

School Performance Report



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.



Innovation and enrichment are nurtured through the provision of the learning of the Japanese language, class and individual music and arts practices, public performance opportunities and leadership. Digitech and Resource Based Learning is a programme which engages our learners from Reception to Year 6.

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.

We are a Catholic community which is innovative, collaborative and strives for excellence in education. Our purpose is to maintain a sense of belonging for all our children, encouraging and enabling them to reach their full potential. We promote, and actively encourage students to be life long and life wide learners.

At Christ the King School, a significant aspect of 2019 was the introduction of a Year 6 class and Christ the King School moved from a R-5 school to a R-6 school. Our Year 6 students were offered an innovative curriculum and learning program which included the opportunity for school leadership positions. The Year 6 students participated in our first Canberra Trip as a whole class and this was extremely successful developing a sound understanding of Australia's capital, federal system and civics and citizenship. It has been a privilege to have our first Year 6 Graduate at CTK and to see them grow and flourish throughout 2019.

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

The year of 2019 marked the anniversary of 60 wonderful years of Catholic Education at Christ the King School. The School began in 1959 and was founded upon the tradition of the Good Samaritan Sisters of the Order of Saint Benedict. The original motto was 'In all things May God be Glorified'. Throughout this year we have continued to flourish as a Catholic School community and celebrate all things in our daily actions and pursuits.

We have much to celebrate about the 2019 year and be grateful for all our students and families of those distinctive moments and ways in which the children exhibit



their varied talents and capacities. A large part of leaving the school year behind is the reflection on your past self and you now. It's about growing up, seeing changes around you and in yourself. Loris Malaguzzi stated that all children have a multitude of ways in which they can express their ideas, thoughts, feelings. At the same we have experienced moments of immense satisfaction, notable success and great joy. This year there is much to reflect upon and enjoy. Christ the King School is on a journey of continuous improvement. We celebrate how our students

to continue to make the most of their talents, to always do their best and to realise their full potential as we continue to provide quality education.

There were many highlights in 2019:

Celebrating 60 years of Catholic Education at Christ the King School

The Opening and Blessing of our Learning Spaces

Our Social Emotional Programme,

The first year of Year 6 Students at Christ the King School

Harmony Day, Sports Day, Multicultural Day, the variety of Sports Carnivals, Inaugural Canberra Trip, Mother's Day Morning Tea, Father's Day Breakfast, Sacramental Programmes, Whole School Nature Play experiences at Morialta and with the Funky Junk Man, STEM and Digitech Learning and so many more extra-curricular activities.

Enrolments

Total enrolments 2019	160
Girls	73
Boys	87
Full-time equivalent enrolments	160
Indigenous students	0%
English as an additional language students	18.12%
Students with Special needs	5%

Student attendance

Christ the King School
Attendance Year: 2019

Student Attendance by Year Level
13 December 2019

Term 1: 29/01/2019 to 12/04/2019

Term 2: 29/04/2019 to 05/07/2019

Term 3: 22/07/2019 to 27/09/2019

Term 4: 14/10/2019 to 13/12/2019



Year Level	Term 1	Term 2	Term 3	Term 4
RE	95.89%	92.71%	93.22%	94.28%
01	93.96%	94.15%	95.54%	94.79%
02	93.87%	94.32%	93.58%	92.09%
03	92.14%	95.36%	95.08%	95.66%
04	94.52%	93.54%	95.21%	93.77%
05	94.45%	93.11%	93.97%	94.37%
06	94.64%	94.03%	95.78%	93.94%
Average	94.21%	93.89%	94.63%	94.13%

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 an sms 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	10.3
Non-teaching staff	8.0
Full-time equivalent non-teaching staff	4.16

Staff Qualifications

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

Professional Learning

In 2019 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 each staff member is encouraged to attend Personal Professional Development. WE have individualised Professional Learning Conversations with key teachers. Within these meetings the teachers share their learning, review data 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.

