

AGM PRINCIPAL'S 2020 SCHOOL YEAR REPORT

Christ the King

To Flourish. To Grow.

6:30 PM 24th February, 2021



Education is what remains after one has forgotten what one has learned in school. – Albert Einstein

Let us hope that we sail into somewhat chartered waters in comparison to last year's events as a result of COVID. I would like to thank the dedicated staff and co-educators who have supported me with my strategic vision, and, have worked so hard to make your children's learning engaging, challenging and enjoyable throughout the uncertainties of lock downs and coping with the COVID restrictions. One thing we all learnt through 2020 is the need for community and the sense of belonging. The joy displayed by our students as they returned to school after the short lockdown and their sense of belonging was so inspiring to see.

I would like to thank the School Board for their advisory input and support with shaping our strategic plan. In particular, I would like to thank Jason Gunther for his role as Chairperson of the School Board. He has been a wonderful asset and support in the strategic direction of the school and has demonstrated a true commitment to Christ the King School. Jason was a member of the school board for six years. A sincere expression of thanks.

Christ the King has many assets to develop and expand upon and I look forward to another year of growth and development and working with the CTK School Board of 2021.

I have compiled a report for the school community which has highlighted the strategic intent and the milestones which were achieved throughout 2020.

In 2021, we embark on the Masterplan process which will value add to the learning and opportunities offered at Christ the King School.

We are a small school, but we have had many successful achievements and goals over 2020. We sustain constant healthy numbers throughout the school.

This report is a summary of some of the many day-to-day activities, the extraordinary in the ordinary daily routines and work completed across Christ the King School in 2020.

Christ the King School – working together during the COVID-19

Throughout this year we have continued to flourish as a Catholic School community and celebrate all things in our daily actions and pursuits. Our theme in 2020 was 'listen with the ear of your heart', where we, as a staff, were committed to listening to children and to each other contributing to the motto of every child at CTK is able to flourish and to grow.

Even during COVID restrictions and protocols, our students continued to learn and grow. One thing we all learnt was about our capable resilience and ability to adapt during our 'new normal.'

We have much to celebrate for 2020 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. 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. 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. We learnt, as a community, how to adapt to change and how to incorporate this into our everyday routines.

AN OVERVIEW OF THE SCHOOL YEAR 2020

All children start their school careers with sparkling imaginations, fertile minds, and a willingness to take risks with what they think. – Ken Robinson

2020 was a busy year with many channels for student learning and staff development.

Leadership Team 2020: I have a great leadership and partnership team which thrives on change, diversity, and progress. The team are focussed on accelerating learning, using current theory and evidence to improve professional practise. Our Leadership Team who works very closely with me: Teresa Pascoe, our APRIM has demonstrated a significant capacity and work ethic across the school. She has worked tirelessly with me to support the daily running of the school and contribute to the flourishing of the CTK community. I sincerely thank her for her support and commitment and that no task seems too hard to accomplish. To Emma Heinrich and her dedication to Literacy and Inclusive Learning Programmes across the school. Emma's passion for literacy and leading learning has reaped many benefits throughout the school and we look forward of more to come next year. My sincere thanks

Teaching Staff 2020: All the teaching staff here at Christ the King deserve recognition for their incredible commitment to our vision and for providing quality learning programmes across the school throughout 2020 for our children. I would like to sincerely thank each one of them for their individual strengths and commitment to the teaching and learning at CTK: Sam Daly, Elizabeth Rowley, Sophie Sacoutis, Tash Tierney, Jacki Daws, Tracey Gilles, Genevieve Spencer, Anne-Marie Hall, Dominic Yoon and Matt Young. Our vocation as teachers of today and our work with children and the wider community holds many hats and multiple roles, each one of the staff are required to juggle their roles throughout each day. Their wonderful dedication to this community is to be commended. They do an excellent job.

Teacher led programmes 2020: To the innovation of Jacki Daws for our Social Emotional Programme and to Tash Tierney who has enriched our cultural diversity and our English as Second Language students. Thank-you.

Co-educator (ESO) Staff 2020: To our co-educator staff who work alongside teachers and students, thank-you for everything that you do, for those times that you notice and act and your care for the students. To Di Fullwood, Frances Grocke, Robyn Dingle, James McCarthy, Paul Robinson and Bryant Crowley, who are all dedicated and contribute to the life and learning of the school and have a substantial impact on specific learning programmes for our students. Robyn Dingle also works in our Library, constantly busy providing quality books and resources for our children to read and enjoy.

Youth Minister 2020: To our youth minister, Ben Ellul, who enriches our community by working with the Year 6 students through our chaplaincy grant. His focus on youth ministry and organising the social justice groups has supported our tradition of the Good Samaritan.

