

School Performance Report 2020



Christ the King
SCHOOL

To Flourish To Grow



School Context Information Statement

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 155 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. The school is located at 126 Dunrobin Road, Warradale.

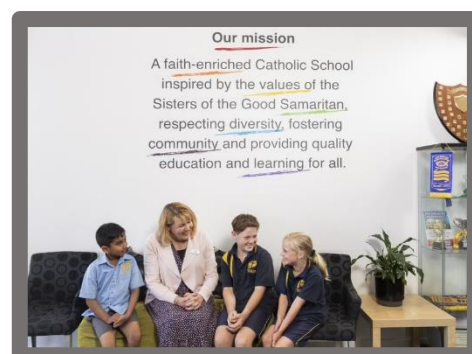
Christ the King School is a place which offers a contemporary, child-centred curriculum which features specialised personal development programmes such as a coherent Early Years Programme with a focus on Literacy and Numeracy programme and play based inquiry programmes, leadership programme for Year 6 students and Music, Drama, DigiTech, PE and Japanese

There is also the opportunity for choirs, an extensive instrumental music programme and the camps opportunities we offer in years, 5 and 6. Students have access to Digital Technologies, and they are embedded across curriculum areas. Student leadership features very highly and is an integral part of the culture of the school. Key student leadership groups include School Captains, House leaders and Samaritan leaders in the areas of environment, liturgy and sport.

At CTK, the emphasis is on educating the whole person in partnership with parents, parish and the staff. This learning culture takes on a special significance for all those who work and learn within it, acknowledging the Catholic ethos underpinning all that we do in the school community. Parent and community partnership is highly valued. Parent involvement is actively encouraged, and we believe supports our mission to educate for excellence and help shape present and future citizens to be competent and capable today's world.

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. We are also influenced by the belief that every student has the right to a successful literate and numerate pathway in life.

Each student is known individually by name and school practices and improvements are guided by examining evidence provided by collected assessment and other data, teacher professional knowledge and student work. We are guided by the work of Dr. Lyn Sharratt and share a common understanding that all data has a child's name aligned to the information on the data that we use to cater for their education and differentiation to access the curriculum.



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. Our motto -

To Flourish To Grow serves as a touchstone for the way we approach our shared work together, and helps to define our purpose as a 21st century educational institution. We are committed to maintaining a contemporary and holistic approach to learning and pride ourselves on the fact that every individual child is known by name and their unique

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

Enrolments

The students were of primary age and all studying in a full-time capacity. There were 88 male students and 69 female students.

Total enrolments 2020	157
Girls	69
Boys	88
Full-time equivalent enrolments	157
Indigenous students	0%
English as an additional language students	21%
Students with Special needs	13%

Student enrolment was made up of the following year levels across 7 class structures:

R/1

R/1

Year 2/3

Year 2/3

Year 4

Year 5

Year 6

Student attendance

Christ the King School

Attendance Year: 2020

- Term 1: 28 January - 9 April.
- Term 2: 27 April - 3 July.
- Term 3: 20 July - 25 September.
- Term 4: 12 October - 11 December.

Student Attendance by Year Level

Year Level	Term 1		Term 2		Term 3		Term 4	
Female/Male	F	M	F	M	F	M	F	M
REC	94.1%	94.6%	96.7%	95.0%	95.8%	95.3%	97.6%	96.4%
Year 1	87.5%	81.5%	94.4%	98.9%	91.7%	97.1%	91.2%	94.1%
Year 2	91.7%	94.0%	88.9%	99.4%	92.7%	99.2%	95.5%	99.7%
Year 3	90.5%	88.0%	95.7%	96.0%	93.5%	92.1%	95.6%	94.6%
Year 4	91.9%	94.7%	97.2%	97.5%	96.4%	97.2%	95.1%	96.6%
Year 5	88.9%	93.2%	91.8%	95.4%	90.7%	93.0%	94.0%	94.8%
Year 6	93.5%	91.6%	94.5%	93.0%	93.4%	93.5%	93.9%	93.2%

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

Workforce Composition

The total teaching staff of Christ the King School was 13. There were another 10 non-teaching staff, including Admin officers, Student support officers and Library Staff. There were no indigenous staff members at CTK. There are two with Senior Leadership Positions and 1 POR position is shared by a Well Being POR and Sustainability POR.

Teacher qualifications

Higher Research degree – 5 %

Masters degrees – 20%

Bachelor degrees – 80%

Advanced degrees or Diplomas – 40%

Graduate Diplomas or Certificates – 90%

The teaching staff hold a significant range and multiple tertiary qualifications including; Bachelor of Arts Bachelor of Education, Bachelor of Special Education, Bachelor of Teaching 8%, Diploma in Languages, Diploma of Teaching / Education Graduate Diploma in Religious Education, Graduate certificate in RE, Master in Education and Masters in Higher Degree Research.