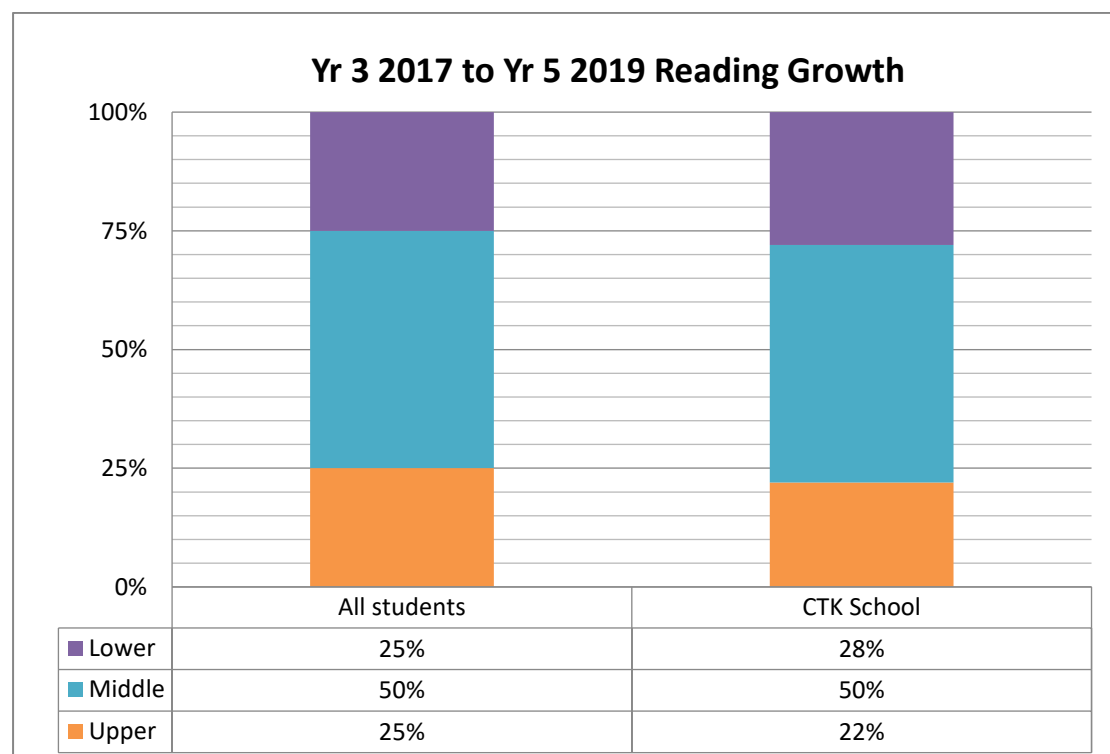
Professional Learning – below are a number of courses staff participated in during the year.

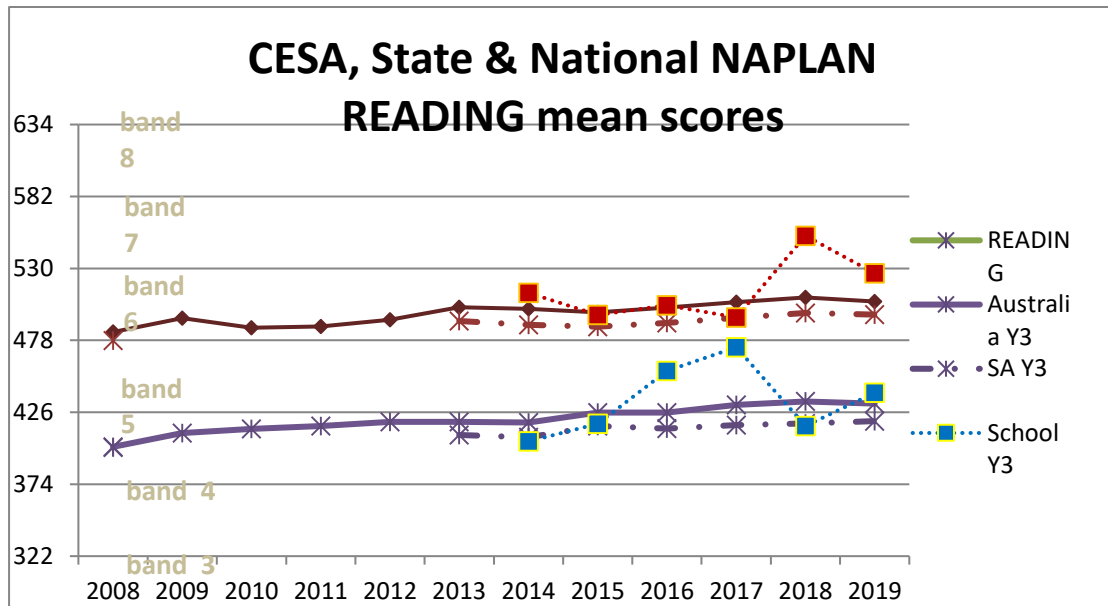
Visible Learning	WHS online training
Assessment of learning	Looking at Classroom Design and Pedagogy
Differentiating the Curriculum QDTP and IEP	Autism
What's the Buzz	EAL Band scales
Moderation of student work	Crossways Learning PD
Digital technologies curriculum	Use of NCCD to inform pedagogy and practice
VOXI workshop: Marketing story for CTK	MaqLit Training for key staff
In addition there are many in house training and development days, which occur during the year.	

