



Christ the King Primary School Braybrook

2021 Annual Report to the School Community



Registered School Number: 1543

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Minimum Standards Attestation

I, Ms Tracie Kunigiskis, attest that Christ the King Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

01/04/2022

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision



**A FAITH COMMUNITY
EMBRACING
OUR DIVERSITY
AS WE LIVE & LEARN
TOGETHER IN HOPE.**

School Overview

Christ the King Primary School, Braybrook is part of the Holy Family Parish of Maidstone and Braybrook.

In 2021, **252** students attended the school. The school had 11 class groupings in 2020 - 2 x Preps; 3 x Year 1/2; 3 x Year 3/4; 3 x Year 5/6 with numbers ranging from 18 to 26 students.

Approximately 90% of families have a language background other than English indicating the school has a strong multicultural profile with approximately 20 nationalities represented in the school population.

Christ the King promotes the well-being of Christ the King School Community through a learning culture of high expectations, inter cultural understandings and positive relationships, based on our Catholic identity.

Our goals included:

- To strengthen the performance and development culture to enhance staff leadership and deepen knowledge and reflection on practice and school improvement.
- To maximise student learning growth through high quality, consistent and inclusive pedagogy.

Principal's Report

It is with great pride and sense of achievement that I present the 2021 report to the school community. This report presents the key activities and achievements of Christ the King Primary School, its students, staff and parent community.

A highlight of 2021, was the continued support, care and resilience of our learning community during a very challenging time for all. Our response to the COVID pandemic was swift and driven by providing the best we could for our students and families, with a strong focus on well-being and maintaining connectedness as a Community.

Lucy Dinoto was appointed as the Acting Principal for Term 1 & 2. Lucy led the school community with great passion and insight.

Lucy was supported in the Acting Duty Principal role by Cathie Devery and Jacqui Crane.

At the beginning of Term 3 Ms. Tracie Kunigiskis was appointed as Principal.

Loretta O'Dwyer was appointed Learning Diversity Leader.

The year 2021 called for a re-evaluating of our targets and focus while staying true to the direction of the school detailed in the Annual Action Plan. CTK also reviewed its Remote learning plan introducing school wide morning check in including prayer and role, daily focus groups in Literacy and numeracy and Community connected activity once a week.

Christ the King has a dedicated staff who support and develop creative, confident and independent learners. The staff are committed to working collaboratively and to ongoing professional learning, thus enabling them to provide engaging and stimulating opportunities for all students. They are led by a talented and supportive leadership team and ably supported by a highly skilled group of learning support staff. We are also fortunate to enjoy the confidence and support of an involved and engaged parent community.

Tracie Kunigiskis

PRINCIPAL

Education in Faith

Goals & Intended Outcomes

Goal

To strengthen teacher capacity and leadership in developing and implementing pedagogy that deepens student understanding of scripture and Catholic Social Teaching and its relationship to their lives.

Intended Outcome

That school community understanding of scripture and Catholic Social Teaching is enhanced.

Achievements

For many families, Christ the King Primary School continues to be their only experience of, and connection with, the Catholic Church. We take this role very seriously, promoting, celebrating and sharing our tradition while at the same time remaining inclusive and acknowledging the diversity that exists in our community. The Catholic Education Melbourne School Improvement Surveys (CEMSIS) revealed a positive Catholic Identity, with staff and parent results above the CEM average, and student data just slightly below. This is both positive and challenging feedback which we value and look forward to building on in the coming years. Planning of Religious Education is strongly supported by the Religious Education Leader, with teachers continuing to work with the new Religious Education Framework and the Pedagogy of Encounter. In April all staff attended a 2 day faith development conference hosted by Australian Catholic University head lecturers. This was a powerful opportunity to action our goal in Religious Education.

Prayer and liturgy form a key component of Religious Education, with daily prayer in every classroom and regular school liturgies/masses to complement this. As a part of the parish of Christ the King, Braybrook, Christ the King Primary School takes every opportunity to be involved in parish life.

During 2021, groups of children were prepared for and celebrated the sacraments of Reconciliation and Confirmation. Reconciliation and Confirmation were celebrated with our other parish primary school, The School also has a strong commitment to social justice. The student-led Social Justice Committee facilitated awareness raising and fundraising for Caritas,

VALUE ADDED

Ongoing implementation of the new Religious Education Framework, including use of the Pedagogy of Encounter.

