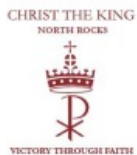


# 2015 ANNUAL SCHOOL REPORT



## Christ The King Primary School, North Rocks

2 Statham Avenue, North Rocks 2151

Principal: Mr Tony Hughes

Phone: 9871 7438 Fax: 9871 6383

Email: [NorthRocks@parra.catholic.edu.au](mailto:NorthRocks@parra.catholic.edu.au)

<http://www.ctknorthrocks.catholic.edu.au>



Catholic Education  
Diocese of Parramatta

## Introduction

---

### About the Annual School Report

Christ The King Primary School is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2015 and gives information about the 2016 priorities.

This Report is a legislative requirement under the [Schools Assistance Act, 2008](#) and the [Education Amendment Act 2004](#).

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.

## Key Messages

---

### Principal

I am proud to present to you the 2015 Annual School Report for Christ The King Primary School, North Rocks.

The year 2015 was a very successful and busy one for Christ The King Primary School. The school continued to strive for academic excellence and provided many opportunities for students to participate in extra-curricular activities. Our school enjoys a strong reputation in the local community for academic excellence; the faith development of our children and the strength of the parent teacher partnership in education. This is owing to our positive and enthusiastic student population, our supportive parents, our talented and highly skilled staff and supportive parish priest who all work together to build our spirit-filled community. As our school song proclaims, our community is indeed a 'community of love', with Christ as our centre. I am extremely proud of this unique and outstanding community whose members support and work with one another to provide quality Catholic education for the children in our care.

I congratulate our community for providing our children with so many opportunities to excel. We believe at Christ the King Primary School we are a community of learners, and especially that the children see themselves as learners. We are proud of their many sporting achievements, participation in Wakakiri, debating and public speaking and especially in the academic gains made this year.

In 2015 the school community farewelled our principal. The community thanks her for her passion and commitment to the Christ The King Primary School community and the fostering of Catholic education within the school. We wish her God's blessings and every success in the future.

The present principal was appointed as the sixth principal in late August.

At Christ The King Primary School, our mission is to:

- promote our faith formation
- nurture our students
- provide quality learning and teaching
- grow as a community

We thank Christ for our many blessings received during 2015.

### Parent

Parents have a significant involvement in the learning and pastoral life of the school. They are active participants at masses and liturgies. Parents support learning in all grades by contributing to the children's learning activities through volunteering their time in classroom and sporting activities. Parents are welcomed into the school and have an opportunity to share in their children's learning through our open days and classroom visits throughout the year. The Parents and Friends (P&F) group is included in establishing the strategic direction of the school.

This was a big year for the P&F with new committee members and some big events that happened in terms 1, 2 and 3. We were very lucky to have these parent volunteers take on roles which allowed many social and out of school events to happen. We had a Mothers Day lunch, Fathers Day breakfast, Walkathon, and School Fete.

Parents support the school through volunteering their time not only in P&F run events but also with in the learning spaces. Parents are rostered on to listen to the children reading, accompany students on class excursions and/or help out when a special project is undertaken.

Year 6 parents organise events throughout the year to ensure that the children, in their final year of school, leave with positive memories of their primary schooling.

### Student

Our student leaders are elected by their peers and teachers to have a specific role at Christ The King Primary School. Their leadership responsibilities include organising and running the morning assemblies; Positive Behaviour for Learning (PBL) focus; flag raising; special ambassadors to important events; leading student teams and taking on various tasks as requested by the principal. We elect students to lead six areas within our school, as well as sport colour house captains. These areas are Liturgy, Social Justice, Positive Behaviour for Learning, Library, Environment and Student Council.

Our Year 6 students also have a special role in showing leadership, good examples and responsibility to the rest of the student population. They take this role very seriously and live up to the high expectations asked of them.

Our students have wonderful facilities, playing spaces, learning spaces and technological resources to assist them with their learning and leisure.

They are given a great deal of responsibility in organising and participating in masses, celebrations like Grandparents Day, sport carnivals and other activities.

Students are encouraged to develop their skills to become responsible and pro-active members of our school community through our student management approach.

Our students participate in many events throughout the year such as sporting, public speaking, creative arts and a variety of excursions which are linked to the curriculum. We pride ourselves on our students being Christ The King Primary School ambassadors whenever they are representing our school on excursions, at sporting events or being members of our local community.

