

**CHRIST THE KING CATHOLIC
PRIMARY SCHOOL**



**2009
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 information can be found in this report. In addition to this information we have also included other relevant information that we feel the school community will find of interest.

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. The school has an enrolment of around 437 children across Kindergarten to Year seven. 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 cooperative, 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. It 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'.

The school hosts a Learning Centre catering for children with special needs. The school is also a registered CRICOS (Commonwealth Register of Institutions and Courses for Overseas Students) our registered number is #01299A.

Professional Engagement:

Staff Attendance	The average attendance rate for our staff was 96%. We had a total of 154 sick leave/special leave days and an accumulated total of 51 professional development days.
Teaching Staff Retention	At the end of 2009 we lost 3 teachers to other schools which equates to staff retention of 88%.

<p>Teacher Standards and Qualifications</p>	<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"> • 11 Bachelor of Education • 1 Bachelor of Education Primary with Honours and major in Indigenous Studies • 1 Bachelor of Education Early Childhood with specialisation in Special Needs • 3 Bachelor of Early Childhood Education • 2 Bachelor of Arts in Primary Education • 1 Bachelor of Education in Special Needs • 1 Bachelor of Arts Degree English • 1 Bachelor of Education with a major in Religious Education • 1 Bachelor of Arts • 1 Bachelor of Arts (Education) • 1 Bachelor of Education (Major Religious Education & Special Needs) • 1 Bachelor of Arts (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 • 7 Diploma of Teaching • 3 Diploma of Education • 3 Diploma of Teaching (Primary) • 1 Diploma of Pastoral Ministry • 1 Graduate Diploma of Education (Teaching) • 1 Graduate Diploma of Applied Science (Teacher Librarianship) • 2 Graduate Certificate (Special Needs) • 1 Grad Cert in Early Childhood • 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 2009, nine of our twenty seven teachers were involved in individual professional learning activities (33.3%). All staff (100%) were involved in whole staff professional development held over five days in 2009.</p> <p>Some of the professional learning experiences and opportunities staff participated in:</p> <ul style="list-style-type: none"> • Raising Achievement in Schools (RAISe) <ul style="list-style-type: none"> ○ Primary Third Wave Coordinator & Learning

	<p>Support</p> <ul style="list-style-type: none"> ○ Primary First Wave Coordinator Network Day ○ Using ICT to support students experiencing difficulties <ul style="list-style-type: none"> ● Paul Swan : Maths – Fractions ● Literacy/Numeracy Report Writing ● Learn to Read ● Gifted Education – Theory into Classroom Practice ● National Partnership Program (NPP) ● Interactive Whiteboards Training ● National Safe Schools’ Framework (NSSF) Cyber Bullying ● The Aussie Optimism : Thinking optimistically : mental health ● Aust Govt Quality Teaching Program : Catering for Diverse Needs, Students with Disabilities ● Clear Speech Strategies : Therapy Focus ● Dyslexia SPELD Intensive Reading Program ● Behaviour Management for Students with Autism Spectrum Disorders ● Pilot Project for online planning & assessment for students with disabilities ● Extending Mathematics Understanding (EMU)
Professional Enhancement Through Peer Sharing	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 2009 our Key Teachers in Literacy and Numeracy and our First Wave Coordinators had opportunities to meet with colleagues from other schools to identify best practices in teaching and learning.
Expenditure on Professional Development	The average expenditure per teacher on professional development in 2009 was \$555.

Workforce Composition:

Number of Female Staff	42
Number of Male Staff	6
Number of Indigenous Staff	0

Number of Female Teachers	22
Number of Male Teachers	5
Number of Female Non-Teachers	20
Number of Male Non-Teachers	1

Student Attendance at School:

Student Attendance	<ul style="list-style-type: none"> • Compulsory Years 1 - 7 = students in school • Full Year = 191 days (Public holidays during school time = 4 days) • Pupil free days = 4 days • The average attendance rate for students = 93.61%
Student Attendance Year Levels 1-7	<ul style="list-style-type: none"> • Year One – 95.62% • Year Two – 93.89% • Year Three – 92.2% • Year Four – 92.9% • Year Five – 93.8% • Year Six – 92.4% • Year Seven – 95.9%

Non-attendance Management:

All absentees are recorded in the Attendance Register by each class teacher. Absences 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. If absences are longer than two days, a phone call is made to the parents to check on the child's welfare.