Administration Staff 2020: The Administration staff in our office: Meri Blake and Sarah Doyle, have both provided our front office with a smile and efficient and professional administration. No job seems too difficult for them to do. To Cathy Keogh our WHS Officer and who has been a part of our office team.

Our Bursar: Niamh McKeogh, who was appointed in Term 2 of 2020 and who has managed our budget successfully throughout 2020. All have contributed to supporting families and the administrative running of the school and do a terrific job. A huge thank-you to this team.

School Board 2020: *The School Board is a dynamic team. To Jason Gunther Chairperson of the School Board who was also part of the finance team with Jason Edwards and Davin Lambert. Father Michael Kyumu, Parish Priest, Jane Kelb, Damien Partridge, Jane Govey, Leonie Forde and Craig Bevan. I sincerely thank you all for your time in discernment and advising our school with innovative thought and direction. For your loyalty and your earnest interest in our school, I am very grateful.*

P&F 2020: *To the fundraising and time that the P&F put into our school for special events and celebrations, we thank-you for your valuable and efforts and never-ending energy and enthusiasm. Without your dedication many aspects of our community life would not be possible. We thank Renae Beer for all her work and coordination of the P&F and her dedicated enthusiasm. I would like to sincerely thank all other members for their tireless efforts. The P& F committee remained a small but dedicated team working to provide social, and fundraising activities across the school. In particular they provide the children with special lunches each term. Plus organise community events and fundraisers. Many of our activities throughout 2020 were changed and re-organised in accordance with COVID Protocols. Throughout this whole time, the P&F continued to think of innovative ways to raise money and provide activities for our community and our children.*

ADMINISTRATION

Marketing: *We appointed a marketing coordinator in Fourth Term last year. Niamh McKeogh has taken on this role. The focus was to relook at our website and aim to redesign this, reform and update the school prospectus and increase our presence on Facebook. Our Facebook page continues to develop our use of this as a communication tool keeping in mind that the page is accessible to the general public and highlights the great learning at CTK. New flyers were created for the school and for Playgroup. Further projects in this area have been organised for 2021.*

Enrolments: *We commenced 2020 with 153 enrolments across the classes. Over the course of the year several children moved on for different reasons and we also gained enrolments throughout the year. Our mid -year entry attracts enrolments and funding to the school. Despite our agreed practice across all Catholic schools that no child is denied an education in a Catholic school due to financial capacity, many families feel uncomfortable approaching the school for assistance. We continue to work on this perception with families. Class sizes are low and below benchmark which in turn allows for explicit and direct teaching to cater for the diversity of learning styles across the school. Families are attracted to the school because of its small size and the fact that every child is known and cared for. We pride ourselves on knowing every child by name.*

Staffing 2020: *We welcomed new staff Dominic Yoon as our Japanese teacher throughout last year.*

Uniform: *Discussions regarding a school uniform and active wear. This will be an ongoing discussion with the school board. Discussion highlighted the need for flexibility for girls, a more unisex approach. The 2020 school board had reached a decision of no bibs on winter uniform for sizes 10 and above and introducing navy school pants in the winter for girls. A move to stay with formal uniform was agreed upon.*

Finance: *As is usual the school ran a very conservative budget to ensure the gap between government funding and costs was managed without going into deficit. During the course of 2020*

one outstanding loan was finalised. School fees in 2020 were marginally decreased across CESA and families were offered the option of a lower school fee and in addition a decreased fee for lower income families. This was an initiative across all CESA schools with the aim to provide affordable and quality Catholic Education to all families.

Policy documents: *Throughout 2020 SACCS Policies were reviewed. Many of the existing school policies come under the existing SACCS guidelines. Throughout 2021 the School Board will continue to ratify and view these policies.*

Worker Health Safety: *Throughout the year staff renewed and reviewed their knowledge on a number of safety procedures. Evacuation drills were practiced each term, slips, trips and falls and risk assessment procedures have been reviewed. All procedures were conducted with due diligence.*

Hall hire: *The hall is hired out two nights per week for karate and is used by a dance school on arrangement. A number of private individuals, professionals as well as many families continue to make use of the space. Although throughout last year, COVID restrictions prevented many private functions to be held.*

Playgroup: *Our numbers in Playgroup across 2020 doubled and has become a very popular community attraction with potential enrolments for our school. I sincerely thank Emma Heinrich, who took on the role of coordinator in the latter part of the year. Her efforts and creativity has created a hive of interaction and belonging for young children and their families.*

STUDENT WELLBEING

Throughout 2020, CESA schools implemented the Pulse-Check in survey which will be done in Weeks 5/6 of each term. Wellbeing encompasses all learning and without a sense of wellbeing, young children are unable to achieve or perform academically. The initiative of the Wellbeing survey is to track children and how they are travelling and for the school and families to work together to enable a positive sense of well being and mindset. CESA is using the Wellbeing Survey and focus on Well Being to underpin all learning in Catholic Schools. Jacki Daws has a Position of Responsibility in this area and has supported families with a multitude of resources and information incorporating Wellbeing.