## Who we are

---

### History of the school

In 1969 Father Eric Burton began planning a new school. The Holy Faith Sisters were invited to lead and work in the school. Sister Catherine and Sister Elizabeth came to establish Christ The King Primary School. They began teaching children from Kindergarten to Year 2 in St Gerard's Hall in Carlingford in 1973 until the first school building was completed in 1974.

Sister Catherine aimed to provide an environment that strived for excellence in education and to instil Catholic values in every student who attended the school. She, along with Father Burton, wanted our learning to be Christ-centred and as our school song highlights, '*within a community of love*'.

Father Burton named the parish and our school 'Christ The King'. He saw that Christ was the shepherd who served His people. Father Burton wanted us to serve each other as Christ has served us.

It is the vision that Father Burton and Sister Catherine shared that continues today. We continue to build our community, working together for the common good, so that our school continues to grow into a just and safe place where our school rules, based on gospel values, are instilled and practised by all members within our school environment.

### Location/drawing area

Christ The King Primary School is located on Statham Avenue, North Rocks and draws on students from North Rocks and parts of Oatlands, Carlingford and Baulkham Hills. It serves the Parish of Christ The King, North Rocks, and has been situated on this site since 1973. We are situated close to St Monica's Primary School, North Parramatta and nearby North Rocks Public school. We are a feeder school to St Patricks High School in Dundas, Our Lady of Mercy College, Parramatta, and Oakhill College.

We are situated close to North Rocks shopping centre and serviced by local buses. Students walk to school but the majority of the children use our drive through system.

In June 2015 there were 383 students enrolled at Christ the King Primary School. There are currently 14 class groups from Kindergarten to Year 6.

## Workforce Composition

---

| Category  | Number of Staff |
|---|-----------------|
| Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines | 27              |
| Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications                               | 0               |
| Number of teachers accredited to teach Religious Education  | 23              |
| Number of teachers currently undertaking accreditation to teach Religious Education   | 0               |
| Number of non-teaching staff (includes teachers' aides)   | 10              |
| Percentage of teachers who are indigenous   | 0               |
| The average teacher attendance for 2015   | 93.86           |
| Percentage of 2015 teaching staff who were retained from 2014   | 89              |

# Catholic Identity and Religious Education

---

## Prayer, Liturgical Life and Faith Experiences

Liturgy and prayer are integral components of school life both in the classroom and in the school community. Children participate in prayer at a class and school level. Each grade begins the day with their class prayer. Student liturgy leaders lead prayer in each of the learning spaces once per fortnight and at the weekly assemblies. Opportunities exist for staff to reflect and grow spiritually through weekly staff prayer as well as special staff prayer sessions on staff development days. Liturgical and prayer experiences are vibrant, meaningful and inclusive of the whole school community.

Throughout 2015, we celebrated many special occasions and feast days, with class, grade and whole-school liturgies. As part of our Catholic Schools Week liturgy, we had special liturgies and celebrations, including a whole-school mass. The students at the school are provided with regular faith experiences. For significant feast days and liturgical experiences, the school celebrates as a whole school or grade.

During 2015 there was a focus on deepening the development of students' faith through daily shared readings and reflections from Mark's gospel and the praying of the Angelus.

## Social Justice

The school maintains strong links within its own community and the wider community in responding to the welfare of others. During Lent, students raised funds for Caritas' Project Compassion. The school has also supported the St Vincent de Paul Winter Appeal by collecting clothing, blankets and much needed winter essentials to be donated to those less fortunate in our wider community. Students also learnt of ways in which the Parramatta Diocese is supporting schools with the East Timor Teacher Placement program which is an initiative of Catholic life and mission with the teachers from East Timor. Food hampers were also collected for the St Vincent de Paul Society for their annual Christmas Appeal. In 2015, outreach fundraising was targeted to support those less fortunate.

## School home and parish partnerships

The school actively sought ways in which to build the school and parish community by encouraging participation in a wide variety of activities. The school participated in a Sunday Christ The King Parish Mass which was celebrated together with the school and parish. In 2015 teachers supported the parish lead Sacramental program.

There were effective means of communication between the school and parish. Home, school and parish were linked in a collaborative partnership. The school was actively involved in the organisation of the parish Sacramental program from attendance at meetings to practices and preparation at each celebration. The wider community was always invited and welcomed to all of our whole-school and grade masses. Events such as Grandparents Day, Mothers Day, Catholic Schools Week and Fathers Day were extremely well attended.

