

Annual Report to the Community



Christ the King
SCHOOL



School features

Established by the Sisters of the Good Samaritan, Christ the King School, Warradale, is a small, Reception to Year 6 Catholic parish school within the Brighton Parish in Adelaide. The school has approximately 162 students across 7 classes. In the Catholic tradition, we seek to provide a comprehensive Catholic education to children in a caring, faith community. Our children are part of an R-12 Catholic Schooling Pathway through middle schools to Sacred Heart College Middle and Senior School or Cabra College.

Our vision is to provide:

A faith-enriched Catholic School inspired by the values of the Sisters of the Good Samaritan, respecting diversity, fostering community and providing quality education and learning for all.

We develop, nurture and promote our Catholic way of life to our community and beyond through experiences of liturgy, prayer, curriculum, parish life, sacraments, staff development, community service and hope for the future.

Our Catholic identity is enhanced through developing strong relationships with our students and families.

We believe effective, open and supportive relationships between students, teachers, parents and the community are key to developing the learning capabilities of the students. We believe hospitality and invitation strengthen the partnership with families. We have a strong focus on communication through both online and face to face processes making a commitment to all members of the community ensuring all are welcomed and supported.

A strong emphasis is placed on Literacy and Numeracy skills and the integration of technologies and resources. The teaching staff continually participate in professional learning and reflective practices to constantly improve the learning outcomes for all students. We are guided by research and evidenced based practices.

Each student is known individually and school practices and improvements are guided by examining evidence provided by collected assessment and other data, teacher professional knowledge and student work.

Creativity is nurtured through the provision of the learning of the Japanese language, class and individual music and arts practices, public performance opportunities and leadership.

Participation in school sports, after school sporting teams and the Sporting Schools program encourages and develops healthy and active students assisting with developing active, informed and creative students whose wellbeing is a priority for the school community.

The staff and parents work to provide the students and their families with a nurturing and supportive learning environment. The active and engaged parent community is strongly committed to the school and the learning of their children.

Together we aim to have successful, informed learners, who are creative, confident and active members of the community.

Total enrolments 2018	150
Girls	70
Boys	80
Full-time equivalent enrolments	150
Indigenous students	0%
English as an additional language students	18%
Students with Special needs	5.3%

Student attendance

Christ the King School
Attendance Year: 2018

Student Attendance by Year Level 14 December 2018

Term 1: 29/01/2018 to 13/04/2018

Term 2: 30/04/2018 to 06/07/2018

Term 3: 23/07/2018 to 28/09/2018

Term 4: 15/10/2018 to 14/12/2018



Year Level	Term 1	Term 2	Term 3	Term 4
RE	94.70%	94.55%	93.88%	92.74%
01	94.42%	93.72%	94.38%	91.91%
02	97.50%	95.57%	93.92%	95.45%
03	95.53%	93.89%	95.50%	95.03%
04	97.26%	95.00%	93.65%	96.44%
05	94.07%	93.22%	93.33%	96.52%
Average	95.58%	94.33%	94.11%	94.68%

When children are absent for the day or more many families access the Skoolbag app and submit absentee notes. Some families phone in absences. When a child is absent the front office staff will check on the reason via a phone call to the family. Absences for an extended period of time require a request for absence to be submitted to the Principal before the leave is taken.

Staff profile

Teaching staff	13
Full-time equivalent teaching staff	10.2
Non-teaching staff	9.0
Full-time equivalent non-teaching staff	3.31

Staff Qualifications

- Masters degrees – 20%
- Bachelor degrees – 80%
- Advanced degrees or Diplomas – 40%
- Graduate Diplomas or Certificates – 90%

Professional Learning

In 2018 all staff were involved in professional learning. We believe learning is for all within our community. Each week teaching staff participate in learning within in staff meetings and in addition every second week they are involved in team learning with a small group of teaching staff. Within these meetings the teachers share their learning and that of their students to ensure that each child's learning and wellbeing is our constant focus.