Three-way conferences: *all children and their parents were involved in family conferences. These early meetings were designed to allow the families to meet with the teachers to discuss learning and other needs that the families may wish to speak about. It provides a welcoming open door for families and children to develop a relationship and connect and to start a positive partnership for the year.*

STAFF WELLBEING and FORMATION

In 2020, our staff participated in a Staff Retreat and Formation Day. This day was held off-site and was facilitated by Julien Kruger from Catholic Education SA. The day was a time for reflection and deep thinking about our vocation and mission as a staff in the Catholic Community of Christ the King School. It was a very successful day.

TEACHING AND LEARNING

"Education is not preparation for life; education is life itself." JOHN DEWEY

Curriculum Focus and Highlights:

Visible Learning: Learning Intentions, Success Criteria, Student Feedback and Dispositions of Learning have constituted our agreed practice in Visible Learning. This has been a regional focus of South West Region Schools and provided a rich learning experience for our staff.

Seven Steps to Writing Training: To be implemented across the whole school in 2020. Last year, our professional learning was focussed on this Literacy Programme.

Using data to inform practice: Analysing data to cater for differentiated learning styles.

MaqLit Programme: This was implemented and started in 2020 with excellent growth in literacy learning achieved by students on the programme.

EAL- involving and engaging all literacy learners and providing access to literacy learning, work with CESA consultant Chris Payne and staff professional development, Scaffolding English, Scaffolding Learning: Using texts to support language and literacy development.

IT Inservice: looking at utilising Technology as an inclusive tool for all learners (strategic decisions to be in place for staff professional learning in 2021).

STRETCH Group: an innovative extension inquiry learning opportunity for those in the school identified with different styles of thinking and learning.

Reggio Emilia: The Environment as Third Teacher/An ongoing project at CTK school to keep changing and rethinking the aesthetics of each classroom.

Crossways re-design: Religious Education Curriculum implementation.

Preparation of online learning and Learning Continuity Programme.

Little Scientists Inquiry Project: We were recognised and accredited as a Little Scientist School and have been included on a Global Map.

Sustainability Project: Year 6 recognition of learning through Sustainability Project.

Online Training for teachers: OLT: understanding behaviour. Teacher course and Tutor Course through CESA.

Long Transition Programme:

Our long Transition Programme for new Receptions was a success, yet again, in 2020. This provides a welcoming pathway and positive entry point for new students beginning their learning journey at Christ the King School.

I thank all of you for your ongoing commitment to Christ the King School.

God Bless,

Helena Card

Life-long learning skills are embedded in our efforts to educate all children at

Christ the King School. The following is an overview of 2020 milestones and deliverables which were the overarching key points of our Strategic Plan.

STRATEGIC PRIORITIES – DELIVERABLES AND MILESTONES 2020

Deliverables by 2020	2020 Milestones
1.1 Enhance the school's charisms of Good Sams and Benedictine Order/Rules	1.1a Enhancing Catholic Identity Project
1.2 All staff experience a retreat as a school group and/or as individuals Staff more confident in leading staff prayer	1.2a Begin cycle of retreat opportunities for staff Continue supporting staff in their development of faith and the understanding of coming together to pray, be nourished and grow together 1.2b Successful Retreat Day for all staff at Sophia Centre. Planned by Teresa and Helena and lead by CESA consultant: Julian Kruge
1.3 Implement updated Crossways RE Curriculum Regional focus for RE	1.3a APRIM attending New Crossways induction days 1.3b Teresa leading staff professional development through Staff Meeting 1.3c Develop resources and staff professional development program New Crossways scope and sequence by Term 4 2020 New Crossways fully implemented and ready for 2021
1.4 Sustainable Youth Ministry Program working in the school	1.4a Ben Yulul to return has youth minister 1.4b Assist in organisation of: <ul style="list-style-type: none"> ▪ Caritas Fun Run; ▪ Year of Youth cluster days; ▪ weekly in school program with student leadership and garden group to be developed for 2021 1.4c Continue to strengthen parish connections 1.4d Apply for Chaplaincy Grant for 2021 1.4 e Review Youth Ministry Program

