

**CHRIST THE KING CATHOLIC
PRIMARY SCHOOL**



**2010
SCHOOL PERFORMANCE DATA
ANNUAL REPORT
TO PARENTS AND COMMUNITY**

Dear Members of Christ the King Catholic School Community.

The Australian Government accountability regulations require schools to report each year, information on school performance to their community.

This report is sent to all families as an attachment to the school newsletter and it will be posted on the school website.

CHRIST THE KING CATHOLIC SCHOOL PERFORMANCE DATA

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 2010 the school had an enrolment of 412 (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 through literacy/numeracy dedicated time, professional learning community meetings, literacy/numeracy coordinators and support teachers. The school also offers Reading Recovery and EMU Programs. Specialist teachers offer programs in physical education, performing arts, Italian, library and ICT. Individual tuition in music is available and the Active After-School Hours Program is conducted. The school hopes all will live up to its motto, to "Care for and Respect Everyone".

Professional Engagement:

Staff Attendance	The average attendance rate for our staff was 97.5%. We had a total of 138 sick leave/special leave days and an accumulated total of 73 professional development days.
Teaching Staff Retention	At the end of 2010 we retained 100% of our staff with no resignations received.
Teacher Qualifications	Our teachers have a range of qualifications. In summary, the number of teachers with each qualification is listed below: <ul style="list-style-type: none">• 2 Bachelor of Education (Notre Dame)• 5 Bachelor of Education• 1 Bachelor of Education Primary (Edith Cowan University)• 1 Bachelor of Education Primary with Honours and major in Indigenous Studies• 1 Bachelor of Education Early Childhood with specialisation in Special Needs• 1 Bachelor of Early Childhood Education• 1 Bachelor of Education (ECE) (Edith Cowan University)• 1 Bachelor of Arts in Primary Education• 1 Bachelor of Education in Special Needs• 1 Bachelor of Arts in Primary Education (Notre Dame University)

	<ul style="list-style-type: none"> • 1 Bachelor of Education in Early Childhood • 1 Bachelor of Education Teaching Degree Primary (Curtin University) • 1 Bachelor of Arts Degree English (Curtin University) • 1 Bachelor of Early Childhood Education • 1 Bachelor of Education (Edith Cowan University) • 1 Bachelor of Education with a major in Religious Education • 1 Bachelor of Arts (Edith Cowan University) • 1 Bachelor of Arts (Education) • 1 Bachelor of Education (Primary) • 1 Bachelor of Education (Major Religious Education & Special Needs) • 1 Bachelor of Arts from Curtin University (majoring in History, Geography & Sociology) • 1 Bachelor of Education (Media Studies) • 1 Master of Education • 1 Master of Educational Leadership & Management • 1 Master of Education with a major in Early Childhood Education • 6 Diploma of Teaching • 1 Diploma of Education • 1 Diploma of Education (Notre Dame University) • 1 Diploma of Teaching (ECE) • 3 Diploma of Teaching (Primary) • 1 Diploma of Education from UWA • 1 Diploma of Pastoral Ministry • 1 Graduate Diploma of Education (Teaching) • 1 Graduate Diploma of Applied Science (Teacher Librarianship) • 1 Graduate Certificate (Special Needs) • 1 Grad Cert in Early Childhood (Notre Dame) • 1 Grad Cert in Special Needs (Notre Dame) • 1 Grad Cert in Learning Difficulties • 1 Graduate Certificate in Learning Technology • 1 Teacher's Certificate
<p>Professional Learning Opportunities for Teaching Staff</p>	<p>During 2010, twenty two of our twenty seven teachers were involved in individual professional learning activities (84%). All staff (100%) were involved in whole staff professional development held over five days in 2010.</p> <p>Some of the professional learning experiences and opportunities staff participated in:</p> <ul style="list-style-type: none"> • Mental Maths Computation as part of the National Partnership Program • My Classes • Teaching Confirmation in Year Six • RAISE – Key Teacher Literacy ongoing Training • RAISE – Key Teacher Numeracy ongoing Training • RAISE – 3rd Wave Co-ordinator ongoing Training

