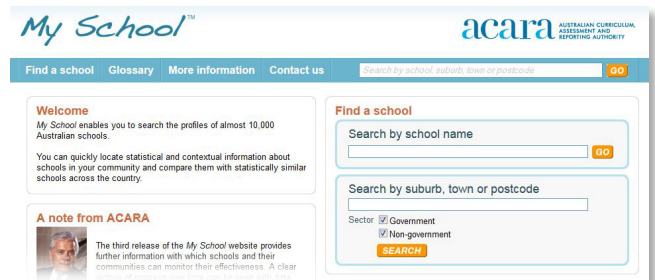
Electronic rolls are marked twice daily by teachers. Parents are encouraged to contact the school when children are unable to attend. Students who are late or leave early are required to sign in or out accordingly.

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.

## Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.



The screenshot shows the My School website interface. At the top, there is a navigation bar with 'Find a school', 'Glossary', 'More information', and 'Contact us'. A search bar is located on the right side of the navigation bar, with a 'GO' button. Below the navigation bar, there is a 'Welcome' section with a brief description of the website's purpose. To the right of the welcome section is a 'Find a school' section with two search boxes: 'Search by school name' and 'Search by suburb, town or postcode'. Below these search boxes are radio buttons for 'Sector' with options for 'Government' and 'Non-government', and a 'SEARCH' button.

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