A considerable budget was allocated to staff learning professional learning. These costs are associated with course fees and replacement teacher / staff costs.

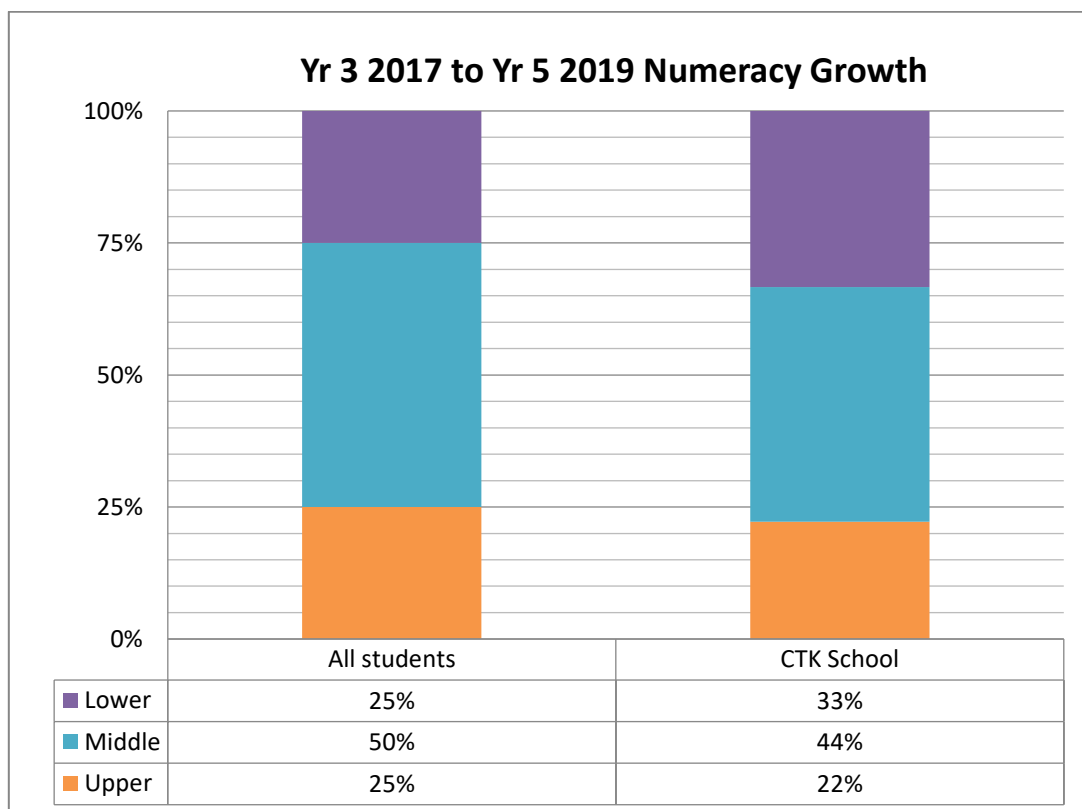
Student learning outcomes

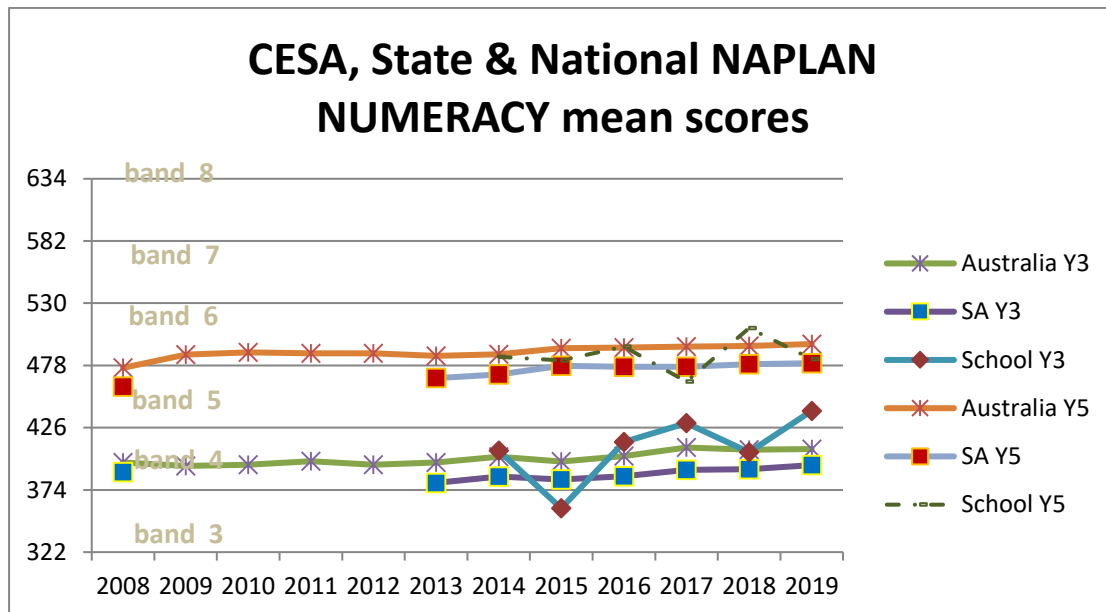
READING GROWTH 2017– 2019





NUMERACY GROWTH 2017 – 2019





Staff satisfaction

Staff reflected and discussed and evaluated the key learning goals for the 2019 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 had feedback into the Strategic Plan of the School. 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 Phonics 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. Each staff met with the Principal for Annual Appraisal Meetings.

All staff recognised the importance of a safe and supportive environment for learning for this reason the What's the Buzz programme was established for the purpose of focussing on student wellbeing. We continue to use the services of university students. In many ways these university students add to the diverse nature of our community.

Parent satisfaction