Facilitated planning in Religious Education led by the Religious Education Leader.

Whole staff professional learning on the RE Curriculum framework and Pedagogy of Encounter

Preparation for and reception of the sacraments of Reconciliation, Eucharist and Confirmation, including 3 engaging family nights of preparation and reflection.

Regular class, school and parish prayer/liturgical celebrations.

Religious Education Leader (0.2)

A number of staff meetings dedicated to personal and professional learning in Religious Education.

Religious Education Leader attended Zone network meetings

Actively and financially supporting the work of Caritas

Learning & Teaching

Goals & Intended Outcomes

Goal

To maximise student learning growth through high quality, consistent and inclusive pedagogy.

Intended Outcome

That student outcomes in literacy and numeracy will improve for all students

Achievements

During 2021, Christ the King, implemented and assessed against the Victorian Curriculum where possible with the restrictions of Learning From Home. The use of Learning Intentions and Success Criteria are part of our practice in planning, and we have a rigorous learning and teaching cycle in place.

The school strives to provide a contemporary approach to Literacy, always seeking to reflect on and improve current practice. In 2021, we continued or work with all staff to ensure a rigorous and consistent approach across all classrooms and levels. Staff were involved in professional learning in the areas of reading and writing, with a strong emphasis on regular assessment to gather data on student growth/achievement. Focus groups are also a key component of literacy learning. Further resources for Levelled Literacy Intervention were purchased, ensuring this program meets the needs of all students involved. In 2021, over 30 children were involved in the program. The program was very successful, with all children achieving growth.

The school continues to strengthen and improve its teaching of Mathematics. The Maths curriculum was enhanced with the introduction of Essential Assessments. A key component is the use of data to inform the learning and teaching cycle. Pre- and post- assessments are completed for each unit, ensuring that the needs of every child are met. The school uses SPA, a data collection and analysis program, to provide valuable information to leadership and teachers. A whole school assessment schedule outlines regular and ongoing assessments which are carried out throughout the year and for each level. These assessments guide planning and ensure learning and teaching is targeted at areas of student need. All staff completed Professional Development in the area of language in Mathematics through the Talk Moves. Program. This was conducted in partnership with St. Mary's Primary School, Williamstown and facilitated by Paul Swan.

An audit was completed in 2 curriculum areas on how the school provides for the diverse needs of our students in Literacy and Inquiry learning. As a direct result, working parties in STEM and learning Enhancement have been established to inform and monitor future directions of the school in these areas.

The school has maintained its strong focus on supporting refugees, children from new arrivals and/or English as an Additional Language(EAL) background.

During 2021, the Christ the King offered a balanced and comprehensive curriculum, with Physical Education, LOTE(Vietnamese), and The Arts(Visual) being offered as specialist subjects across the school. Stimulating and engaging incursions to key venues were a regular part of the inquiry learning process. Professional Learning Teams provide a supportive environment where collaborative and facilitated planning and professional learning takes place. In PLTs staff are encouraged and supported to challenge, question and engage in rich professional dialogue.

STUDENT LEARNING OUTCOMES

Data provides us with valuable information, as we focus on ensuring our data trends upwards, ensuring all children meet minimum benchmarks. These results reflect the increased use of pre- and post- testing and the improved use of data amongst staff to ensure teaching is targeted at the point of need. These results are most pleasing and promising and are testament to the great work that our teachers and support staff do.

