



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Christ the King Primary School

28 Riley Court, BRAYBROOK 3019

Principal: Tracie Kunigiskis

Web: www.ctkbraybrook.catholic.edu.au

Registration: 1543, E Number: E1189

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 18 Apr 2024

About this report

Christ the King Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Christ the King Primary School embodies a warm, nurturing, and inclusive community where the focus on student learning and well-being is paramount. Aligning with its vision, the school cultivates a rich learning environment characterized by high expectations, intercultural appreciation, and positive relationships rooted in Catholic values. Leadership is dedicated to ensuring that all students have access to relevant and meaningful educational opportunities, with a special emphasis on fostering Christian principles and understanding of Catholic traditions.

Notably, the school has made significant strides in achieving its improvement objectives, particularly in literacy, numeracy, and student well-being. To further enhance its educational practices, there's a recommendation to refine and solidify instructional models while bolstering the use of evidence-based teaching strategies through additional professional development and coaching. This proactive approach ensures that Christ the King Primary School remains at the forefront of delivering quality education while nurturing the holistic development of its students.

Vision and Mission

Christ the King

a Faith community embracing our diversity

as we live and learn together in Hope

Promoting the well-being of Christ the King school community

through a learning culture of high expectations,

intercultural understandings and positive relations,

based on our Catholic identity.

School Overview

Christ the King School is a Catholic primary school located in the South-Western suburb of Braybrook 11 km from central Melbourne. It is located adjacent to Caroline Chisholm Catholic College: Christ the King campus. The school was established in 1955 and is part of the Holy Family Parish of Maidstone and Braybrook. Student enrolments represent over 20 nationalities, with the major cultural groups being Vietnamese, Burmese and Chinese. Enrolments have declined slightly over the last few years due to various factors including: public housing accessibility, housing affordability and the changing nature of a suburb located 11km from the CBD.

The school site includes a main building housing administration, staff areas, classrooms and flexible learning spaces. Learning areas are utilised to provide active and quiet teaching and learning spaces. The school's physical resources have been enhanced by regular refurbishment and improvements. The school grounds include a range of play, leisure areas and sporting facilities for students.

The staffing profile of Christ the King School includes a new principal appointed in 2021, a deputy principal with responsibility for Catholic identity, and leaders for student wellbeing, learning diversity, and literacy and numeracy. A balance of experienced and early career staff provides teaching and learning and administration support across composite grade class groupings.

The school provides an approved sequential Victorian Curriculum framework Years F–6, and students participate in the specialist subjects of Physical Education, Visual Arts, Music, Science, Technology, Engineering and Maths (STEM) and LOTE Vietnamese program. A range of intervention and EAL programs to assist students needing additional support are also provided by the school.

Enrichment learning activities and extra curricula programs are offered. These include camps and excursions, sporting programs, music and student leadership opportunities. Outdoor play spaces are shared with the neighbouring secondary college. An Out of School Hours Care (OSHC) Program operates at the school.

Principal's Report

With immense pride and a profound sense of accomplishment, I am delighted to present the 2024 report to our school community. This report celebrates the myriad of activities and accomplishments achieved by Christ the King Primary School, showcasing the remarkable efforts of our students, staff, and parent community.

I am deeply grateful for the collaborative spirit demonstrated by the incredible members of the Christ the King Primary community, whose unwavering partnership with our dedicated staff has been instrumental in our collective success. The overwhelming support from our parents and families serves as a testament to "working in partnership" and unity of our community. Our Christ the King Community consistently demonstrates its commitment to rallying together to support the well-being and learning of our students.

I am profoundly blessed to lead such an extraordinary and supportive community, and I extend my heartfelt gratitude to each and every member for their invaluable contributions to our shared journey of growth and achievement. Together, we continue to inspire and empower generations of learners, emanating the true spirit of Christ the King Primary School.

Christ the King Primary School embodies a warm, nurturing, and inclusive community where the focus on student learning and well-being is paramount. Aligning with our vision, the school cultivates a rich learning environment characterized by high expectations, intercultural appreciation, and positive relationships rooted in Catholic values. Leadership is dedicated to ensuring that all students have access and adjustments to relevant and meaningful educational opportunities, with a special emphasis on fostering and understanding of Catholic traditions.

At Christ the King, our devoted staff fosters the growth of imaginative, self-assured, and autonomous learners. Through their unwavering commitment to collaboration and continuous professional growth, they consistently deliver captivating and enriching experiences for every student. Guided by a proficient and nurturing leadership team, and bolstered by a team of adept learning support staff, our educators ensure that every child receives personalized attention and support.

Furthermore, we are fortunate to have the trust and active involvement of our dedicated parent community, whose support further enriches the educational journey of our students. Together, we create a vibrant and supportive ecosystem where every child can thrive and reach their fullest potential.

Yours in partnership,

Ms. Tracie Kunigiskis

PRINCIPAL

Catholic Identity and Mission

Goals & Intended Outcomes

Culture of Encounter

Goal

To deepen our knowledge and understanding of our Catholic Faith through encounter by integrating faith life and culture

Intended Outcome

That Leadership Team ensures Catholic Social Teaching permeates the school community across structures, processes and ways of being.