	1.4f Maintain all established programs
1.5 Maintain a strong Parish presence through both School and Youth Ministry Programs	1.5a Parish School mass once a term 1.5b Participate in Parish review 1.5c School Leadership attend Parish Pastoral Council (PPC) Meetings 1.5d Appointment of APRIM for tenure: Teresa Pascoe 1.5e Ecological Conversion: On Holy Ground to be unpacked by staff Sustainability and Nature in RE to be a focus 1.5 f Recognition of Christ the King is Sustainability/Stewardship and Nature Play within the school Eco literacy introduction for staff
1.6 Revisit Good Samaritan values of the Benedictine Order and instil this into School Life	1.6a Understand Good Sam Tradition Through the theme: Listen with the Ear of your Heart 1.6d Instil the Tradition of the Good Sam's Values through the theme of Listen with the Ear of your Heart 1.6c Introduce the Pedagogy of Listening to the school staff as a way of working and listening with children Listening with Head Heart and Hands

Deliverables by 2020	2020 Milestones
<p>2.1 All teaching staff complete three-year Visible Learning Professional Development and visual learning key aspects are used in classroom teaching</p>	<p>2.1a All teaching staff attend Visible Learning professional development 2.1b Complete Visible Learning professional development 2.1c Establish common language for all classrooms Focus on Student Feedback 2020-2021 2.1d <i>Impact Coaches</i> continue to lead program : Teresa Pascoe 2.1e Effective and explicit instruction that is developed through the Visible Learning Project. 2.1f Effective use of dispositions across the school</p>
<p>2.2 Social and Emotional Learning and Well Being initiatives Whole school program established- What's the Buzz</p>	<p>2.2a Implementation of What's the Buzz ongoing 2.2b Well Being POR has been very successful: bringing in the conversation re: mindfulness 2.2c Mindfulness as a teaching tool contributing to Wellbeing 2.2 d Communication with Parents via newsletter – Wellbeing 2.3e Wellbeing survey conducted across whole school</p>
<p>2.3 Long Transition Program is recognised as a school program by community Invite local Preschool/Childcare Centre Directors and staff to information session – <i>“get to know Christ the King School”</i></p>	<p>2.3a Develop clear pedagogy for program 2.3b More visibility at Playgroup with pending families to the school and personal visits to local ELCs, Childcare and Preschools. 2.3c Review Transition program and make changes, continuous improvement and investigation for longer day attendance for 2021 2.3d Invite local Preschool/Childcare Centre Directors and staff to information session – <i>“Come and Play and Discover at Christ the King School.”</i> – initiative carried over to 2021 2.3e Flyers distributed to local neighbourhood More presence on Facebook</p>

<p>2.4 Year 6 Curriculum is clearly implemented and articulated to students and families</p>	<p>2.4a Value added learning is implemented e.g. Journey to Emmaus, Aquatics Day, Sports Expo Day Climate Change STEM learning project</p> <p>2.4b Retreat Day organised for Year 6 Group as an annual event carried over to 2021</p> <p>2.4c IT Resources purchased Laptops purchased for one to one use in Year 6</p>
<p>2.5 The STEM/STEAM curriculum is established and explicit from Reception - Year 6 Little Scientist Project initiative</p>	<p>2.5a STEM focus in all year levels, reviewed at end of year</p> <p>2.5b Equipment review and plan established for STEM</p> <p>2.5c Biannual STEM EXPO evening from R-6 for the school to showcase work in STEM established</p> <p>2.5d Update curriculum and school approach to Inquiry Learning Look See Wonder 2020-2021 PD day in October 2020 for staff</p> <p>2.5e STEAM Expo to be launched in 2020 (Science ,Technology Engineering, the Arts, Maths)</p> <p>2.5f Visual Arts Year 6 programme: Little Picassos</p> <p>2.5g Reception teachers lead Little Scientists Inquiry Project</p>
<p>2.6 Guiding Principles of Reggio Emilia entrenched into teacher pedagogy and school language</p>	<p>2.6a The notion of childhood as 0-18 (Helena to lead workshops)</p> <p>2.6b <i>Reggio Theme</i> established –with all teachers (Helena to lead workshops) Provide professional reading and learning for teachers (ongoing project)</p> <p>2.6c Work on the learning environment and changes made across all classrooms – use of ROSIE Scale to assess engaging classrooms. <u>Changes made in all classrooms across 2020 very successfully</u></p>