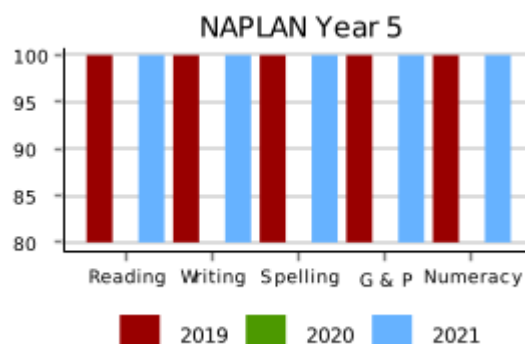
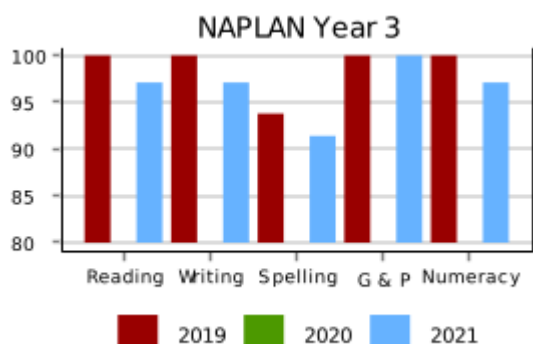
- 97% of Y3 student met the National minimum standard or above in Reading, Writing, Spelling, Grammar and punctuation and Numeracy.
- 100% of Y5 students met the National minimum standards in Reading, Writing, Spelling, Grammar and punctuation and Numeracy.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	97.1	-
YR 03 Reading	100.0	-	-	97.1	-
YR 03 Spelling	93.8	-	-	91.4	-
YR 03 Writing	100.0	-	-	97.1	-
YR 05 Grammar & Punctuation	100.0	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Goal

To strengthen the link between wellbeing and learning.

Intended Outcome

That improvement in student wellbeing outcomes are clearly aligned to improvement in student learning

Achievements

The school promotes and enacts a strong focus on well-being for learning as outlined in eXcel - the Catholic Education Melbourne (CEM) Well-being document. This was most evident in the challenging year we faced in 2021. We strive to build positive relationships amongst all stakeholders in our community, with a particular focus on developing positive and engaging partnerships between family and school. Our personalised approach to learning is aimed at engaging all children, and the school continues to resource this pedagogy as a priority. Social and Emotional Learning (SEL) is a strong component of this approach. SEL outcomes are clearly documented at weekly planning and are explicitly taught as part of personalising learning for all.

In 2021, we continued as a partner school in the Resilience, Rights and Respectful Relationships program. Staff, leaders and students have been involved in valuable learning about this program, and it forms the basis on which we develop our weekly SEL program. Our consistent and shared approach to positive behaviour management and restorative behaviour management is having positive effects on staff confidence in the process and on student behaviour in general. There is a clear focus on building a positive school and classroom climate and a shared understanding amongst our school community, though this was challenged during the period of Remote Learning. Continued efforts were made to maintain connection between all members of our Community - Staff, Students and Community. We engaged in various activities to ensure our students continued to feel a sense of belonging, eg: online cartoonist, discos, artist, story telling, feast day celebration, cooking.

Due to Remote Learning the opportunities for student leadership were reduced. However, there were opportunities for The ambassadors and school committees to in a remote setting, giving the students a voice into what is important to them.

VALUE ADDED

Learning Leader - Student Wellbeing (0.4FTE) and Learning Leader - Diversity (0.6FTE)
 CatholicCare Student/family Counsellor (0.2FTE)

Learning Leader - Student Wellbeing attends and supports planning on a regular basis
 Attendance at Student Wellbeing networks and clusters and region and diocesan professional learning.

Student Services Team - key leadership/teaching personnel who support classroom teachers with students who have social/learning needs

Learning Support Officers to enable and enhance student learning

Strong links with MACS and other agencies to support student learning and wellbeing

Liaising with and utilising services from School Focussed Youth Services, CatholicCare. Appoint of new counsellor - Rachel

Continued to strengthen our SEL program with the implementation of the Resilience, Rights and Respectful Relationships(RRRR) Program

Partner School in the RRRR program

School Nurse visits for Prep Students

Transition programs for exiting students Year 6 and entering programs PREP

STUDENT SATISFACTION

With Learning From Home, parents and students regularly voiced appreciation of support and care shown to all our families. The staff use of ClassDojo and as means of communication was a successful breakdown of communication barrier for all in our community.

STUDENT ATTENDANCE

The introduction of daily morning "Check ins" included roll call, greetings and prayer. This provided an opportunity to connect and belong as a class community.

Attendance/non-attendance is electronically recorded twice daily.

Teachers contacted Individual students and families if non attendance at these check ins

Well-being leader supported teachers to follow and implement personalised plans for students to acces Remote Learning. this included provision of chrome books and necessary tools to access learning.