The principal, as a member of the parish council, attended regular meetings. The Religious Education coordinator (REC) liaised with the parish altar servers' coordinator regarding rosters and meetings. The school newsletter was also displayed on the church noticeboard each week. The parish and school combined to celebrate significant events in the life of the parish priest.

## Religious Education

At Christ the King Primary School our classroom practice and Religious Education policy reflected the Parramatta Diocesan syllabus, *Sharing Our Story*. This syllabus was studied throughout the grades. Teachers' programs were regularly modified to suit the students' needs using a whole-school programming proforma.

Our Catholic values underpinned our words and actions. The students were encouraged to live their lives according to the gospel values, which are embedded in how we view the world and how we behave towards others within our community.

Our vision was to make Christ the King Primary School a Christ-centred community where



Catholic values; the nurturing of the whole person; and a commitment to quality learning and teaching, were part of our everyday life.

Liturgy and prayer were integral components of school life both in the classroom and in the school community. Children participated in prayer as a class and school level. Each grade began the day with their class prayer and each whole-school assembly began with prayer. Opportunities existed for staff to reflect and grow spiritually through fortnightly staff prayer, as well as special staff prayer sessions on staff development days. Liturgical and prayer experiences were vibrant, meaningful and inclusive of the whole school community.

Throughout 2015, we celebrated many special occasions and feast days as both grades and whole-school. As part of our Catholic Schools Week liturgy, we celebrated a liturgy inviting the wider community to be part of our celebrations. The students at the school were provided with regular faith experiences. For significant feast days and liturgical experiences, the school celebrated as a whole-school or a grade.

The school actively sought ways in which to build the school and parish community by encouraging participation in a wide variety of activities. The school continued to join the parish community by celebrating grade Sunday masses.

### Professional Learning of staff in Religious Education

The staff's professional learning focused on deepening the Christ the King Primary School community's understanding of Christ's mission as portrayed in Mark's Gospel and faith development. The staff learnt about the theological background of Mark's Gospel and used Mark's Gospel to deepen the prayer life at Christ the King Primary School. The classroom teachers also included daily readings from Mark's Gospel into their Religious Education program to deepen the students' faith development and their understanding of Christian mission.



## Learning and Teaching

### National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2015. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

| NAPLAN RESULTS 2015 |                         | % of students at or above national minimum standard |           | % of students in top three bands |           |
|---------------------|-------------------------|---|-----------|----------------------------------|-----------|
|                     |                         | School  | Australia | School                           | Australia |
| Year<br>3           | Grammar and Punctuation | 98  | 94        | 84                               | 73        |
|                     | Literacy                | 94  | 95        | 76                               | 72        |
|                     | Reading                 | 98  | 95        | 75                               | 71        |
|                     | Writing                 | 100   | 96        | 95                               | 76        |
|                     | Spelling                | 100   | 93        | 80                               | 65        |
|                     | Numeracy                | 100   | 94        | 73                               | 61        |

| NAPLAN RESULTS 2015 |                         | % of students at or above national minimum standard |           | % of students in top three bands |           |
|---------------------|-------------------------|---|-----------|----------------------------------|-----------|
|                     |                         | School  | Australia | School                           | Australia |
| Year<br>5           | Grammar and Punctuation | 92  | 93        | 71                               | 61        |
|                     | Literacy                | 100   | 93        | 82                               | 57        |
|                     | Reading                 | 100   | 93        | 84                               | 58        |
|                     | Writing                 | 100   | 92        | 57                               | 52        |
|                     | Spelling                | 100   | 93        | 78                               | 61        |
|                     | Numeracy                | 100   | 95        | 65                               | 56        |

In all aspects of NAPLAN Year 3 and Year 5 achieved good results with students above the national performance standards for Literacy and Numeracy. The percentage of Year 3 and Year 5 students in the top three bands of Literacy and Numeracy was significantly higher than the

national standards. The high achievements for Year 3 and Year 5 can be accredited to the concentrated focus across the school on supporting all students in literacy and numeracy to enable students to develop essential concepts and skills upon which to build and expand their learning as they move through their primary years. Analysis of the data identifies writing, spelling, grammar and punctuation in Year 5 and in Year 3 as areas for further development. The continued commitment and work of both the staff literacy and numeracy teams have contributed to steady improvement of our students' writing, reading, comprehension and numeracy skills by providing effective professional learning to improve classroom practice.