Throughout 2019 preparations were initiated to survey parents in the impending Year 6 class another 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.

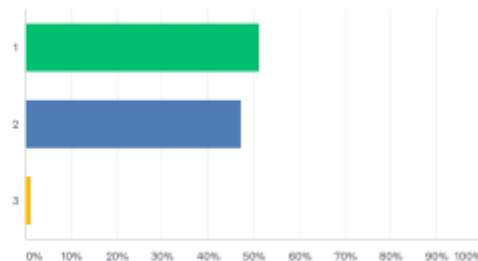
Parent Satisfaction Survey Results 2019

In 2019 all parents were asked to participate in a parent satisfaction survey. The results of the survey helped to establish some strategic directions of the school. The results of the survey are as follows.



Q1: Number of children in your family that currently attend Christ the King School

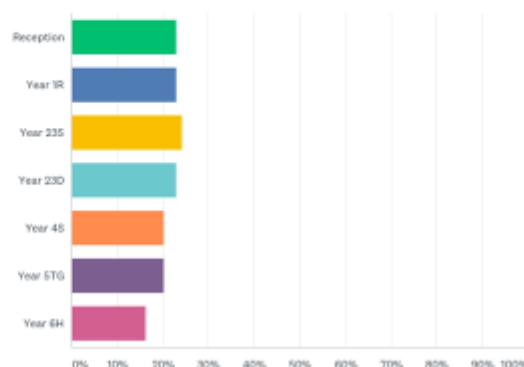
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Q2: What year level is/are your child/ren in?

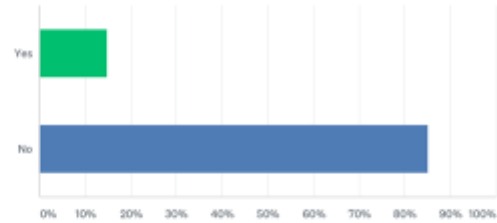
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Q3: Do you have any children that have not yet started school but will be enrolled in the future?

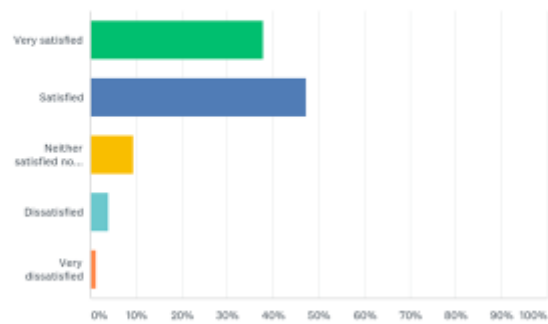
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Q4: How satisfied have you been this year with the Parent / Teacher communication at CTK?

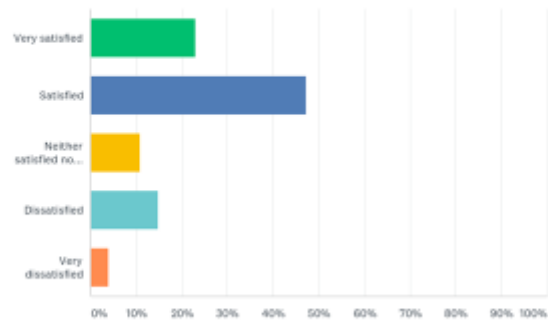
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Q5: How satisfied have you been this year with the Parent / School communication at CTK?