Students deemed vulnerable for various reasons were able to access learning on-site during Remote Learning. Leadership team and Learning support offices provided supervision and support for student learning.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	92.3%
Y02	93.8%
Y03	94.6%
Y04	93.0%
Y05	94.2%
Y06	94.8%
Overall average attendance	93.8%

Child Safe Standards

Goals & Intended Outcomes

Goal

To promote a culture and environment where all children feel and are safe.

Intended Outcomes

That all children are safe and feel safe all the time.

That school policies, practices and procedures promote a shared culture of child safety.

Achievements

Christ the King Primary School takes its responsibility for child safety very seriously, and as a result has continued its work in this very important area of child safety.

In 2021, Christ the King:

- continued to operate with a Child Safety Team, which includes the Principal, Deputy Principal and Learning Leader, Student Wellbeing
- embedded and promoted our School Community Code of Conduct
- promoted a Student Code of Conduct that is written in child friendly language
- all letters of appointment for staff include reference to and inclusion of the requirements of the Child Safe Act
- all staff sign a Code of Conduct yearly
- as part of the recruitment process, prospective staff undergo strict scrutiny in using the approved CECV guidelines and referee checks
- maintained an online register of Child Safe Act requirements for staff and volunteers, ie. working with children's check, teacher registration
- conducted PLTs addressing the Child Safe Act - included information in the School Newsletter and School Website
- attend appropriate professional learning for School Leaders and Teams in the area of Child Safety
- continued a sign in/sign out register for visitors, contractors and volunteers
- promoted Working with Children's Checks amongst parents and assisted parents in applying for these.
- Contractors Induction booklet which includes Child Safe expectations. Contractors are asked to sign the Code of Conduct
- Induction booklet for volunteers which includes expected child safe practices. They also are expected to sign the code of conduct.
- child safe practices explained and outlined to prospective new staff, including CRTs
- included child safety as a regular item at school assembly and on school newsletter
- all emails originating from Christ the King carry a child safe message of commitment

Leadership & Management

Goals & Intended Outcomes

Goal

To strengthen the performance and development culture to enhance staff leadership and deepen knowledge and reflection on practice and school improvement.

Intended Outcome

That staff leadership processes, structures and opportunities are strengthened and clarified.

Achievements

In 2021, the School Leadership Team worked towards achieving the goals and outcomes set out in the newly developed School Improvement Plan. With the support of staff, the 2021 Annual Action Plan was reassessed in light of pandemic and Remote Learning - Learning From Home.

Three key areas were identified, The Leadership Team met weekly, focussing on the development of the team, while at the same time actively leading the spiritual development, learning, teaching and well-being within the school. The Leadership team and staff worked collaboratively to audit current practices and implement some actions set out in the plan

We continued with a strong focus on building leadership at Christ the King. this included building teachers' capacity in middle leadership through the community of practice (COP) leading learning in the key areas of Religious Education, Mathematics, Literacy and Inquiry learning, and building the capacity of the leadership team to be more effective.

Members of the leadership team acted as mentors, successfully assisting staff in identifying and working towards achieving professional goals. Many initiatives continued to promote teachers working collaboratively together, engaging in rich professional dialogue, resulting in engaging and stimulating learning and teaching for our students.

To support this, the school maintained the provision of 3 hours of facilitated and collaborative planning for classroom teachers, which was led by learning, curriculum and team leaders.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

The 2020 - 2021 pandemic continued to impact on the availability of Professional learning.

Professional Learning that took place in 2021:

Melbourne Archdioceses Schools (MACS)

- Conferences - Principal, Religious Education, Student Well-being, Administration/Finance
- Religious Education Framework , Personal and Professional Faith Development
- Leadership Networks - Principal, Deputy Principal, Religious Education Leaders, Teaching and Learning Leader, Student Well-being Leader, Learning Diversity Leader, Information and Communications Technology

- Administrative Professional Learning - Maze Training, Administration Conference
- Transfer to ICON from MAZE Term 3
- Leadership - Data Analysis for Continuous school improvement - Bradely Geise

Christ the King

- STEM - Science works
- Student Well-being - Rights, Responsibilities and Respectful Relationships Education
- Literacy - Heggerty - Phonics
- Compliance - Child Safety, Mandatory Reporting, Emergency Management Training
- Numeracy - Talk Moves, Paul Swan
- Religious Education 2-day Conference - Pedagogy of Encounter facilitated by Teresa Brown