Professional Learning

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

Professional Learning – below are various courses staff participated in during the year.	
Visible Learning	WHS online training
Seven Steps to Writing	Looking at Classroom Design and Pedagogy
Differentiating the Curriculum QDTP and PPL	Autism
Behaviour Management: Managing difficult behaviours	EAL Band scales
Moderation of student work	New Crossways Learning PD
Digital technologies curriculum	Use of NCCD to inform pedagogy and practice
Little Scientist workshops and Learning Inquiry Project	Maq Lit Training for key staff
Immersive Reader: IT supporting learning	Mini Lit Training for key staff
EAL PD with consultant: Chris Payne	EDI: Explicit Direct Instruction: approach to literacy learning
In addition, there are many in house training and development days, which occur during the year.	

Significant developments during 2020

Christ the King School continues to be a vibrant, contemporary school community which offers an outstanding curriculum and cocurricular program, a welcoming and inclusive community of faith and life, and a staff who are deeply committed to their vocation as educators. It has been a pleasure and a privilege to continue my tenure at Christ the King School, and I am confident and optimistic about our future as a thriving parish school in the South-West Region. Our numbers have sustained, and our early years classes are composed of strong steady numbers.

Catholic Education in South Australia (CESA) continues to grapple with the challenge of how to ensure the ongoing excellence of its educational provision in the context of significant demographic and economic changes. CESA continues to implement the Strategy for Leading Catholic Education to New Levels of Excellence, and during 2020, under the leadership of Director Dr Neil McGoran continued the implementation of the vision for our system of

Thriving people, Capable Learners and Leaders for a World God Desires- articulated by the 'Living, Learning, Leading' framework. This vision was embedded throughout the year through the development continuation of School Board meetings. As a school community, our Strategic and Annual Improvement Plans continue to be guided and informed by this vision. explore, unpack and address learning opportunities for children, staff and school leaders under the umbrella of the Living Learning Leading Framework.

Religious Domain

During 2020, Christ the King School continued to bring our vision, and the mission of the church to life, through our ongoing liturgical celebrations, and our participation in Saint Joseph's Brighton parish. This allowed us to articulate a clear vision evident of our Catholic and through connections to the Gospel. We continued to have a strong representation of families wishing to undertake the Sacrament Program in the Adelaide Archdiocese with a number of eligible children enrolled for the 2021 year. Unfortunately, in 2020, we were unable to hold the Sacramental Programme due to COVID.

Our mission of identifying need and responding in our local and global context was evident in our support of the following charities:

- Large number of gifts and food hampers donated to St Vincent de Paul in support of our Christmas

Giving tree for families in need.

- We also continue to support Caritas through Project Compassion and Catholic Charities.

We continued to employ a youth minister throughout 2020 who worked in the area of Social Justice with our school leaders.

Teaching and Learning

During 2020, staff at Christ the King school came to the conclusion of a 3-year **Visible learning** program, in collaboration with Corwin Australia, a professional development company, and in partnership with Stella Maris School, Saint Martin's de Porres Catholic School, Saint Bernadette's Catholic School. This program came about as a way for both schools to leverage their ongoing engagement with John

Hattie, and to embed learner agency. The year's professional learning program focussed on building capacity in the development of learning intentions and success criteria, and providing effective feedback to students about their learning. We also worked to develop a series of 'learner dispositions'. These dispositions were a focus in our classrooms and informed our reporting process. During 2020, significant progress was made in developing aligned practice in the teaching of Literacy and the whole staff were involved in Seven Steps to Writing Professional Development.





During 2020, we continued to implement the **'Multi Lit'** (Making up for Lost Time in Literacy) intervention programmes comprised of a number of intervention programs. We trained educators in **'Mini Lit'** - an evidence-based, effective and cost-effective early literacy program. which is a practical, systematic, explicit and effective model

for teaching reading skills, and **'Maq Lit'**, which is an explicit and systematic reading intervention program for small groups of older low-progress readers. We continue to work to address the balance of children in each program, with early intervention the goal. We included a STRETCH programme which aimed to include and differentiate for our high order thinker students and offered them an avenue for individual instruction and inquiry. Our teaching staff have an ongoing commitment to ongoing monitoring of students learning and using data effectively through ScoreLink, NAPLAN, RELAT, EYOS Numeracy & Literacy, PAT M and PAT R diagnostic testing. EAL scaling and levelling is embedded in our practice, and we have an EAL coordinator. We have developed a rigorous and consistent program of collection and analysis of data to inform teaching and learning.

During 2020, our Playgroup, continued to flourish, and our numbers have steadily increased over the past few years. This has become a wonderful community event and has lifted our profile within the school community.