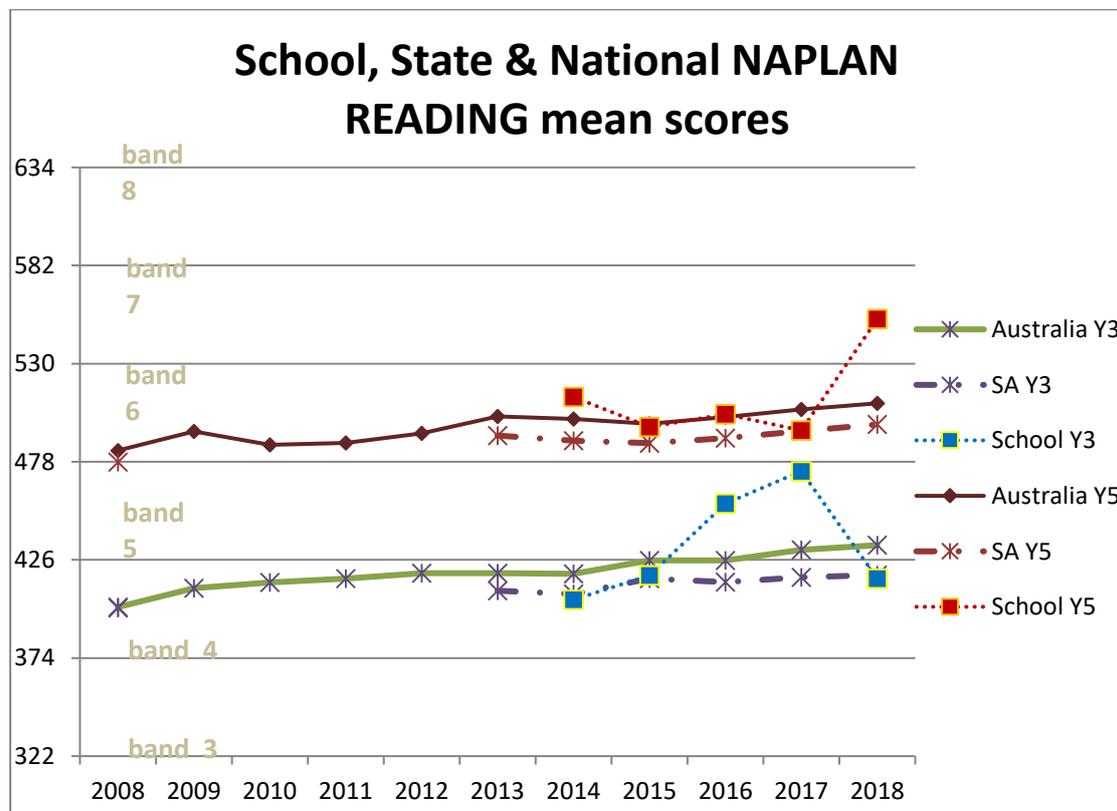
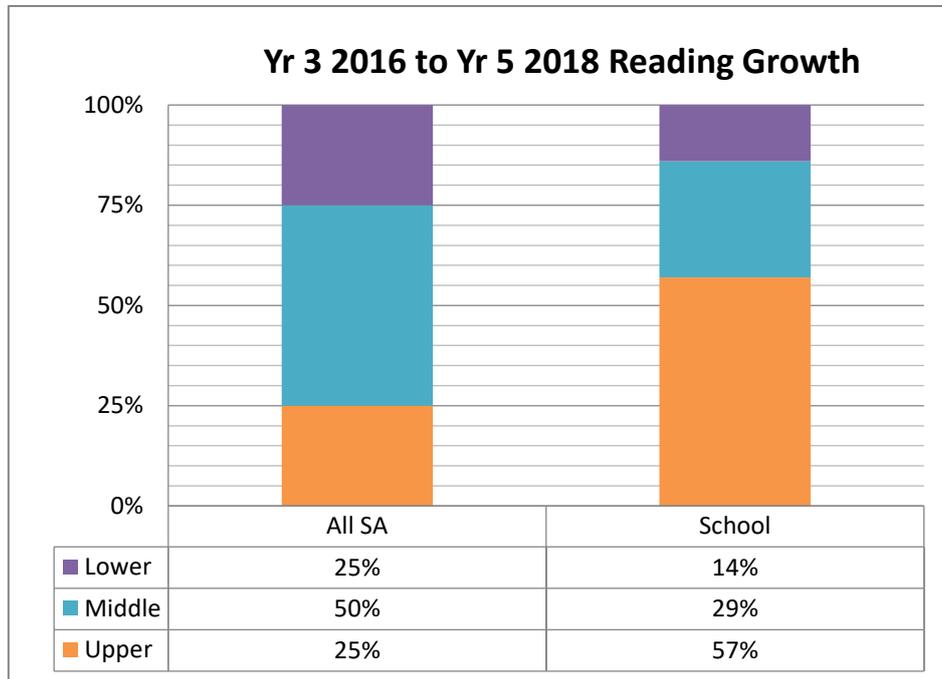
In addition many staff are involved in professional learning outside of school hours as well as within school hours.