	<p>2.6 d Language of Reggio articulated in enrolment documentation and through newsletter: the concept of Childhood is 0-18 filtered into the parent community (ongoing)</p> <p>2.6f Review and develop Reggio Emilia approaches</p>
<p>2.7 Intervention programs are sustainable and impact into year level learning</p>	<p>2.7a <i>Review existing programmes for Literacy and Numeracy</i></p> <p>2.7b Intervention groups sustained with Key Literacy Teacher</p> <p>2.7c <i>Review Synthetic Phonics Programme (Words their Way? Is it working) Measure against NAPLAN results Jolly Phonics instilled in practice</i></p> <p>2.7d Establish new intervention programs: Seven Steps to writing across the whole school: Emma Heinrich to lead staff Professional Development</p> <p>2.7e MultiLit reviewed as an intervention program. Training offered to selected teachers and ESO</p> <p>2.7f Tracking positive results for Maqlit programme</p> <p>2.7g Training of MiniLit 2020 for new early years intervention programme to start 2021</p>
<p>2.8 Established a common agreed practice of pedagogy and program for Literacy and numeracy R-6</p>	<p>2.8a Maintain a consistency with teacher collaboration and planning</p> <p>2.8b Ongoing review of Literacy and Numeracy overviews</p> <p>2.8c Seven Steps to Writing implementation R-6</p> <p>2.8d All Staff are clear on learning principles and learning strategies</p> <p>2.8e</p>

	<p>Teacher and co-educator appraisals conducted in Term 3/4</p> <p>Teacher appraisals against AITSL Standards 2.8.f</p> <p>Evidence is available of Reading level growth across Early Years</p>
<p>2.9</p> <p>Data collection of student progress is monitored and effective</p> <p>Establishing the Director's initiative of best practice in Catholic Schools.</p> <p>Use data effectively to inform practice</p>	<p>2.9a Review NAPLAN and PAT Data through – <i>staff PD</i></p> <p>Effective use of data to inform practice across whole school</p> <p>2.9b</p> <p>Develop key action items from this data</p> <p>Identify key learning areas for improvement for 2021- Numeracy focus</p> <p>2.9c</p> <p>All staff using Running Record analysis correctly</p> <p>2.9d.</p> <p>Develop core data to be collected and analysed.</p> <p>2.9 e</p> <p>EAL Standards implemented in School annual plan</p> <p>2.9f</p> <p>Working with Chris Payne from CESA – Scaffolding English Scaffolding Learning</p> <p>Using texts to support language development: approach across whole school</p>

Deliverables by 2020	2020 Milestones
3.1 Discussions begin about expansion and Master Plan	3.1a Peter Smith CESA visit to school board to go through masterplan and building grant process 3.1b Educational Brief submitted to CESA 3.1c Masterplan Brief construction 2020-2021
3.2 Master Plan development 2 new GLA/STEM	3.2a Project formation of Master Plan 3.2b New Playground Equipment installed
3.3 Future growth of school	3.3a Review how breakout spaces are used in the learning areas/innovation 2020-2021 3.3b Master Plan Enrolment numbers meet new Master Plan projections 3.3c Good stable numbers in the Early Years to move through the school 3.3d Staff encouraged to extend their professional opportunities and boundaries
3.4 School marketing is well established	3.4a Monitor and develop all social media used in school 3.4b New signage -TOTEMS for front of school ordered in 2020 for 2021 installation 3.4c Increased Facebook presence 3.4d Christ the King School To Flourish To Grow New branding 3.4e Marketing photos taken 3.4f Work begun on new Prospectus for 2021 3.4g Marketing person employed last five weeks of 2020 and will continue in Term 1 2021
3.5 Strategic Plan 2020-2023	3.5a Strategic Plan launched with School Board 3.5b Annual Improvement Plan 3.5 c Strategic Intent launched

	<p>Branding Launched with School Board Christ the King School To Flourish To Grow</p>
<p>3.6 Strong relationships with local Preschools and Childcare Centres is evident</p>	<p>3.6a Starter bags given to all new Reception students who are starting school with school logo and branding</p> <p>3.5 b Leadership visit local preschools to extend partnership</p> <p>3.6 c Reception teacher visit transition preschools to build strong partnership</p> <p>3.6d New School Transition Booklet developed and given to new students</p> <p>3.6e Successful New Parent Information and Welcome Evening</p>
<p>3.7 Established Playgroup recognised in local community</p>	<p>3.7a Playgroup Coordinator appointed and program developed and revised- very successful</p> <p>3.7b Playgroup advertised in local community and through school's social media outlets</p> <p>3.7c Program reviewed, adjusted and plans made for program growth: programme doubled in size with interested families (potential enrolments)</p> <p>3.6d Program maintained Playgroup trialled over two days for 2021</p>