



Christ the King Primary School Braybrook

2022 Annual Report to the School Community



Registered School Number: 1543

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Minimum Standards Attestation

I, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

31/03/2023

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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission



**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 2022, **230** students attended the school.

The school had 11 class groupings in 2022:

2 x Preps; 3 x Year 1/2; 3 x Year 3/4; 3 x Year 5/6 with numbers ranging from 14 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 2022 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.

After 2 years of disruption due the global pandemic, it was a relief that 2022 was a return to normal, stable schooling. I want to take this opportunity to celebrate and thank the amazing Christ the King Primary community for working in partnership throughout the challenges of the past few years.

The tremendous support from our parents and families highlighted to us that no matter how difficult it may have seemed at times, the Christ the King Community could be relied upon to work together to support the health and wellbeing of our students. I feel extremely blessed to lead such an amazing, supportive community.

Our work in journeying together, as a learning community, places us in a good position to continue to move forward in embracing the challenges of the future with excitement and enthusiasm.

We remain very confident that Christ the King will continue to be a place of great learning, ready to meet the changing needs of our students and the families that are our community.

Tracie Kunigiskis

PRINCIPAL

Parish Priest's Report

Fr Rene Ramirez is the parish priest of Holy Family Parish, Maidstone, to which Christ the King belongs.

School Advisory Council Report

In 2022, Christ the King saw the formation of its first School Advisory Council.

The Christ the King Advisory Council acts in an advisory role to the Parish priest and Principal of the school.

Our foundation members are:

Tracie Kunigiskis - Principal

Cathie Devery - Wellbeing and Family engagement leader - Staff representative

Sarah Akamo - Chair person

Kristie Delmo

Lour Terio,

Scott Breen

Gavin Treacy

The Council meets to share information relating to school news, discuss school priorities and future directions, assist in policy development and awareness, and to enhance school/community relationships.

Catholic Identity and Mission

Goals & Intended Outcomes

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.

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. 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. Prayer and liturgy form a key component of Religious Education, with daily prayer in every classroom and regular parish mass attendance to complement this. Students are invited to train as Altar Servers and support weekly Parish class mass celebrations. Staff also engage in weekly adult prayer to encounter God and begin the day each Wednesday.

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. We work in partnership with Holy Family Parish priests and schools in our sacramental preparation program. This includes family faith evenings, presentation of candidates at Sunday mass and the sacramental ceremonies of Reconciliation, First Eucharist and Confirmation.

We celebrated Our Lady's Feast day and the feast of Christ The King with liturgy, assembly and activities. The Voices of CTK choir work diligently to promote music and song as a powerful means of communication and expression. Music and song connects with us at a deeply emotional level. It helps unite, encourage and inspire the body of Christ.

Led by student leadership groups, the School also has a strong commitment to social justice. The student-led Catholic Identity Leaders and Mackillop Club Team facilitated awareness raising and fundraising for Caritas during Lent, as well as other acts of charity identified by the student group, for example Camp Quality, supporting children and families with cancer.

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 and 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 and 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

Priority

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

Achievements

Numeracy

The school continues to strengthen and improve its teaching of Mathematics.

Natalie Baker was appointed Learning and Teaching Numeracy Leader in Term 2 2022.

Dr. James Russo worked with the staff to deepen understanding of how to use mathematically rich games and turn these into problem solving opportunities. Staff were involved in regular professional learning opportunities to use data to inform the learning and teaching cycle, identifying individual needs and responding with targeted strategies.

Prep - 2 Early number and algebra (ENA) program was run in conjunction with MACS Western Regional office, to enhance mathematical learning in the Early years.

The focus is on targeting teaching to meet the needs of individual students specifically in counting, place value and additive strategies.

In Years 3 -6, Essential Assessments continued to be used for Pre and Post assessment to gather student data of possible misconceptions, understanding of mathematical concepts.

The school continued its focus on Number talks to develop students to think flexibly when solving problems and create opportunities for students to talk about their thinking.

The Enhancement program identified students that required additional support in building fluency skills for quick recall of mathematical facts in place value and multiplication and division.

In addition, the enhancement program provided the opportunity for some students to participate in external mathematical challenges to extend their mathematical flexibility when solving problems. The competitions included, maths explorers, maths games and The Australian Maths competition

LITERACY

The school strives to provide a contemporary and research based approach to Literacy. In 2022, we continued to 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.

Years Prep-2

Our English program includes the three modes from the Victorian Curriculum: Listening and Speaking, Reading and Viewing and Writing. Our learning and teaching is centred around research based evidence about best practice.

The school has taken the initial steps to implement an evidence based and explicit instruction model to address the needs of our learners.