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 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 discussions between the class teacher, Leadership Team and parents ensues.

NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)

The tables below show the percentage of students above the National Minimum Band for 2008 and 2009 NAPLAN Testing.

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

Year	NAPLAN Test	% Students Meeting Benchmark 2008	% Students Meeting Benchmark 2009	% Difference
3	Reading	92%	94%	↑2%
	Spelling	92%	92%	No Movement
	Writing	95%	96%	↑1%
	Numeracy	96%	94%	↓2%
	Grammar & Comprehension	92%	93%	↑1%
5	Reading	91%	92%	↑1%
	Spelling	92%	93%	↑1%
	Writing	93%	93%	No Movement
	Numeracy	93%	94%	↑1%
	Grammar & Punctuation	92%	92%	No Movement
7	Reading	94%	94%	No Movement
	Spelling	92%	93%	↑1%
	Writing	92%	93%	↑1%
	Numeracy	95%	95%	No Movement
	Grammar & Punctuation	92%	92%	No Movement

Literacy and Numeracy:

The schools' focus in 2009 has been its ongoing commitment to the RAISE Process. 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 2 to 6. However, 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 2009 we launched 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.

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

During 2009 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 (CEO).

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 weaknesses and develop an appropriate Curriculum Adjustment Plan (CAP) for those students. This process involves a (CAP) meeting with all stakeholders and intervention in the area of greatest need.

In 2009 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 2009, 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 67.9%. The whole school average at Christ the King School was 69.16%.

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
- Choir visits to the Italian Village
- Buddy Program
- Liturgical Celebrations
- Sacramental Program
- Retreat Days for Years 3, 4 and 7
- Reading Recovery
- EMU(Extending Mathematical Understanding)
- Parent Helpers
- Year 6 & 7 School Camps
- Year 7 Student Council and Leadership Positions
- Active After School Sports 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.

Enrichment Program:

2009 saw Christ the King School offer Enrichment Classes for the first time. Students are identified for inclusion in the Enrichment Program through our whole school data. These classes are offered as a complementary 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 2009 students from Christ the King School took part in Tournament of the Minds for the very first time. 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 Night of the Notable Program, which culminated in an enjoyable and exciting evening for parents as students shared their learning in a public way through the learning centres they had created.

Director's Christmas Card:

In 2009 the 'Christmas Card Design for the Director of Catholic Education, Mr Ron Dullard' competition was introduced by CEO. One of the winners of this competition was a student from Christ the King School.

Carnevale:

During 2009 visual arts students in Year 7 together with choir students from Years 4 through to 7 attended Carnevale, an event which publically showcases all the talents of students in Catholic schools throughout Western Australia. Our Year 7 Visual Art students took part in the Interactive Section, showcasing their talents in the process of Lino Printing and our choir students showcased their singing talents. It was an exciting event thoroughly enjoyed by all those who attended.

PARENT, STUDENT AND TEACHER SATISFACTION

I have included the following quotes and comments:

"...It is a really, really good school. You get really good teachers. Everything you get taught you can use when you get older."

(Year 4 student reflection)

"...Our school is so special because we have good teachers and wonderful friends."

(Pre-Primary student reflection)

"...Our school has kind staff and a safe environment for all children to be themselves, and grow."

(Year 6 student reflection)

"...It's a good school and people care for other each other."

(Year 2 student reflection)

"...Christ the King School is very caring and friendly towards parents, children and staff. We have a very cohesive and helpful school community."

(Parent Reflection)

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:

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 Christ the King. They are happy with what the school has to offer and also believe that their teachers help and listen to them.

School Destinations from Primary (Christ the King School) to Secondary

Secondary School/College	Male	Female
CBC Fremantle	13	-
Corpus Christi College	-	3
Emmanuel Catholic College	-	3
Iona Presentation College	-	2
John Curtin High School	-	1
John XXIII College	1	-
Melville Senior High	1	-
Seton Catholic College	14	9
Trinity College	1	-
Winterfold Primary	-	1
Winthrop Secondary College	1	-
Unknown	-	1
	31	20

Mr Peter Panizza
Principal

Mrs Angie Letizia
Assistant Principal

Mr Andrew Kelly
Assistant Principal