## School curriculum

Knowing one's students well was fundamental to teachers at Christ The King Primary School and allowed us to activate, inspire and extend their learning. This was driven by a focus on assessment to gain student data, knowing students' learning needs is essential for quality teaching. Teachers continued to make good use of learning data to give direction for future teaching and decision making. The school values the importance of all the gifts the children have been given and use these gifts to help inspire our learners. Students were engaged in activities with clear learning goals and success criteria that enabled students to identify and master the intended learning. The use of learning intentions and success criteria contributed to the learning success. Teachers participated in ongoing professional learning to improve student-learning outcomes.

In term 1 the school conducted the Mathematics Assessment Interview (MAI). This was a 30 minute teacher/student interview that allowed the children to demonstrate their understanding of number concepts through hands on and mental computation assessment tasks, with a strong emphasis on children articulating their reasoning for a response. Once the data had been gathered from the MAI, the teachers were able to use this information to set goals for the school, for the teachers and for the students. As a result, the staff engaged in professional learning to refine teaching practices in numeracy and develop ways to target the learning needs of each student.

At Christ The King Primary School, students requiring assistance in their learning were supported by the grade teachers, specialist teachers and our team of support staff. In 2015 we held regular case management meetings to ensure that all our children received the optimal support throughout the year.

Throughout 2015 all the children at our school attended incursions and excursions that were linked to the curriculum and extended their learning experiences.

## Initiatives to promote respect and responsibility

The teaching and fostering of respect and responsibility are values that are integrated into the whole curriculum (keeping the integrity of all Key Learning Areas) as identified in the National Framework for Values Education for Australian Schools. The nine values for Australian schooling are all underpinned by our Catholic gospel values. Our work in this area was in partnership with parents and carers. Whole-school activities to promote respect and responsibility were based on: having regard for yourself and others; lawful and just authority and diversity within Australian society; respecting another's point of view; resolving differences in constructive, non-violent and peaceful ways; being accountable for your individual and community's actions; and taking care of the environment.

Through our whole-school Positive Behaviour for Learning program we, as a community, focused on: care for self, care for others, care of the environment. The staff at Christ The King Primary School explicitly taught the students the positive behaviours that needed to be instilled and displayed, in order for our school community to be able to live by the school rules successfully. We worked closely with the parents to ensure a common approach to behaviour management in our school was followed and that all our children were supported in a positive and caring environment.

## Professional Learning

Professional learning continued to be provided, encouraged and promoted at Christ the King Primary School. In 2015 staff attended literacy workshops and numeracy training days. Throughout the year, another teacher completed her first year of training as a reading recovery teacher and two teachers completed training as Extending Mathematical Understanding

(EMU) specialist teachers. Staff attended in-house professional development days around numeracy, literacy, spiritual formation, and introducing the new Geography and History curriculum.

During 2015 we continued

- to deepen our understanding and knowledge of the teaching and learning of numeracy and the structure of the numeracy block within our school
- to refine our use of the flexible learning spaces to ensure optimal learning took place in our school
- to refine our behaviour management approach to ensure our children learnt in a positive, safe and caring environment
- to share our insights
- to reflect continually on our classroom practice and pedagogical beliefs and understandings

## School Improvement

---

### Annual school priorities

|  |  |
|--|--|
| <b>Priority 1</b>                        | Improve all students' skills in literacy through the domain of reading, comprehension and writing  |
| <b>Reason for priority 1</b>             | Students in Christ The King Primary School have displayed data that presented vulnerabilities. This was triangulated through the NAPLAN, Progressive Achievement Tests in Reading (PAT-R) and observation survey data. We acknowledge the reciprocal nature of reading and writing. In 2015 we continued to drive the improvement in reading and comprehension, but also use this to support and improve the skill sets in writing.  |
| <b>Steps taken to achieve priority 1</b> | <ul style="list-style-type: none"><li>▪ professional learning days</li><li>▪ learning meetings</li><li>▪ professional reading use of learning targets and success criteria</li><li>▪ literacy learning teams</li><li>▪ A small group of Year 2 students have formed a writing group to improve their writing.</li><li>▪ writing with a purpose with an audience in mind</li><li>▪ daily guided writing groups across the grades</li><li>▪ all grades involved in purposeful writing each day</li></ul> |
| <b>Status of priority 1</b>              | Ongoing  |