Professional Learning – below are a number of courses staff participated in during the year.	
Visible Learning	WHS online training
Assessment of learning	Looking at Classroom Design and Pedagogy
Differentiating the Curriculum QDTP	Autism
What's the Buzz	EAL Band scales
Moderation of student work	STEM Learning PD
Digital technologies curriculum	Dyslexia
In addition there are many in house training and development days, which occur during the year.	

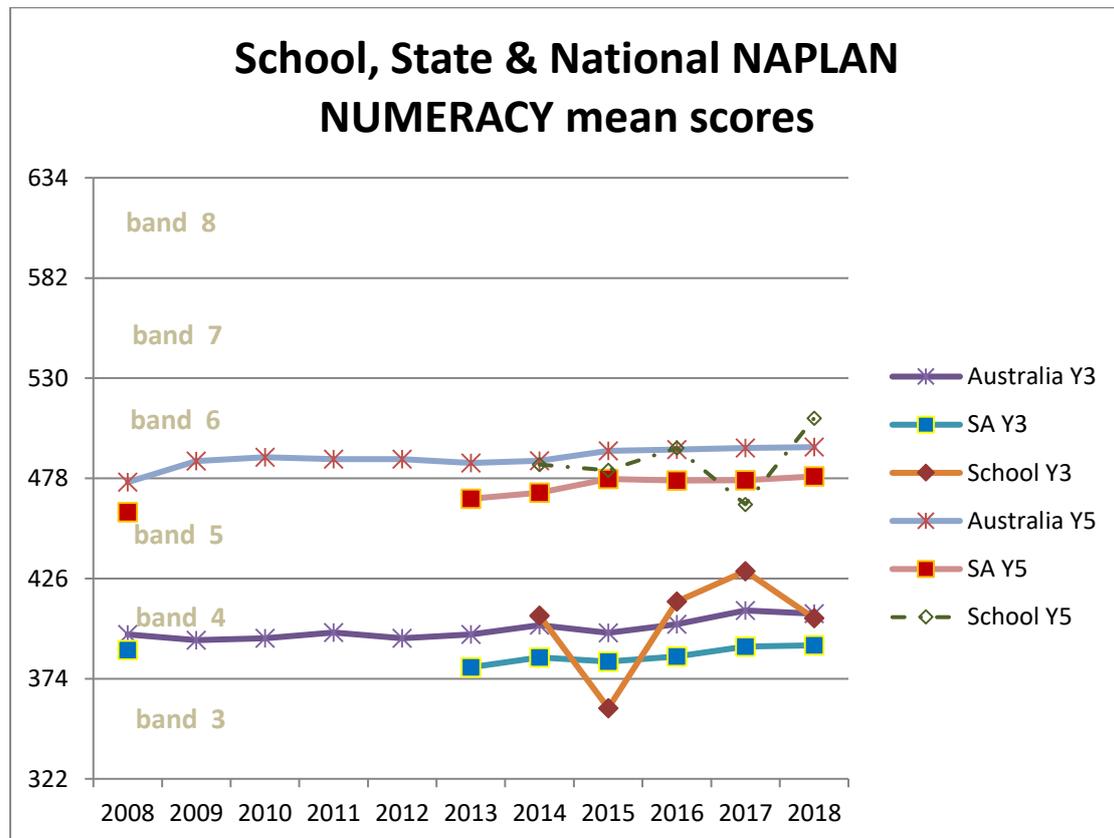
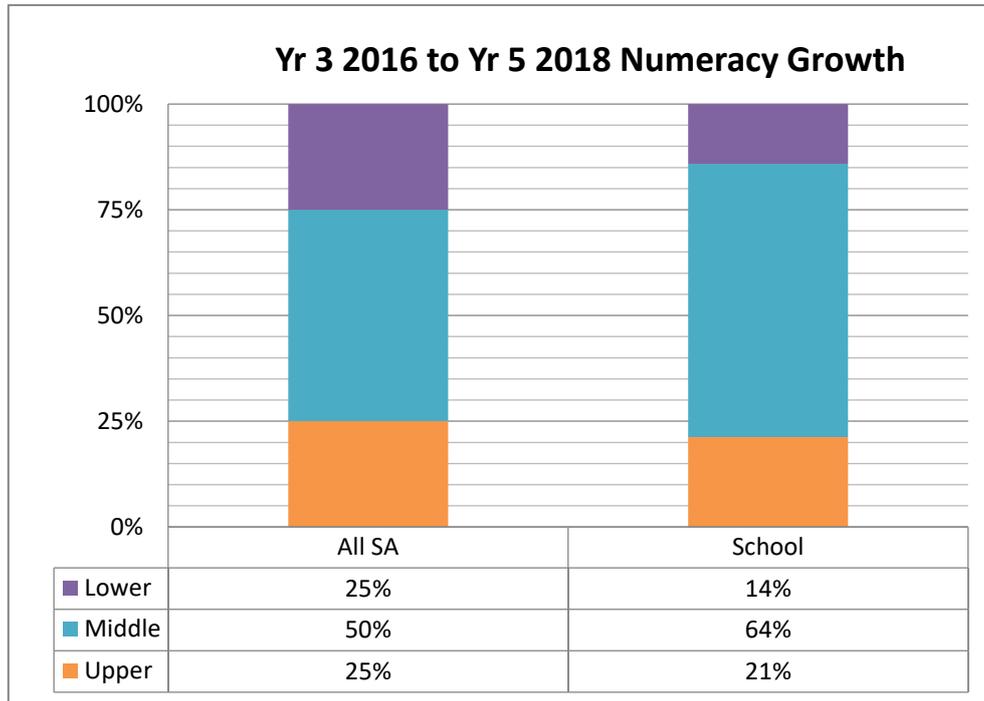
In total approximately \$37,000 was allocated to staff learning. These costs are associated with course fees and replacement teacher / staff costs.

Student learning outcomes

READING GROWTH 2016 – 2018



NUMERACY GROWTH 2016 – 2018



Staff satisfaction

Staff reflected and discussed and evaluated the key learning goals for the 2018 school year. Each staff member indicated their own learning goal for the year. Many of these learning goals aligned with the school's annual improvement plan.

The staff also established the Annual Improvement Plan. Feedback indicated the need to continue the work commenced across a number of areas including stating of learning intentions and success criteria and maths teaching, assessment and the use of data, the use of IEP information for Quality Differentiated Teaching and the renewal of our spelling program focussed on Word study and strategies. Further learning was requested for STEM Learning PD.

Staff were asked to reflect on successes and challenges throughout the term and set new goals to build on challenges and success.