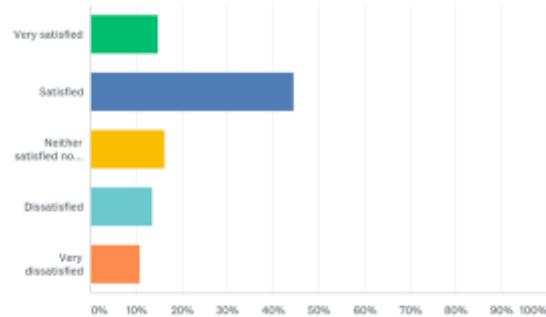
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Q6: How satisfied have you been this year with the school's approach to address any issues or concerns you have had?

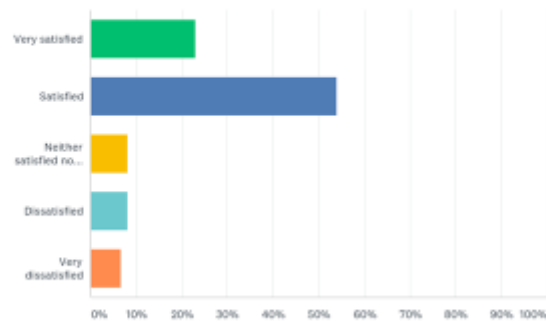
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Q7: How satisfied have you been this year with the school's approach to meeting your child(ren)'s learning needs?

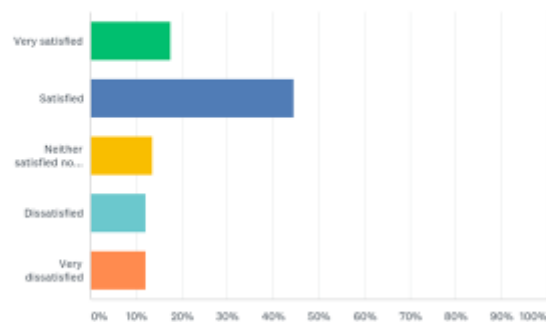
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Q8: How satisfied have you been this year with the school's approach to fostering an inclusive and supportive school community?

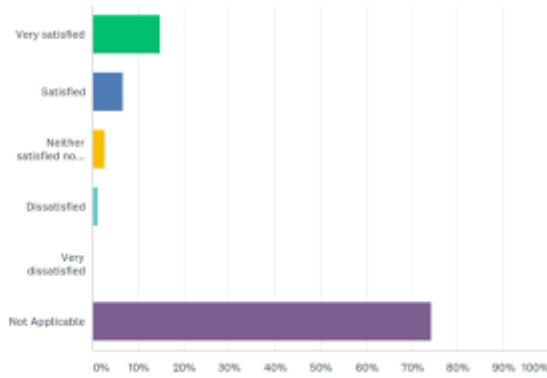
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Q9: (For Reception Families Only) How satisfied have you been with your child's start to school at Christ the King School?

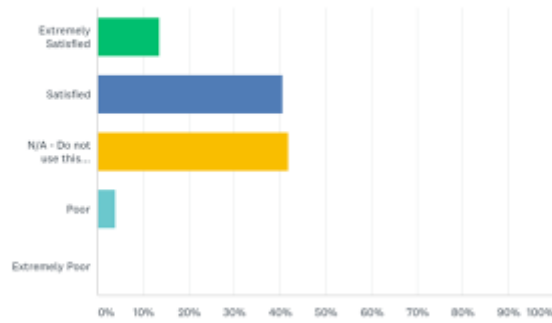
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Q10: (a) School Lunch Provider (Lunch Order caterers)

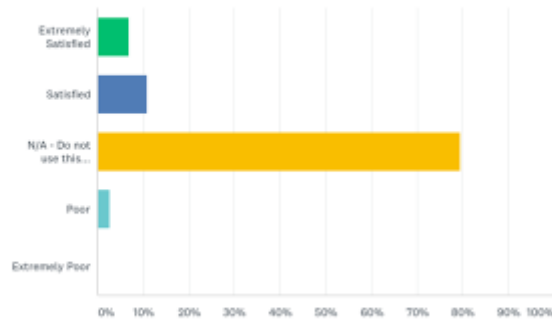
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Q10: (b) Catholic Schools Music Festival Choir [Yr 6]

