

**CHRIST THE KING
SCHOOL**



**2017
SCHOOL PERFORMANCE DATA**

**ANNUAL REPORT
TO PARENTS AND COMMUNITY**

Dear Members of Christ the King School Community.

The Australian Government accountability regulations require schools to report on information on school performance to their community, each year. This report is sent to all families and it will be posted on the school website.

CHRIST THE KING SCHOOL PERFORMANCE DATA 2017

Contextual Information:

Christ the King School is a Catholic community dedicated to educating the whole child as a caring and respectful member of society. It was established adjacent to the Christ the King Church in 1903 and relocated to its current site in York Street in 1997. In 2017 the school had an enrolment of 381 (Pre-Kindergarten to Year 6). The school aims to encourage students to become meaningful and active members of society, who model their Catholic faith. It works in partnership with families and parish to create a co-operative, enriching and affirming community. It further aims to provide opportunities for all students to reach their potential by offering a supportive, engaging and challenging educational environment. The school seeks to implement 'best practice' in all its classrooms. The school also offers reading and math intervention programs. Specialist teachers offer programs in: Physical Education, Music, Performing Arts, Italian, Library and ICT. The school hopes all will live up to its motto, to "Care for and Respect Everyone".

School Improvement

2017 Annual School Improvement Plan – Key Goals

- Learn about the Cultural Capacity of Christ the King School.
- To create community gardens that foster opportunities for community engagement, education, and support, as well as economic empowerment, to return the community and its resources to the people.
- Continue to develop and refine a method to move towards genuine: 'Distributive Leadership'.
- Develop a pastorally caring environment where educators give witness to Catholic beliefs.

2018 Annual School Improvement Plan – Key Goals

- School Improvement Team to ensure implementation of agreed focus areas, Staff Meeting Protocols and Provision of Conflict Resolution PD.
- Pastoral Care of Students, Implementation of the Child Protection Program and review of the C.A.R.E. Program and Bullying Policy.
- Exploring best practice in the use of Technology in all areas of the Curriculum.
- Writing – Exploring best practice in writing.
- Place Value – Improve teacher knowledge and pedagogy in mathematics.

Teacher Qualifications	<p>Our teachers have a range of qualifications. In summary, the number of teachers with each qualification is listed below:</p> <ul style="list-style-type: none">1 x Assoc Dipl in Social Science3 x BA in Early Childhood Education3 x Bachelor of Arts21 x Bachelor of Arts in Education2 x Bachelor of Science1 x Dipl in Pastoral Studies1 x Dipl in Religious Education8 x Dipl in Teaching
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	1 x Diploma of Childrens Services 1 x Grad Cert in Education 1 x Grad Dipl in Education 1 x Grad Dipl in Reading Studies 1 x Grad Dipl of Business 3 x Master of Education 1 x Master of Religious Education 1 x Post Grad Dipl in Education
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Workforce Composition:

Principal	1 Male
Assistant Principal	1 Male, 1 Female
Teachers	2 Males, 23 Females
Non-Teaching Staff	18 Females
Yardman and Gardener	2 Male, 1 Female

Note: No Indigenous staff currently employed at Christ the King School.

Key Student Outcomes:

Student Attendance	<ul style="list-style-type: none"> • Compulsory Years PP – 6 = 320 students in school (Plus 61 Pre-Kindy and Kindy Students) • Full Year = 185 days • The average attendance rate for students = 93.7%
Student Attendance Year Levels Pre-Kindy to Year 6	<ul style="list-style-type: none"> • Pre-Kindy - 94.7% • Kindy - 94.3% • Pre-Primary - 91.6% • Year One - 94.9% • Year Two - 93.2% • Year Three - 93.1% • Year Four - 95% • Year Five - 93.1% • Year Six - 93.5%

Non-Attendance Management

All absentees are recorded in SEQTA by each class teacher. Absentees need to be explained in writing by the child's parent, which is recorded in the Register of Attendance and all notes are kept for future reference.

The classroom teacher will send home an Absentee Note Request Form to any child who doesn't bring in an absentee note. This is followed up with a phone call if required and if still no response a member of the Leadership Team will follow-up with a phone call and if necessary a meeting with parent or guardian.

An electronic summary of attendance is formulated each term to ensure correct procedures are followed. Any child who has a large number of absentees is monitored and a discussion between the class teacher, Leadership Team and parent/guardian ensues. In some cases where it is difficult to make contact with parent/s and or guardian/s we have communicated via written letter.

NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)

NAPLAN Test Graduating Class 2018	Year 3 % Students Meeting Benchmark 2015	Year 5 % Students Meeting Benchmark 2017	% Difference
Reading	91%	100%	+9%
Spelling	94%	98%	+4%
Writing	96%	96%	Same
Numeracy	96%	98%	+2%
Grammar & Comprehension	96%	100%	+4%
NAPLAN Test Graduating Class 2020	Year 3 % Students Meeting Benchmark 2017		
Reading	94%		
Spelling	96%		
Writing	100%		
Numeracy	100%		
Grammar & Comprehension	98%		

Satisfaction Level

Through Quality Catholic Schools (QCS) and the School Climate Survey data, Teacher and Parent satisfaction along with Student Attitude to School can be measured.

Staff Satisfaction

Through an analysis of the School Climate Survey conducted in 2017 the following can be said about the staff satisfaction at Christ the King School:

- Staff believe that student behaviour both inside and outside the classroom is of a generally high standard, although there is more concern currently around how the students are behaving inside the classroom.
- Staff Individual and School Morale is of a high standard and this creates a positive tone within the school.
- Staff are interested in developing and presenting curriculum content that is highly motivating and up to date with new developments. Teachers believe that an increased level of support for students is required and are focused and committed to making a difference to student improvement.

Parent Satisfaction

Through an analysis of the School Climate Survey conducted in 2017 the following can be said about the parent satisfaction at Christ the King School:

- Parents believe the staff listen and are actively working to improve the school.
- Parents generally feel that the educational programs on offer at the school meets the needs of their children.
- Parents believe that the teachers in the school have a high level of morale and deliver classes that are interesting and enjoyable for their children.
- Parents believe that there is good behaviour management throughout the school, both inside the classroom and in the playground.

Student Attitude to School

Through an analysis of the School Climate Survey conducted in 2017 the following can be said about the students attitude to school at Christ the King School:

- Students have a high level of connectedness to school.
- Students believe that the teaching that is offered is effective and the learning is stimulating.
- Students at Christ the King are highly motivated to do well, but are not always confident in their ability to learn.

Post School Destinations: (Attended Christ the King School in 2017)

	Catholic	Non-Catholic
Seton Catholic College	12	
Christian Brothers College, Fremantle	4	1
Corpus Christi College	2	
John Curtin High School	3	
Iona Presentation College	4	
Santa Maria	2	
Fremantle College	1	1
St George's		1
South Fremantle SHS	1	
Melville SHS		1
Bendigo Catholic College		1

School Income:

Available on the My School Website: <http://www.myschool.edu.au/>

Mr Peter Panizza
Principal

Mr Brian Dobbie
Assistant Principal

Miss Deanne Radic
Assistant Principal