All staff recognised the importance of a safe and supportive environment for learning for this reason the establishment of a position of responsibility was established for the purpose of focussing on student wellbeing. We continue to use the services of social work students. In many ways these university students add to the diverse nature of our community.

Parent satisfaction

In 2018 our parents participated in a uniform survey in view to change the uniform to cater for flexibility and movement for both girls and boys. A request was generated from the community to invite parent input into possible changes of the current school uniform. Information is gathered from this parent survey to see what parents view as most practical for students and each gender. Options for Smart Play were explored contributing to an overall decision about changing and adapting the current school uniform. Throughout 2018 preparations were initiated to survey parents about the newly established Year 6 class and a proposed Trip to Canberra. This was supported by over 90% of the parents. Clear goals and intentions about the learning stemming from this Canberra Experience would align with the Australian Curriculum and provide enriched opportunities for learning at Year 6 Level.

Student Satisfaction

Our Annual Improvement Plan set clear goals and intended outcomes and gave us the direction we needed to implement many strategies, ensuring we were able to provide a balanced education to meet the needs of all our children. The understanding and implementation of 21st Century Contemporary Learning and Teaching has been ongoing. The staff have continued to develop their understanding and expertise in implementing a student-centred curriculum that is personalised and promotes a culture of excellence. The students are to be commended for their interest and enthusiasm in all aspects of school life. The challenges, both academic and personal, that the curriculum and programmes offered, provided the catalyst for all children to have an opportunity to shine.

We continue our belief in childhood which informs our practice:



that every child is competent and full of potential and that every child matters within the CTK Community. As an ongoing commitment to learning and student satisfaction we surveyed the students to fully understand their perception as a learner. Our involvement in the South West Region Visible Learning Project also informed our teaching practice through obtaining data and feedback from our students about what a good learner looks like, what makes a good learner, the importance of teacher feedback and student feedback, assessment and goals for learning, setting goals and aims as a learner.

From student and parent anecdotal feedback, we recognised that a Social Emotional Learning Programme would be beneficial to initiate across the whole school as a focus for each year level to improve student well being and learning.



Finance

FINANCIAL POSITION YEAR ENDED 31/12/18

- RECURRENT INCOME

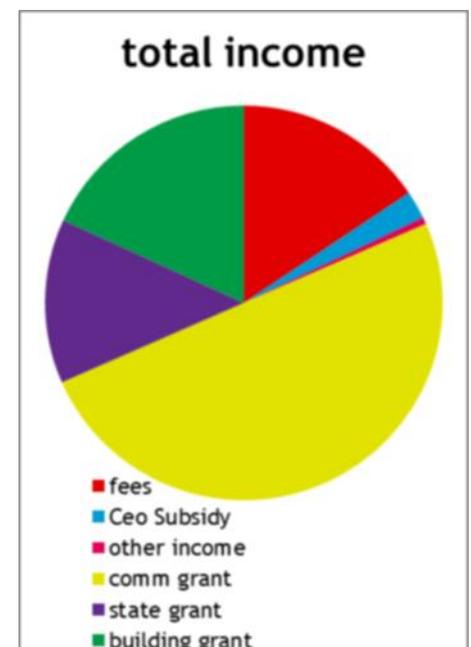
School Fees – after discounts	\$ 430,022
CEO Income	\$ 63,457
Other Income	\$ 15,349
Government Grants-Commonwealth	\$ 1,378,406
- State	\$ 371,850
- Capital Grant	<u>\$ 500,000</u>
	<u>\$ 2,759,086</u>

RECURRENT EXPENSES

Tuition expenses	(\$1,583,183)
Admin Expenses	<u>(\$ 649,075)</u>
	<u>(\$2,232,258)</u>

- TRADING ACCOUNTS

P & F	\$ 24,730
Uniform	<u>\$ 2,763</u>
	<u>\$ 27,493</u>
Net Profit	\$ 554,321



School Improvement

Self-assessment process

During 2018, the school began the process and engaged in a self-assessment process that led to development of a School Improvement Plan, based on the domains specified in the Continuous Improvement Framework for Catholic Schools (CESA) and the School Capability Survey which was led by the Corwin Group through our involvement in the Visible Learning Project in the South West Region. In 2018, a number of goals were enacted from this plan. We use staff surveys, family surveys, incidental feedback, consultation with school Board and data analysis of NAPLAN ACER assessment, class reports and student ideas to formulate our improvement plan.