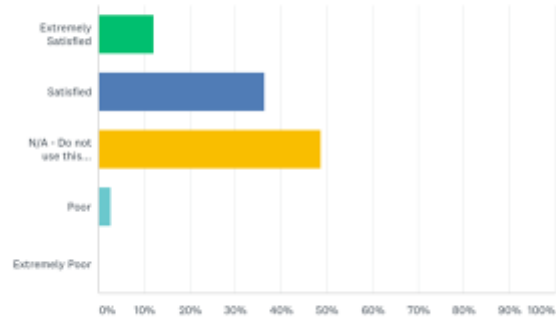
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Q10: (c) Music in School

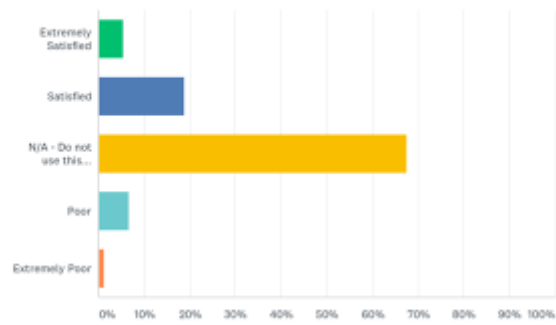
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Q10: (d) Music/Instrumental Tutor Program

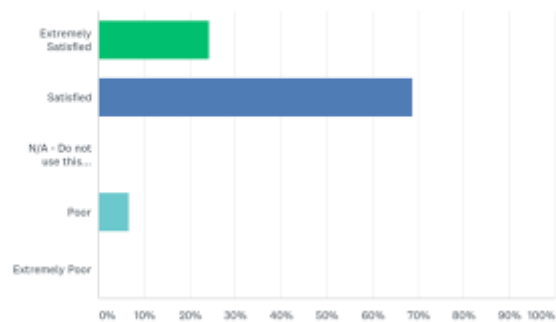
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Q10: (e) Excursions/Incursions

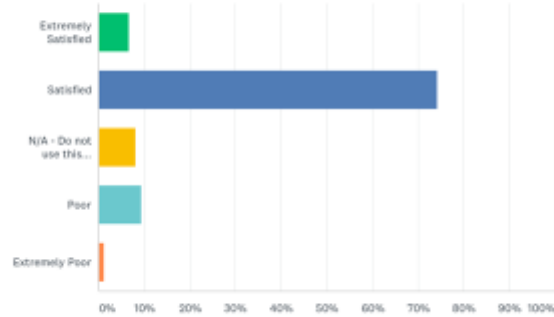
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Q10: (f) Japanese

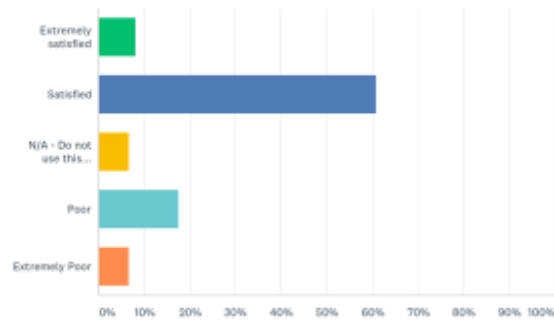
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Q10: (g) Sport in School

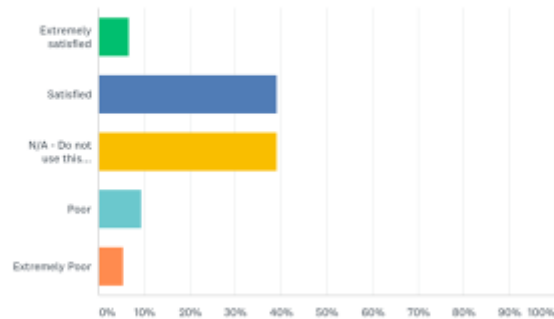
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Q10: (h) Out of Hours School Sport Program

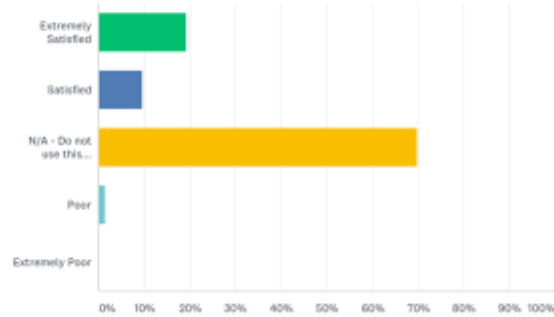
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Q10: (i) Long Transition Program for students beginning Reception

