**Principal's Foreword**

**Introduction**

Christ The King Primary School provides an exceptional Catholic education to students in Prep to Year 7.

As a small school with just over two hundred students we are a vibrant community and pride ourselves on truly knowing our students and families. In 2013 our school consisted of eight classes including some multiage classes. Our staff of dedicated teachers and school officers provide vigorous and engaging teaching and learning activities to ensure all children have the opportunity to reach their potential. Our teaching and learning vision, jointly constructed by staff and parents encompasses all this in the simple phrase, "Side by side we are brave, empowered and spirited learners."

The leafy green, bayside surrounds and gardens of the school are the perfect environment to support the students in learning about sustainability and stewardship for the Earth as well as provide fertile ground for academic and real world learning.

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**School Profile**

Christ The King is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational [✓] or Single Sex [ ]

Year levels offered: Primary [✓] Secondary [ ] P-12 [ ]

Total student enrolments for this school 205

Total Enrolment 205  
Girls 104  
Boys 101
Characteristics of the student body

Our student body draws on a wide catchment area including Deception Bay, Rothwell, Burpengary and Narangba areas as well as the North Lakes area. We cater for a diverse range of family units and while the majority of our students come from a low socio-economic background we have high expectations for their success.

We have adopted the School Wide Positive Behavior framework to support students which has resulted in very few students being referred for intervention to the Principal or administration.

Approximately 11% of our student body are currently verified as having a diagnosed special need as well as an additional 10% who require learning support to achieve their learning goals.

At CTK we have an approximate indigenous population of 6% and 2% ESL.

Our distinctive curriculum offerings

At Christ the King students are immersed in all the learning areas of the Australian Curriculum through an inquiry learning approach. Religious Education is also an important academic subject which students undertake using a similar inquiry model. Students are encouraged to take responsibility for their learning needs and are supported in their learning journey with explicit instruction and active investigations. In addition to the regular curriculum offerings students have 1 hour specialist lessons in Physical Education and The Arts (Drama, Dance, Visual, Media).

We have regular visits from professionals offering enrichment opportunities in Science, the Arts, English and other areas as appropriate. Students are provided with swimming lessons in term 4.

Students’ engagement in learning is enhanced by our Support Team in Learning and Student Well-Being. The team is comprised of Support Teacher-Inclusive Education who coordinates two co-teachers in literacy and numeracy in the early and middle years as well as an Inclusion Teacher for 2 days per week. A trained and efficient group of school officers work in classrooms with teachers supporting all learners. Our Guidance Counsellor and School Pastoral Support Person work closely with this team of professionals. Diversity in the classroom is planned and supported with classroom teachers.
Extra curricula activities

Students at Christ the King are invited to take part in a range of extra-curricular activities. These activities encompass the Australian Curriculums General Capabilities such as; personal and social learning, critical and creative thinking, intercultural and ethical understanding as well as sportsmanship, resilience and independence.

- Fishing (yr 5)/ Bicycle education (yr 3)
- Interschool sport (yr 5-7)
- AFL Auskick program
- Guitar group/Choir
- Optiminds
- ICAS competitions
- lunchtime clubs (Homework, learning, computer, dance, gardening)
- Stephanie Alexander Gardening/cooking program

How Information and Communication Technologies are used to assist learning

At Christ the King students and teachers have access to an extensive range of Information and Communication Technologies to assist in learning and teaching.

Each classroom is outfitted with 10 laptop and 10 ipads for students to use in collaborative learning activities and to widen the depth and breadth of student knowledge and skills. In addition to this we have a full time ICT teacher to assist both students and teachers in learning ICT skills and operating hardware and software.

Students use ICT in all learning areas, where appropriate, including using ipads in Visual Art and Media studies. Our Math program is also fully online, doing away with the need for Math activity books. Learning and teaching activities utilise the LIFE Learning Management system which facilitates safe and productive learning activities while online.

Social climate inclusive of pastoral care and our response to bullying

We believe that positive behaviour and relationships can be taught through the curriculum and all learning experiences. We aim to develop resilience, communication and reflective thinking with students. Restorative Practice is an approach that is used to encourage students to reflect on their behaviour and take responsibility for their actions and find ways to make things right with those they have hurt. We use Play Is the Way game strategies to teach positive social behaviour. We know that the power of games can improve the emotional intelligence of the child. We provide supervised cooperative play and social clubs for students at lunch breaks. Counselling is available for student and families.

Major inappropriate behaviour results in consequences in communication between school leadership and families. This could include suspension from school for a period of days. This would be followed by a re-entry agreement and a check-in process by students.
Parent, student and teacher satisfaction with the school

Parents, teachers and students are offered numerous opportunities both formally and informally to provide feedback to the school; P & F meeting, surveys, informal chats and more formal feedback opportunities.

The overall response is that we have a strong community which utilizes open means of communication and that we are all working towards the same goal; that of providing exceptional education for our students. Our P & F are active and involved in our community and attendance at meetings is growing.

Students and teachers both reply that they feel supported in the community.

Parent involvement in their child’s education

As the first educators of their children Christ the King strongly encourages parent participation in their child’s education. Parents are invited to attend learning and parenting workshops to assist in helping their child achieve their goals. In addition regular invitations are sent out for parents to participate in reading, spelling, Maths, Science, craft, garden and sports, sacramental programmes, class and whole school liturgies, assemblies and celebrations.

Three way interviews between parents, teachers and students develop strong dialogue about a child’s educational journey. Individual Education Plans are created and reviewed with parents for verified students.

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>14</td>
<td>8.9</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td>12 %</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>50%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>82%</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>25%</td>
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</tbody>
</table>
Expenditure on and teacher participation in Professional Learning
The total funds expended on teacher professional learning in 2013 was $22,645.97
The major professional development initiatives were as follows
Our major focus points for professional development in 2013 were in keeping with our school goals in our cyclic renewal plan. These include a focus on the teaching of Religion and formation of Catholic Identity, Visible Learning Strategies based on the research of Hattie and creative and collaborative learning opportunities including those using ICT.

School Income by Funding Source
School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following: ‘Find a school’ text box.
Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.
School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate
The staff attendance rate was 97% in 2013.

Proportion of staff retained from the previous school year
From the end of the 2012 school year, 92% of staff were retained by the school for the 2013 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>92%</th>
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<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
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<tr>
<td>Year 1 Attendance Rate</td>
<td>94%</td>
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<tr>
<td>Year 2 Attendance Rate</td>
<td>90%</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>91%</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>94%</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>92%</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>93%</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>90%</td>
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</tbody>
</table>
Policy and practice to manage student attendance

Students are made explicitly aware of our high expectations of attendance at school.

Electronic rolls are marked twice daily by teachers. Parents are encouraged to contact the school when children are unable to attend. Students who are late or leave early are required to sign in or out accordingly.

When problems arise regarding attendance at school we follow the policy and procedures set out by Brisbane Catholic Education. This includes making contact with families involved and then implementing a plan where students are monitored and supported in their attendance at school.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

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