2017 was the final year of the five year plan and throughout 2018 with the refurbishment of the new building and the feedback from the community to ensure a successful Year 6 class for 2019, our Annual Improvement Plan was formulated through consultation in 2018. During 2018 feedback, self-assessment and data was used to reflect upon the elements of the CESA Continuous School Improvement Framework establishing long term goals for the school.

2018 School Improvement Plan

Enhancing Catholic Identity

Goal	Evidence
Supporting staff in their faith formation	Ongoing RE support and faith formation
Commitment to ecological sustainability	Review of On Holy Ground and proposed Leadership Retreat Laudato Si for 2019
Religious Dimension: Theology of the Child	Unpacking Children Close to the Mystery of God Document

High Quality teaching and Learning

Goal	
Agreed practice in Literacy and English	Revisited
Growth monitored across Maths and English for all students	Implementation of the Scorelink data collection point.
Use of learning progressions to map maths learning	Junior primary used assessment to track students – learning progressions in development
Teaching practices and student impact and Feedback	All classes completed feedback sessions
STEM Learning PD: Integrating STEM across the curriculum	STEM EXPO for the community. Showcase STEM learning across the school.
Visible Learning Project	PD commitment from schools in SW Region

	Developing an understanding of student dispositions
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Strong Home, school, community engagement

Goal	
Long Transition Programme for Children beginning Reception Further connection and advertising in partnership with local community	Across 2018-2019 Initiatives for more marketing of Playgroup, Long Transition and visits by Reception teacher and Principal to local ELC and Preschools
Class Newsletters continued	Anecdotal feedback positive
Responsive website developed.	Ongoing work and updates on school website
Use of See Saw ongoing within the all classes	Successful use of See Saw in all classes

Orderly and safe learning environments

Goal	
Behaviour Management Policy to be revised reflecting Restorative practices.	In draft form
Use of Circle time and What's the Buzz to promote positive relationships in all classes.	All classes agreed to this process and most using on a regular basis, more emphasis on the Programme across 2018-2019
Child Protection an item on every admin staff meeting.	Completed

Effective Administration and resourcing

Goal	
Development of plan to upgrade designated areas of the school	Completed and federal grant received Building Project across Terms 1 and 2 2018 were completed and classes moved into new areas in Term 3
Budgeting for Year 6 class to begin in 2019	Location of Year 6 class
Increase of iPad availability and ICT	Additional iPad purchased and Laptops (ProBook) purchases for the Year 6 class

All teachers have a set of documented and regularly reviewed goals related to both performance and development, and measure their attainment of these goals with their evidence of learning.

All teachers are supported in working towards their goals, including through access to high quality professional learning. As illustrated by the spending and time allocated to staff learning. These goals are related to the school goals.

All teachers are involved in a collaborative learning team, establishing common assessment tasks across classes.

All teachers receive regular formal and informal feedback on their performance. This occurs at least twice year with discussions focused on program and planning and goals set.

This includes a formal review against their performance and development goals and school agreed practice at least annually, with verbal and written feedback being provided to the teacher.

Evidence used to reflect on and evaluate teacher performance comes from a number of sources and includes information about student learning outcomes; information based on direct observation of teaching, school capability assessment and evidence of collaboration with colleagues.

Christ the King School is a place of Faith, Learning and Community. Through the efforts of the staff, the children are nurtured in their learning and wellbeing.

Our aim is to create an environment where the children can flourish.

We thank the staff and the children's families for their support of the children, encouraging learning and working together to create an environment that is safe, supportive and challenging, where the children feel they belong.