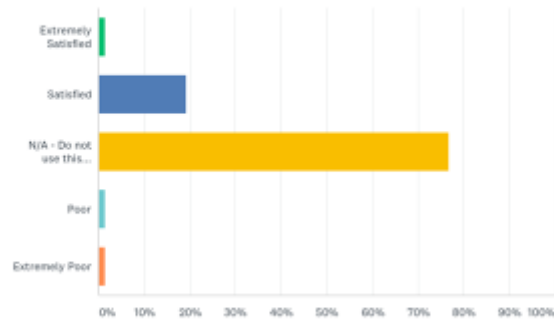
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Q10: (j) Social Justice Group

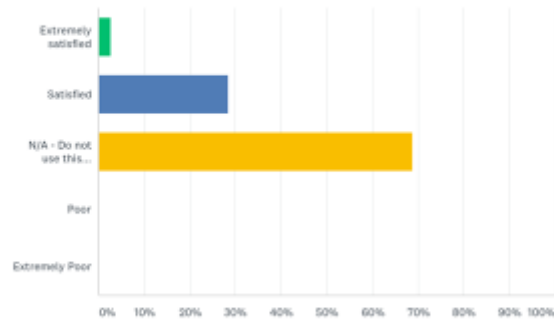
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Q10: (k) Sacramental Program

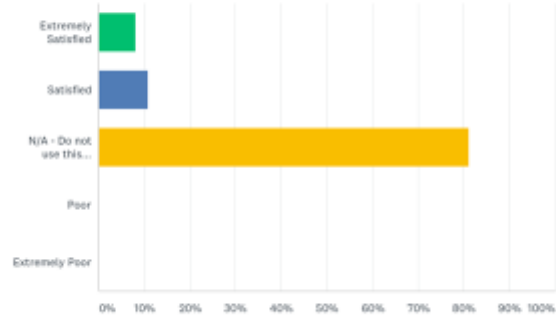
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Q10: (l) Journey to Emmaus [Yr 6]

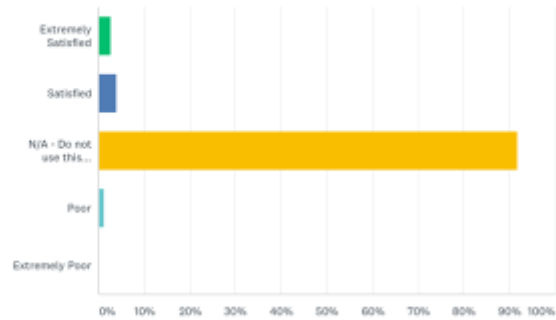
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Q10: (m) Playgroup

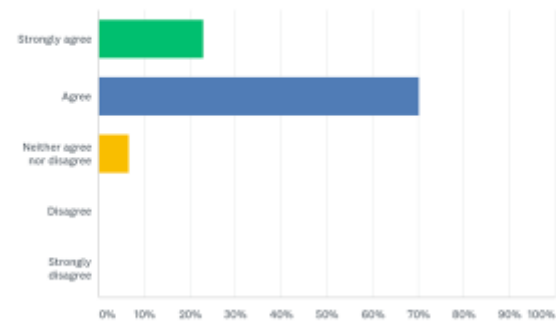
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Q11: (a) School facilities are clean and well maintained

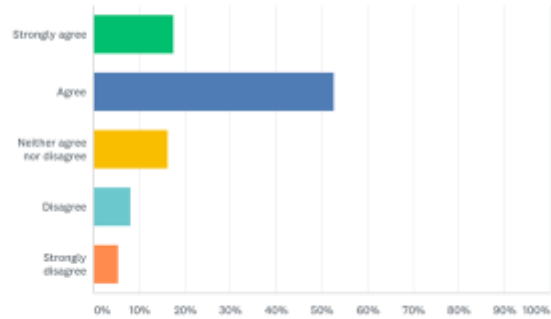
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Q11: (b) My child has access to a variety of resources to help with their learning

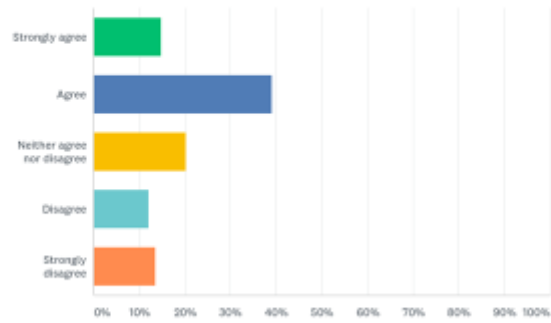
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Q11: (c) Christ the King School has a strong community foundation