	<ul style="list-style-type: none"> • RAISE – 1st Wave Co-ordinator ongoing Training • Assistant Principal's Annual Meeting • Makaton Workshops • Accreditation to Teach • Making Movies/Photo Story • Positive Schools 2010 • Mandatory Reporting • Copyright • Religious Education in Early Years • Network Learning Meeting • Planning and Improvement • Literacy/Numeracy Report Writing • Interactive Whiteboards • Key Teacher Literacy (Persuasive Text) • Things Catholic our Way of Being • Prayer in the Classroom • Gifted and Talented Network • Bishop's Mandate • Word Shark Four (Literacy) • Future Problem-Solving • E.M.U. (Extending Mathematical Understanding)
Professional Enhancement Through Peer Sharing	<p>The focus of this program is to provide teachers with the opportunity to meet and discuss best teaching practices with their colleagues at other schools. In 2010 our Key Teachers in Literacy and Numeracy and our Co-ordinators of Professional Learning had opportunities to meet with colleagues from other schools to identify best practice in teaching and learning. In addition in 2010 our teachers took part in regional network meetings together with other teachers in the South-West Region. We also had opportunities to have shoulder to shoulder learning within our own school.</p>
Expenditure on Professional Development	<p>The average expenditure per teacher on professional development in 2010 was \$823.</p>

Workforce Composition:

Principal	1 Male
Assistant Principals	1 Male, 1 Female
Teachers	3 Males, 21 Females
Non-Teaching Staff	17 Females
Yardman and Cleaning Staff	1 Male, 3 Females

Key Student Outcomes:

Student Attendance	<ul style="list-style-type: none"> • Compulsory Years 1 – 6 = students in school • Full Year = 190 days Public holidays during school time = 4 days • Pupil free days = 6 days • The average attendance rate for students = 93.6%
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Student Attendance Year Levels 1-6	<ul style="list-style-type: none"> • Year One - 93.7% • Year Two - 92.3% • Year Three - 94.1% • Year Four - 94.0% • Year Five - 93.5% • Year Six - 94.0%
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Non-attendance Management

All absentees are recorded in the Attendance Register 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.

Registers of Attendance are collected 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 contact with parent/s we have communicated via written letter.

NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)

The tables below show the percentage of students above the National Minimum Band for 2009 and 2010 NAPLAN Testing.

(Please be aware that the students in these years are different cohorts of students).

Year	NAPLAN Test	% Students Meeting Benchmark 2009	% Students Meeting Benchmark 2010	% Difference
3	Reading	94%	94%	No Movement
	Spelling	92%	92%	No Movement
	Writing	96%	96%	No Movement
	Numeracy	94%	89%	↓5%
	Grammar & Comprehension	93%	94%	↑1%
5	Reading	92%	94%	↑2%
	Spelling	93%	96%	↑3%
	Writing	93%	98%	↑5%
	Numeracy	94%	92%	↓2%
	Grammar & Punctuation	92%	92%	No Movement

Literacy and Numeracy

The schools' focus in 2010 has been its ongoing commitment to Quality Catholic Schools and the National Partnership Project. We have continued to maintain best practice in Literacy through strategies such as Literacy Dedicated Time, learning support for students at educational risk and whole school initiatives such as the Smart Words Program in Years 1 to 6. We have also maintained our move to a focus in Numeracy. Our Numeracy focus still follows the RAISE Process of Numeracy Dedicated Time and learning support, however, we have also chosen Numeracy as our whole school focus for the National Partnership Project. This has resulted in a concentrated effort to improve our teaching practices in the area of Mental Computation.

In addition to this, in 2010 we continued our whole school approach to the collection of standardised data throughout the school. Our goal for this process is to support class assessment and to have comparative data across year levels. We consider this type of data very important in identifying children's strengths and weaknesses and as a direct consequence of this data gathering putting into place teaching strategies will improve student performance.

We have also committed to maintaining our "non-negotiable items" in our school. In 2010 we had a particular focus on persuasive writing in preparation for the introduction of persuasive writing in the NAPLAN assessment for 2011.

Individual Education Plans (IEP) and Curriculum Adjustment Plans (CAP)

During 2010 we consolidated our thorough approach to identifying students on an (IEP) or (CAP). Students who require significant adjustments to the learning program had (IEP) meetings once per term, at which all primary stakeholders were present including the Special Needs Consultant from the Catholic Education Office.