In the sporting arena, our school continued its proud tradition of on field success and strong participation, with highlights including wins at the Catholic Schools Carnivals.

During 2020, our children had a very rich and diverse opportunity to enhance their classroom learning, through Camps and outdoor education experiences: Year 5 Zoo Snooze, Year 6 camp to Port Hughes.

Enrolment and Marketing

Enrolment growth was impacted by a variety of factors in 2020, some families moved on for a variety of reasons not connected with our school, including intra and interstate movement. In order, to effectively respond to the challenge of rebuilding our enrolment base into the future, a Marketing person was appointed for the end of the 2020 school year and the looked at branding, redesigning the website and professional photography, building our school profile, enrolment procedures etc. This will continue throughout 2021.

Additionally, our social media presence was enhanced via our school Facebook page. An overall key initiative of CESA last year to promote and sustain enrolments across the sector was a reduction in school fees for Catholic Schools. Our school fees were lowered to make Catholic Education more accessible for families. A further fee reduction was offered

to lower income families who were eligible. The new fee structure was sent out to the school community in Term 4 2020.

Strategic Planning, Capital Development and School Improvement

This had stakeholders such as teaching staff and School Board members who contributed to the formation of these documents. The school Annual Improvement Plan was modelled on teacher feedback and school board involvement representing the School Community.

During 2020, we worked diligently in consultation with the community, to bring together a Strategic Plan for the next 3 years, and part of this plan is the development of a site **Master Plan** for building improvements. The masterplan process will begin in 2021 and will involve whole school consultation.

I wish to thank the staff and School Board for their support, guidance, and discernment in 2020. I especially would like to again acknowledge Jason Gunther as Chairperson of Christ the King School Board. Jason's wisdom, experience and positive outlook on our school community are wonderful assets and Jason's personal support of me in my role as Principal has been greatly appreciated. Jason was ably supported by a board which has a diversity of strengths, and all board members make valued contributions to the governance of our school community. Jason has finished his term on the School Board last year and we thank him for his contribution.

Finance

FINANCIAL POSITION YEAR ENDED 31/12/20

• RECURRENT INCOME

School Fees – after discounts	\$ 481,049
CEO Income	\$ 30,514
Other Income	\$ 18,149
Government Grants - Commonwealth	\$ 1,868,194
- State	<u>\$ 414,128</u>
	<u>\$ 2,812,465</u>

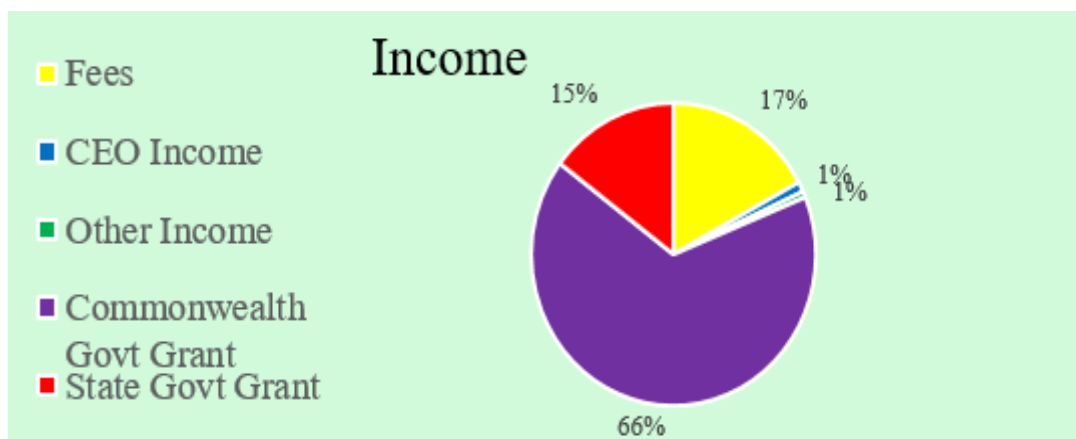
• RECURRENT EXPENSES

Tuition expenses	(1,839,538)
Admin Expenses	<u>(705,065)</u>
Total Expenses	<u>(\$2,426,641)</u>

• TRADING A/C's

P&F, Uniform, Playgroup	12,939
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Net Profit(loss) \$ 398,763



Student satisfaction

A fundamental focus for CESA as a system has been the commitment to student wellbeing. Wellbeing and learning sit side by side and support all students to be recognised as capable and competent learners. A Pulse Survey of all students in Catholic Schools was initiated in 2020. This is an online survey. Our Strategic Plan and the CESA Living Learning Leading Framework sets 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. 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, goals for learning, setting goals and aims as a learner.

Teachers as Researchers, Professionals and Life-Long Learners

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, learning progressions, assessments 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.

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

Our aim is to create an environment where all children can flourish and grow.