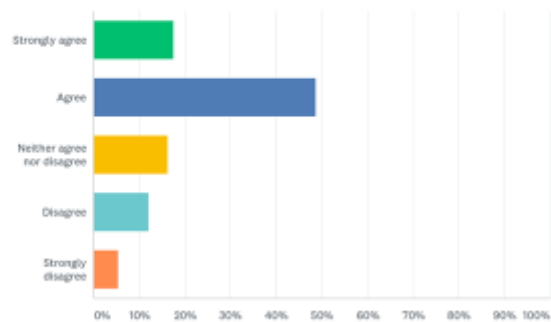
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Q11: (d) Parents feel welcome in our school

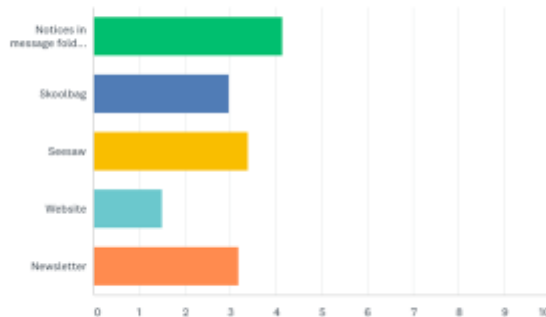
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Q12: What means of communication do you rely on the most in getting information from the school to home? Please respond in order 1-5 with 1 being the communication that you rely on the most & 5 being the communication that you rely on the least.

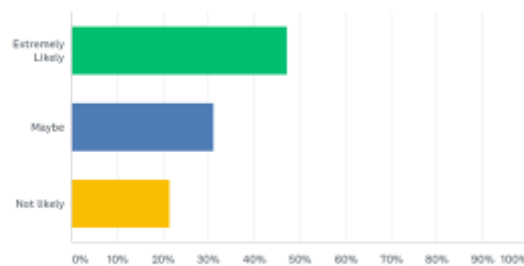
Answered: 74 Skipped: 0



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Q13: How likely is it that you would recommend Christ the King School to family and/or friends?

Answered: 74 Skipped: 0



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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.

Finance

FINANCIAL POSITION YEAR ENDED 31/12/19

- **RECURRENT INCOME**

School Fees – after discounts
\$ 489,147

CEO Income
\$ 168,565

Other Income
\$ 25,462

Government Grants-
Commonwealth
\$ 1,513,091

- State

\$ 389,002

- Capital Grant

\$ -

\$ 2,582,269

RECURRENT EXPENSES

Tuition expenses (\$1,839,538)

Admin Expenses (\$ 761,400)

(\$2,600,938)

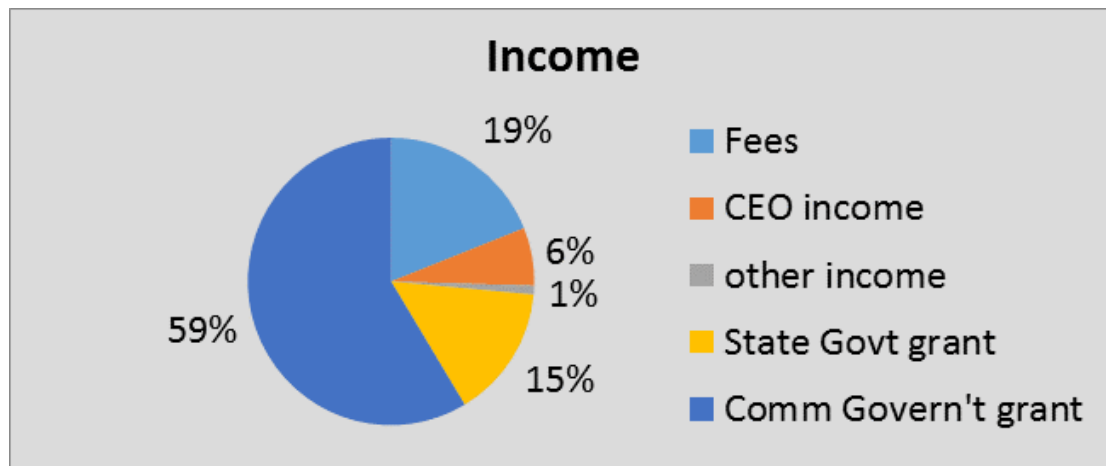
- **TRADING ACCOUNTS**

P & F \$ 16,455

Uniform \$ -
\$ 16,455

Net Profit (Loss) (2,214)





School Improvement

The school Annual Improvement Plan was modelled on teacher feedback and school board involvement representing the School Community. This is the final year of the Strategic Plan and a new and innovative Strategic Plan will be formulated at the beginning of 2020.

Teachers as Researchers, Professionals and Life-Long Learners

Self-assessment process

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 as a whole staff, 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 and grow.

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.

Christ the King School

TO FLOURISH

TO GROW