The staff have been engaged in exploring and unpacking Scarborough's Reading Rope. The Reading Rope breaks down how children learn to read and our teaching includes the strands of.

We cover the main components of developing proficient readers through Phonemic Awareness, Phonics, Fluency, Oral language, Vocabulary and Comprehension. Oral language is a major focus in years P-2. Play based learning is an integral part of language learning in the junior years where students are given opportunities to communicate and interact with each other through structured play activities. Our main aim is to foster independent and proficient learners in Literacy.

Years 3 - 6

In years 3-6 we continue to build on the skills taught in the early years. Our goal is to further develop academic language, comprehension of more complex texts and further develop writing skills. Grammar in context is an approach to our writing program which uses rich authentic texts to model grammar, spelling and the author's craft. The students are challenged to explore vocabulary and discuss ideas while working collaboratively as well as independently. We aim to have dialogic classrooms that foster curiosity, questioning, problem solving, research skills and clear communication.

EAL

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

STEM

The school was lucky enough to be granted money for an exceptional STEM project. The STEM Aviation Grant Project, whereby the grade 5 / 6 were granted the opportunity to build drones and modify them. Professional Development was provided for teachers and all equipment was supplied, Teachers and students just had to promise to find the courage to embark on a steep learning curve and be willing to fail before reaching electrifying success.

Christ the King continued to offer a diverse Specialist program that included: Physical Education and LOTE(Vietnamese). In 2022, Music was added, exploring signing, introduction of recorder at grade 3 and the formation of Voices of CTK for students grade 2 to 6. Voices of CTK worked on building their repertoire to lead the music ministry at weekly mass and sacramental program.

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.

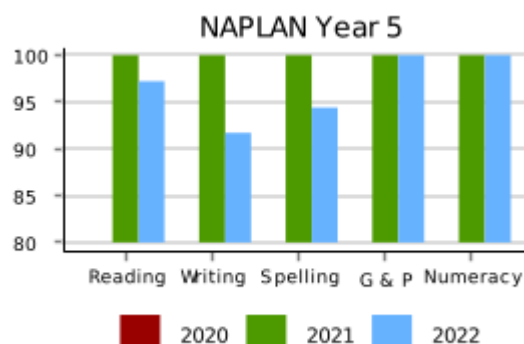
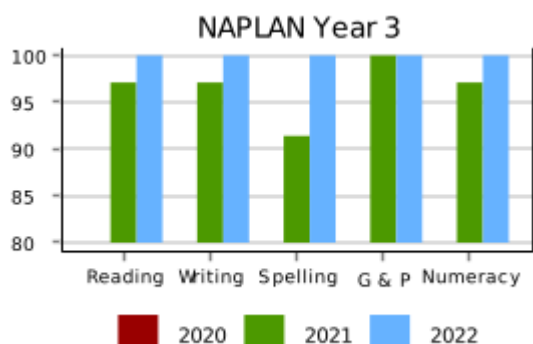
- 97% of Y3 student met the National minimum standard or above in Reading, Writing, Spelling, Grammar and punctuation and Numeracy.
- 100% of Y5 students met the National minimum standards in Reading, Writing, Spelling, Grammar and punctuation and Numeracy.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	97.1	-	100.0	2.9
YR 03 Reading	-	97.1	-	100.0	2.9
YR 03 Spelling	-	91.4	-	100.0	8.6
YR 03 Writing	-	97.1	-	100.0	2.9
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	97.2	-2.8
YR 05 Spelling	-	100.0	-	94.4	-5.6
YR 05 Writing	-	100.0	-	91.7	-8.3

* 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 – Melbourne Archdioceses Schools (MACS) Well-being document and is committed to building a Child Safe culture of inclusion and diversity. 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 2022, 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.

In 2022, we worked with our community to identify 3 school values - RESPECT - SAFETY - RESPONSIBILITY. These values will guide our consistent and shared framework to behaviour management - Positive Behaviour for Learning - PBL.

The staff were involved in professional learning on trauma informed practice with the BERRY STREET education model. The focus in 2022 were BODY and RELATIONSHIPS.

This professional development complimented and continues to strengthen our clear focus on building a positive school and classroom climate and a shared understanding amongst our school community.