We used our whole school data to identify those students most at educational risk and completed further individualised standardised testing to ascertain the student's weakness and developed an appropriate Curriculum Adjustment Plan for these students. This process involves a (CAP) meeting with all stakeholders and intervention in the area of greatest need.

In 2010 we put in place a process of identifying Case Managers for all (IEP) and (CAP) students throughout the school. All case managers meet once per term to discuss the progress of individual students.

Summary of the Archbishop's Religious Education for Year 5 Students

In 2010, all Year 5 students in WA Catholic Schools were formally assessed in the Religious Education Learning Area. The mean raw score for all Year 5 students across the Catholic Education System was 61%. The whole school average at Christ the King School was 63.7%.

Value Added

In addition to the core teaching outcomes in the nine Learning Areas, students were involved in a wide variety of learning opportunities. Some of these include:

- Individual tuition in Music
- Incursions and excursions
- Involvement in the Performing Arts Festival
- Liturgical Celebrations
- Sacramental Program
- Retreat Days for years 3, 4 and 6
- Reading Recovery
- E.M.U (Extending Mathematical Understanding)
- Parent Helpers
- Year 6 School Camp
- Year 6 Student Council and Leadership Positions
- Active After School Sports Program
- Pastoral Support Programs – Seasons for Growth, Rainbows
- Interschool Sport
- P & F activities and functions

All of the above initiatives and activities add value to the quality of the educational programs offered at our school.

Enrichment Program

2010 saw Christ the King School continue to offer Enrichment Classes. Students are identified for inclusion in the Enrichment Program through our whole school data. These classes are offered as an extension program to the one run in the mainstream classroom. Children leave their normal classroom and join selected children from other classes to work with the enrichment teacher on the development of skills and knowledge appropriate to the students needs.

As part of the Program in 2010 students from Christ the King School took part in Tournament of the Minds. Tournament of the Minds is an opportunity for students with a passion for learning and problem solving to demonstrate their skills and talents in an exciting, vibrant and public way in competition with other Public, Independent and Catholic Primary Schools. The students also took part in the Scitech Animation Festival. Two of our students were nominated for an outstanding award.

The students also took part in the Night of the Notable Program which culminated in an enjoyable and exciting evening for parents, teachers and students. Students had the opportunity of sharing their learning in a public way through the learning centres they had created.

Satisfaction Level

Satisfaction: Teacher, Parents and Students:

I have included the following quotes and comments:

“.....Thank you for the professional and caring way in which you handled our problem. It was very professional, but, most importantly you showed a great deal of care and that in itself means so much.”

“ I just wanted to extend our family’s appreciation for allowing our child to participate in last Year’s Reading Recovery Program. As a result of the Program, our child has made a dramatic improvement with her literacy skills. She now loves to read every night and has no problem sounding out words and spelling words that she has never written before.”

“.... Our family has been extremely happy with the school and teaching staff, who were able to pick up on our child’s learning difficulties and resolve these issues before they became a problem and an embarrassment for him/her.”

“... The teacher was fantastic during this time and showed no end of patience and encouragement for his/her learning.”

Parents and Teachers:

On a number of occasions staff have expressed how proud they are to be a part of the school community. There have been numerous occasions throughout the year where staff have gone above and beyond ‘the call of duty’ for the students in their care and for the School and Parish Community.

Parents and Friends’ Association (P & F):

Through the Parent and Friends (P&F), parents have indicated that they are made to feel welcome at meetings, events and activities. Parents have indicated that their participation in the school is welcomed and encouraged.

Students:

Students have a strong sense of pride in their school and enjoy coming to CtK. They are happy with what the school has to offer and also believe that their teachers help and listen to them.

Post School Destinations: (Attended Christ the King School in 2010)

All Saints School	2
Christian Brothers' College, Fremantle	6
Corpus Christi College	3
Divine Mercy College	2
Emmanuel Catholic College	1
Iona Presentation College	7
John XXIII College	1
Murdoch College	1
Santa Maria College	1
Seton Catholic College	24
South Coogee Primary School	1
Spearwood Primary School	1

School Income:

Available on the My School Website

Mr Peter Panizza
Principal

Mrs Angie Letizia
Assistant Principal