|  |  |
|--|--|
| <b>Priority 2</b>                        | For all children at Christ The King Primary School to improve by at least one growth point in all four number domains and at least two growth points in their grade's number domain focus  |
| <b>Reason for priority 2</b>             | According to Christ The King Primary School's MAI data, different grades had different areas to focus on but it should be considered that the pedagogy surrounding the 'focus domain' should also directly impact on all number domains. The nature of this goal was also aimed at raising expectations in a school which was in its fifth year using the growth point framework.  |
| <b>Steps taken to achieve priority 2</b> | <ul style="list-style-type: none"> <li>▪ professional learning day</li> <li>▪ professional learning meetings</li> <li>▪ professional reading use of learning targets and success criteria</li> <li>▪ use of daily mathematical warm ups,</li> <li>▪ open-ended questions and rich tasks</li> <li>▪ student communicating their reasoning and problem solving strategies</li> <li>▪ student differentiated tasks</li> <li>▪ data walls to track student growth</li> <li>▪ case management meetings</li> </ul> |
| <b>Status of priority 2</b>              | Ongoing  |

|  |  |
|--|--|
| <b>Priority 3</b>                        | To deepen the students' understanding of Christ's message and how it is lived within a contemporary world across the Key Learning Areas, as demonstrated in students' classroom samples  |
| <b>Reason for priority 3</b>             | The 2014 Religious Literacy Assessment data demonstrated it was above the Diocesan average in most domains except for church and Sacraments in Year 6. Head Office has provided us with the challenge of 'Forming Intentional Disciples'. As our understanding of Christ's message comes from Scripture, our school would be reading sequentially and reflecting on Mark's Gospel. We wanted to develop a greater understanding of Christ's message, which transforms us into intentional disciples of Christ. |
| <b>Steps taken to achieve priority 3</b> | <ul style="list-style-type: none"> <li>▪ daily Scripture reading</li> <li>▪ Scripture word walls</li> <li>▪ exploring Scripture</li> <li>▪ Scripture-based role play</li> <li>▪ responding to Scripture through daily discussions</li> <li>▪ responding to the Scripture through Scripture journal: 'What is Christ saying to us?' and/or 'What is Christ asking us to do?'</li> </ul>   |
| <b>Status of priority 3</b>              | Ongoing with the focus in 2016 on St Luke's Gospel   |

## Projected school priorities

|  |  |
|--|--|
| <b>Priority 1</b>                              | For all students to have a deeper understanding of Sacred Scripture and its application to Catholic life, as evidenced by an improvement in the classroom assessment data  |
| <b>Reason for Priority 1</b>                   | The Kindergarten to Year 6 (K-6) summative and formative assessment, as well as the Year 4 and Year 6 Religious Literacy data on Scripture [a Parramatta Diocesan Religious Education assessment], has been used to determine a whole-school focus on Scripture. This priority will assist students in learning how to understand, interpret and respond to Scripture passages at the three different levels: literal, spiritual and application.  |
| <b>Steps to be taken to achieve Priority 1</b> | <ul style="list-style-type: none"> <li>▪ professional learning workshops for both the leadership team and teachers focusing on the three levels of interpreting Scripture</li> <li>▪ teachers using learning intentions and success criteria to assist students in their understanding of Scripture</li> <li>▪ encouraging students to make personal responses to Scripture passages and how they apply in their lives</li> <li>▪ students interpreting Scripture, making connections with Christ, Sacraments and Church teachings</li> <li>▪ promoting best practice when interpreting Scripture</li> </ul>                       |
| <b>Priority 2</b>                              | Improve all students' use of language conventions [grammar, punctuation, and spelling] to make meaning as writers based on the literacy continuum  |
| <b>Reason for Priority 2</b>                   | Teacher assessments and evaluation of students' writing in relation to the syllabus expectations, the writing continuum and NAPLAN results confirm that students are not proficient in writing. Spelling and grammar trends suggest this may be a discourse leading to writing disposition.  |
| <b>Steps to be taken to achieve Priority 2</b> | <ul style="list-style-type: none"> <li>▪ writing rubric to be used using whole-school writing assessments to benchmark students</li> <li>▪ literacy continuum to measure and track writing success of students</li> <li>▪ the 2016 NAPLAN writing, and language conventions data to be used to analyse students' writing development in semester 2</li> <li>▪ grammar, spelling and punctuation to be taught in the context on shared reading and writing</li> <li>▪ students' writing to be tracked to identify language development based on the literacy continuum</li> <li>▪ to promote rich and purposeful writing</li> </ul> |