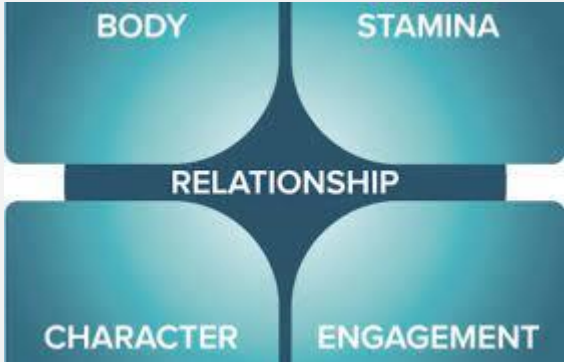
VALUE ADDED

Learning Leader - Student Wellbeing (0.6FTE) 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
2 day professional learning BERRY STREET Education model - BODY and RELATIONSHIPS



STUDENT SATISFACTION

Feedback and responses obtained from the 2022 MACSSIS survey indicates that students who were surveyed across the school highly value the school belonging (connectedness), and the importance of teacher - student relationships.
Moving forward, as indicated within our MACSSIS data that attention to improvement for embedding more opportunities to build authentic opportunities for student voice and address behavioural expectations, and increase student engagement.

STUDENT ATTENDANCE

The school further developed the daily morning "Check ins" to include:
roll call, individual greetings of each student, expectations for the day, announcement, positive primer to start the day 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, including school refusal.

Introduction of personalised support plans

Dan Petro professional development on Safety and escalation plans

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	89.1%
Y02	91.4%
Y03	93.0%
Y04	90.0%
Y05	91.0%
Y06	89.1%
Overall average attendance	90.6%

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 2022, Christ the King:

- Engaged Sarah Morgante from One Red Apple to support the school to understand and implement the new 11 Child Safe Standards
- 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
- Child safety - Risk Management practices including excursions, PEEP plans for individual students, Personalised plans as required
- 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
- promoted Working with Children's Checks amongst parents and assisted parents in applying for these.
- Induction program for new staff
- 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
- all emails originating from Christ the King carry a child safe message of commitment

Leadership

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

We continued with a strong focus on building a cohesive leadership team at Christ the King. The leadership team engaged Pauline Zappulla- Leadership Coaching using the GROWTH model. The team devised a commitment statement describing their vision, commitment, and associated action. The team were able to achieve much and in fact had some very positive learning.

The leadership team also worked with MACS Western Region office to explore and deepen understanding of the schools various forms of data. This was and continues to be framed by Bradley Geise - Data analysis for continuous school improvement.

In conjunction with the enhancement team, an audit of the Numeracy and Literacy school assessment schedule was started in line with current student achievement data and the impact of the pandemic at the centre of focus.

We will looked at using the MACSIS survey information that we received from staff, students and parents to inform annual goals for 2022.

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 2022

Professional Learning that took place in 2022:

Melbourne Archdioceses Schools (MACS)

- 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
- Leadership - Data Analysis for Continuous school improvement - Bradely Geise

- OHS - 5 day training for new OHS representative - Nadine Pepi

Christ the King

- Berry Street Education model - Day 1 & 2 - Body and Relationships
- STEM - Aviation project, network
- Student Well-being - Rights, Responsibilities and Respectful Relationships Education
- Literacy - Heggerty - Phonics
- Compliance - Child Safety, Mandatory Reporting, Emergency Management Training
- Numeracy - P-2 ENA

Sponsorship of teacher to complete tertiary courses –

- Learning Diversity - Master of Education - Allied School Psychology
- Numeracy - Master of Mathematics

Number of teachers who participated in PL in 2022	21
Average expenditure per teacher for PL	\$2000

TEACHER SATISFACTION

It is to be noted that there has been substantial improvement in the MACSIS 2022.

Christ the King school data regarding the staff's perception of the quality and coherence of professional development learning opportunities.

Christ the King School teacher satisfaction domains reflected significant growth and improvement between 2021 and 2022, exceeding the average of Melbourne Archdiocese Catholic Schools. We continue to strive to ensure teacher satisfaction remains high, despite the demands on the teaching profession, many of which has been exacerbated as a result of the pandemic over the past two years. .



Item	Description	MACS average	2021	2022
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.	60%	57%	71%
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.	65%	66%	77%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.	71%	75%	81%
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	65%	77%	85%
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.	77%	71%	79%

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	85.9%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	74.2%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	5.6%
Graduate	11.1%
Graduate Certificate	16.7%
Bachelor Degree	77.8%
Advanced Diploma	33.3%
No Qualifications Listed	11.1%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	29.0
Teaching Staff (FTE)	23.6
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	11.6
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

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 2022 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
- 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

The CTK staff values strong professional and family relationships, care and resilience of our learning community.

With the child at the centre of all we do, open, transparent and ongoing dialogue between home and school is essential in ensuring that we continue to work together to ensure optimal learning and growth for each child.

We value and promote respectful communication and ongoing feedback to continue to strive to be a school that is safe, thriving and meeting the needs of our children and community of families.

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

The school continues to explore innovative ways to engage the diverse community.

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