



CHRIST THE KING SCHOOL

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2008 ANNUAL REPORT

TO PARENTS AND COMMUNITY

JUNE 2009

Dear Members of Christ the King Catholic 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

Professional Engagement

The average attendance rate for our staff was 96.5%. We had a total of 170 sick leave/special leave days and 54 professional development days.

At the end of 2008 we lost 1 teacher to other schools which equates to staff retention of 96%.

Our teachers have a range of qualifications. In summary, the number of teachers with each qualification is listed below:

- 2 Master of Education (Leadership)
- 1 Master of Education
- 9 Bachelor of Education
- 6 Bachelor of Education (Early Childhood)
- 3 Bachelor of Education (Primary)
- 1 Bachelor of Education (Primary) Aboriginal Studies
- 1 Bachelor of Education (Literacy)
- 1 Bachelor of Education (Chn with Special Needs)
- 1 Bachelor of Education (Primary) Phys Edn
- 2 Bachelor of Education (Conversion)
- 1 Bachelor of Arts
- 1 Bachelor of Arts (Media)
- 1 Bachelor of Arts Primary Edn (RE)
- 1 Bachelor of Arts (English)
- 2 Bachelor of Arts in Edn (Primary)
- 1 Bachelor of Music
- 8 Diploma of Teaching
- 1 Diploma of Children's Services
- 1 Grad Diploma in Special Education
- 1 Diploma of Teaching (Psych Reading)
- 1 Grad Certificate of Education (Learning Difficulties)
- 1 Diploma of Teaching (Primary)
- 1 Diploma in Education
- 1 Grad Diploma of R.E
- 1 Teaching Certificate
- 1 Teacher's High Certificate
- 1 Diploma of Arts (Primary)

During 2008, twenty two of our twenty five teachers were involved in individual professional learning activities (88%). All were involved in whole staff professional development held over five days in 2008.

Some of the professional learning experiences in which our staff were engaged include:

- Maths
 - Early Numeracy Interview Training
 - Numeracy leaders training
- Science
 - Primary Connections training
- Using Interactive Whiteboards
- Raise – Coordinator and Teacher Leader Training
- Literacy – Programming for Intervention
- Supporting Students Speech and Language Development
- Preventing Literacy Difficulties
- Staff Faith Development Day
- Friendly Schools – Reducing Bullying and Aggression
- Classroom Behaviour Management
- 1 2 3 Magic – Train the Trainer
- Foodsafe Handling
- Staff Performance Management Training

The average expenditure per teacher on professional development in 2008 was \$1114.

Key Student Outcomes

The average student attendance for 2008 was 177 of the 188 school days – an attendance rate of 94% (exactly the same as in 2007!).

In May, all year 3, 5 and 7 students sat National Assessment in Literacy and Numeracy (NAPLAN) which replaces the State wide assessment done between 2001 -2007.

The table below shows the percentage of students at or above the National Benchmark for 2007 WALNA testing and 2008 NAPLAN testing. It also shows the percentage change in students achieving National Benchmarks for these two years.

An appropriate comparison is the results of the same cohort of students across two years. For example the children in year five were in year three in 2006. Their performance from 2006 to 2008 was consistent across the two years (Reading 98% to 96%, Spelling 85% to 93%, Writing 92% to 93% and Numeracy 92% to 93%) The year seven group made significant progress (Reading 94% to 98%, Spelling 96% to 100%, Writing 92% to 100% and Numeracy 81% to 100%)

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

Year	NAPLAN Test	% Students Meeting Benchmark 2007	% Students Meeting Benchmark 2008	% Difference
3	Reading	100%	90%	-10%
	Spelling	89%	90%	+1%
	Writing	96%	98%	+2%
	Numeracy	94%	97%	+3%
	Grammar & Comprehension	N/A	98%	
5	Reading	88%	96%	+8%
	Spelling	79%	93%	+14%
	Writing	81%	93%	+12%
	Numeracy	88%	97%	+5%
	Grammar & Punctuation	N/A	98%	
7	Reading	80%	98%	+18%
	Spelling	77%	100%	+23%
	Writing	93%	100%	+7%
	Numeracy	90%	100%	+10%
	Grammar & Punctuation	N/A	100%	

Summary of NAPLAN Results

We are very pleased with the improvement in year seven which can be attributed to increased focus on literacy and numeracy programs in the middle/upper years.

Our school is performing at or above, like schools in most areas of literacy and numeracy.

One initiative in 2008 was to place an Assistant Principal into Curriculum Support for year 4-7, with the intention of improving outcomes for these children. We are pleased that such improvements are evident – especially with numeracy in year seven.

Value Added

During 2008 our students were offered many additional opportunities and experiences, including the following:

- Individual tuition in Music
- Incursions and excursions
- Involvement in the Performing Arts Festival
- Choir visits to the Italian Village
- Buddy Program
- Liturgical Celebrations
- Sacramental Program
- Retreat Days for years 3, 4 and 7
- Reading Recovery
- E.M.U (Extending Metrical U/Standing)
- Parent Helpers
- Year 6 & 7 School Camps
- Year 7 Student Council and Leadership positions
- Active After School Program
- Pastoral Support Programs – Seasons for Growth, Rainbows
- Interschool Sport

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

Satisfaction Level

We did not survey parents or students in 2008 regarding their satisfaction levels with the school. However, anecdotal information would indicate that most parents, students and staff are happy with our school. Visitors comment on the welcoming environment and the warmth of the reception they receive. Student attendance rates are high and enrolment in the school particularly in the early years continues to rise. Applications for Kindergarten 2009 were the highest ever for our school with 58 acceptances

I believe our school is providing a sound education across the academic, physical, spiritual and social/emotional domains. We continue to seek ways to further enhance the learning opportunities for the children in our care.

During 2008 a Strategic Plan for (2009-2011) for the school was developed. The process began with a staff and parent survey of the strengths and weaknesses of the school. From there, a representative group of staff, parents and clergy worked to determine the priorities for the years ahead. The draft was taken to a special meeting of parents and additional staff meetings, where further input and debate was shared. The planning Group considered the input from these meetings and further developed the plan. Once final decisions about strategic objectives and strategies for achieving them were made, we were able to identify those parts of the plan which would be our goals for this year.

The plan will be published and issued to parents in 2009.

The Strategic planning process clearly indicated strong support for the school and the programs it is offering.

Mr Jim Green, Principal