|  |   |
|--|---|
| <b>Priority 3</b>                              | To improve by at least two growth points in multiplication and division and by one growth point in visualisation by the end of 2016   |
| <b>Reason for Priority 3</b>                   | According to the MAI data and the on the way growth points a large number of students experience difficulty in moving from multiplication and division growth point two to three. This requires the children to visualise aspects of Mathematics. Students also experience difficulty in solving division problems that require abstract thinking or visualisation. NAPLAN item analysis, 2015, indicates that students are experiencing difficulty when solving problems that require abstract visualisation.  |
| <b>Steps to be taken to achieve Priority 3</b> | <ul style="list-style-type: none"> <li>▪ students to complete the numeration domain of the MAI</li> <li>▪ learning intentions and success criteria used to assist in the teaching and learning of the relevant numeration concepts</li> <li>▪ instructional walks to assist staff in evaluating their teaching practice of multiplication, division and visualisation concepts</li> <li>▪ teachers to administer the visualisation domain of the MAI with six vulnerable students each</li> <li>▪ develop concepts of spatial awareness and visualisation, multiplication and division</li> </ul> |



## Community Satisfaction

---

### Parent satisfaction

During 2015, the Catholic Education Diocese of Parramatta engaged Insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. This survey will be conducted annually.

The QCS data collected and reported showed that the parents at Christ the King Primary School found that the school was working towards continual improvement and the staff were approachable. Parents appreciated that learning was high on the agenda and were confident in the school's behaviour management approach to student management. The parents felt highly connected with the school and saw that the teachers were enthusiastic and passionate. The parents also saw that the children enjoyed their learning experiences at Christ the King Primary School. Parents were encouraged and welcomed to provide feedback, ideas, opinions and suggestions on any aspect of their child's learning.

### Student satisfaction

The QCS data showed that students had a high degree of pride in, and love of, their school. Students experienced positive emotions at school and felt connected with a sense of belonging to the school. Students saw their learning as being purposeful and stimulating and felt teacher empathy. Students were motivated and confident as they were encouraged to take responsibility for their learning. The student leaders were encouraged to model desired behaviours to the younger students and were willing to support the infant children through the buddy mentoring program. Students also provided feedback, suggestions and ideas through the student leadership team. Members of the leadership team were also assigned to each grade and then reported back at scheduled meetings. Students felt they had a voice in the school and felt safe in this positive and encouraging environment.

### Teacher satisfaction

The QCS data showed that teachers had a high degree of pride in their work in contributing to the successful teaching and learning at Christ the King Primary School. Teachers experienced positive emotions at school; they felt connected, with a sense of belonging to the school and valued as key partners in every student's educational partnership.

Teachers proved empathetic towards their students and were well aware of their needs, providing a differentiated curriculum for all levels of learning. Teachers were motivated and confident in their roles as they were constantly encouraged to be accountable and take responsibility for their student's learning. The teachers, in their relationships with their students, were encouraged to model desired behaviours and values conducive to a Catholic school environment.

Staff agreed that there was a collaborative and positive culture permeating amongst the school community which contributed to an innovative and Christ centred workplace. Staff also commented that they were well supported through professional learning, collaborative work practices, and consistent feedback pertaining to their roles as educators in a Catholic community.

## Student Profile

---

### Enrolment Policy

Christ The King Primary School follows the Catholic Education Diocese of Parramatta (CEDP) *Enrolment Policy and Procedures*. This document can be obtained from the school office or can be accessed on the CEDP website <http://www.parra.catholic.edu.au/policy-central>

### Current and previous years' student enrolment

| Year | Boys | Girls | Total |
|------|------|-------|-------|
| 2013 | 192  | 180   | 372   |
| 2014 | 194  | 189   | 380   |
| 2015 | 207  | 176   | 383   |

### Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

|                       |       |
|-----------------------|-------|
| <b>Kindergarten</b>   | 95.90 |
| <b>Year 1</b>         | 91.03 |
| <b>Year 2</b>         | 93.64 |
| <b>Year 3</b>         | 93.03 |
| <b>Year 4</b>         | 95.17 |
| <b>Year 5</b>         | 94.19 |
| <b>Year 6</b>         | 92.74 |
| <b>School Average</b> | 93.35 |

### Characteristics of the student body

The table below shows the number of students in each of the categories listed.

|  |     |
|--|-----|
| Language background other than English (LBOTE) | 207 |
| Students with disabilities (SWD)               | 11  |
| Indigenous                                     | 0   |

### Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents

regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.