Sponsorship of teacher to complete tertiary courses -

- Learning Diversity - Master of Education - Allied School Psychology

Number of teachers who participated in PL in 2021	21
Average expenditure per teacher for PL	\${PLAveExp}

TEACHER SATISFACTION

- Google Classroom for sharing resources, archiving lessons/work/feedback/assessments.
- Team committed to a collaborative process through planning and resource sharing.
- Family events such as Dolly Disco, cartoonist, incursions, movie night etc.
- Class incursions worked really well.
- Using Zoom breakout rooms for differentiated work and having a quiet room, rooms to work with friends and a room with teacher support to best simulate a classroom environment. Keeping Zoom open the entire time and muting all and turning cameras off during break times. This kept the students accountable, engaged and helped boost attendance.
- staff meetings were engaging and interactive to help keep staff engaged and connected with each other. After school catch ups and dress up parties

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.2%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	96.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	[staffQualifications.Masters]%
Graduate	11.1%
Graduate Certificate	16.7%
Bachelor Degree	83.3%
Advanced Diploma	38.9%
No Qualifications Listed	5.6%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	22.0
Teaching Staff (FTE)	19.2
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	6.3
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal

To strengthen the partnerships with parents and the broader community to enhance student outcomes.

Intended Outcome

That parent and community engagement in student learning is strengthened.

Achievements

The school provides many opportunities to build and promote a sense of community among the school and broader community. Christ the King values the role parents play in their child's education and seeks to involve and engage parents at many levels. The school continues to explore the many opportunities for developing links with our Parish and local community.

Some of our achievements for 2021 include:

- Parent Information nights
- Use of interpreters and translations to assist with communication
- Assemblies and liturgies, continued throughout Remote Learning
- Blessings from Fr. Rene
- Family Faith/Sacramental nights online
- Audit of Remote learning to include online assemblies, community
- Class Dojo continued to be the dominate communication tool with families
- Community conversations and chat with Principal information sessions with various language groups within the Community
- Employed Burmese interpreter once a fortnight
- liaise and provide continued support for families of diverse language backgrounds
- continued to translate core school documents into Vietnamese and Burmese
- Surveyed families and sought feedback on various aspects of school life, especially through Remote Learning

PARENT SATISFACTION

2021 continued to provide challenges for the CTK Community in many ways.

The CTK staff values strong professional and family relationships, care and resilience of our learning community during a very challenging time for all.

The school provided many opportunities for continued connection and support in response to any emerging needs.

Our response to the COVID pandemic was swift and driven by providing the best we could for our students and families, with a strong focus on well-being and maintaining Community connectedness.

Remote Learning Parent Feedback August 2021

- My son is encouraged to read supportive and encouraging comments by his teacher on every completed activity posted on class dojo. The weekly 30 minutes zoom class catch-up is also a fun way to connect with his classmates and have a laugh together.
- We like that teachers are conducting zoom classes daily.
- We like that teachers provide weekly timetables with schedule topics.
- We love that we can log in any-time to start learning on Class Dojo.
- Although some children are present and attend zoom they often will not participate, perhaps teachers can spend an extra 10 mins with a handful of students on alternating days and ask if they have any questions as often some may not be as vocal during group zooms.
- Schedule more group discussion to engage those that aren't as vocal.

Future Directions

The goals for the school identified in the School Improvement Plan 2022 are:

Priority 1

To enhance, enact and celebrate our Catholic identity within a supportive school culture.

- Shared vision and mission for continuous school improvement
- Transparent and clear communication that is inclusive of our diverse community
- Partnerships with staff, students, families, parish and the broader community

Priority 2:

To implement high impact, research and evidence based pedagogies/ practices to enable precise decisions for the growth of all learners towards achieving their highest possible standards:

- Deepen pedagogical content knowledge with high impact evidence based research
- Develop a whole school approach to the response to intervention model by developing strong pedagogy in the classroom
- Further develop inclusive pedagogy

Priority 3:

To develop authentic student voice that strengthens connection and engagement in learning and the broad aspects of school life and community.

- Reflective learners
- Assessment capable learners
- Student voice