## Student wellbeing

---

### Student welfare, discipline and anti-bullying policies and pastoral care

Student welfare, discipline and anti-bullying policies and pastoral care at Christ The King Primary School, are the responsibilities of all members of our school community. We believe that positive behaviour and discipline within the school are essential for children to learn and for teachers to teach effectively. As a staff, teachers ensured that they created a supportive and harmonious school environment in which the rights and responsibilities of everyone within the school community were understood, valued and upheld.

We are proud of the atmosphere, behaviour and relationships of all members within our school. Our school expectation approach to student management is positive, giving everyone in our school community the right to be respected, the right to be happy, the right to be safe and the right to learn and to teach. The children are well aware that, if someone is removing these rights, they should ask them to stop their behaviour and if they do not, they are expected to inform a teacher. Each situation which arises is different and is treated sensitively and appropriately. The dignity of each child is paramount and confidentiality regarding student management and/or discipline imposed is always maintained. Communication therefore is critical to this process involving all concerned-teachers, students and parents.

In 2015, we continued implementing the Positive Behaviour for Learning (PBL) approach. Christ The King Primary School's rules and behavioural expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe, nurturing and inclusive learning environment. Students at Christ The King Primary School were explicitly taught, encouraged and supported to demonstrate these expected behaviours.

At Christ the King Primary School we follow the Catholic Education Office, Parramatta, Anti-Bullying policy and procedures.

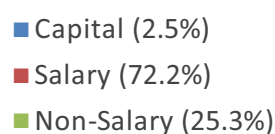
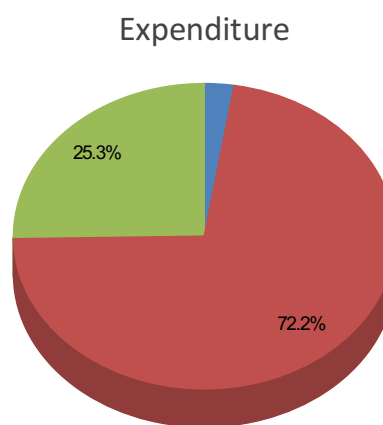
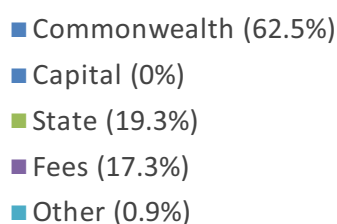
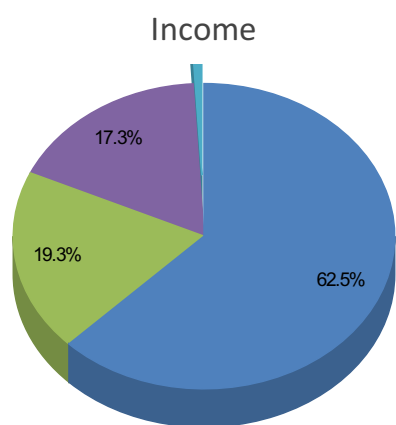
Student welfare, discipline and anti-bullying policies have not been changed in 2015 and can be downloaded from the school website or obtained from the school office.

### Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), *Complaint Handling* policy. A copy of the policy is available from the office or is available on the CEDP website <http://www.parra.catholic.edu.au>.

There were no changes to the policy during 2015.

## Section Eleven: Financial Statement



| RECURRENT and CAPITAL INCOME               |                    |
|--|--------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$2,680,883        |
| Government Capital Grants <sup>2</sup>     | \$0                |
| State Recurrent Grants <sup>3</sup>        | \$826,795          |
| Fees and Private Income <sup>4</sup>       | \$740,967          |
| Other Capital Income <sup>5</sup>          | \$39,302           |
| <b>Total Income</b>                        | <b>\$4,287,947</b> |

| RECURRENT and CAPITAL EXPENDITURE          |                    |
|--|--------------------|
| Capital Expenditure <sup>6</sup>           | \$102,215          |
| Salaries and Related Expenses <sup>7</sup> | \$2,939,428        |
| Non-Salary Expenses <sup>8</sup>           | \$1,028,535        |
| <b>Total Expenditure</b>                   | <b>\$4,070,178</b> |

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from fundraisers.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.