Achievements

Christ the King Primary School demonstrates a firm commitment to Catholic values and traditions. For many families the school is their only connection with the Catholic faith, however, views expressed by parents indicate that an education based on Christian values was a significant factor in their choice of schooling.

Actions and programs that reflect Catholic social teachings and the welcoming nature of the school are clear evidence of living witness to the faith. The MACS Religious Education (RE) curriculum is taught through a dialogical approach and supports students' understanding of faith, Scripture and the Catholic tradition.

CTK has continued to provide ongoing opportunities for all staff to work towards faith formation and accreditation as catholic teachers. Student leadership groups take on active roles in co-constructing and leading prayers, liturgies and Catholic celebrations in order to make further connections between the Catholic faith and daily life.

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.

The school's vision to promote a learning culture of high expectations, intercultural understandings and positive relations, based on Catholic identity, is enacted with purpose and inspired by gospel values. The staff subpopulation indicators (ECSI) have changed in attitude regarding Catholic identity over the recent past to a more recontextualising stance. The school is encouraged to build on this foundation, by continuing to provide opportunities for all members of the school community to be active participants in strengthening the Catholic culture of the school.

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 students.

Value Added

- Facilitated planning in Religious Education led by the Religious Education Leader.
- Whole staff professional learning on the RE Curriculum framework
- 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.
- Catholic Education Leader (0.2)
- Religious Education Leader attended Zone network meetings
- Actively and financially supporting the work of Caritas
- Student voice and leadership - establishment of student leadership groups - Catholic Identity Leaders and Mac Killop Club.
- The school takes every opportunity to be involved in parish life through regular mass attendance and sacramental preparation programs and work in close partnership with the Holy Family Parish priests.

Learning and Teaching

Goals & Intended Outcomes

Learning and Teaching

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

EAL

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

EAL instruction is seamlessly woven into the curriculum, encompassing mainstream subjects such as Literacy, Numeracy, Religious Education and Inquiry. This ensures that our students' language requirements are consistently addressed.

Literacy

Literacy remains a cornerstone of our educational approach at Christ the King, where we are committed to providing a contemporary and research-based framework for language acquisition. We continue to deepen our approach to evidence based approaches ensuring a rigorous and consistent literacy curriculum across all classrooms and grade levels. The

school has a commitment to improving teacher practice and investing in professional learning to support and embed the use of evidence-based teaching strategies.

In Prep to Year 2, our English program is structured around the three modes outlined in the Victorian Curriculum: Listening and Speaking, Reading and Viewing, and Writing. Grounded in evidence-based research, our instructional model prioritizes explicit instruction to meet the diverse needs of our students. In 2024, we continued to deepen and strengthen our approach and align our practices to the science of reading. Our staff has been actively engaged in dissecting the essential components of proficient reading, including Phonemic Awareness, Phonics, Fluency, Oral Language, Vocabulary, and Comprehension. All Prep - 2 teachers are trained in Heggerty and Sounds Write programs.

As students progress into Years 3 to 6, our focus shifts towards building upon the foundational skills acquired in the earlier years. We aim to further enhance academic language proficiency, deepen comprehension of complex texts, and refine writing abilities. An integral aspect of our approach is embedding grammar instruction within the context of rich, authentic texts, allowing students to model grammar, spelling, and the craft of writing. Through collaborative and independent work, students are encouraged to explore vocabulary, engage in meaningful discussions, and cultivate critical thinking skills within dialogic classrooms. Our ultimate goal is to nurture inquisitive minds, problem-solving abilities, research skills, and effective communication strategies, preparing students to excel in the ever-evolving landscape of literacy.

One of the schools goal was to build staff capacity in the use of student data to inform instruction and drive improved student outcomes. The school prioritises time and resources for teachers to regularly analyse student data. Targeted use of student data support teachers to track and monitor student progress and ultimately resulted in greater collaboration in and between teams in order to support all students. A range of assessment tools assists teachers to track students' level of development and monitor student growth. Regular practice included summative assessments for reading, and phonics and pre and post assessments to track and monitor student learning in mathematics. Team and whole school writing moderation supported teachers to measure and monitor writing progress.

The school undertook an audit of our assessment schedule. This audit was vital ensuring our regular assessment practices matched our changing pedagogies and allowed us to accurately monitor student progress and achievement. An assessment schedule F-6 and CTK Data Plan outlines expectations and timelines for completion of assessments, providing consistency in the administering of assessments.

Numeracy

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

Dr. James Russo worked with the staff to deepen understanding of how to use mathematically rich challenging tasks. 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.

In 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, and 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 using the Mathematics Online Interview (MOI) who needed additional support in number strands. Co-educators were trained to provide mini maths lessons that frontloaded students on the lessons they were about to engage in. Each session had a focus on prior knowledge, mathematical language and a mini-lesson experience.

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.

STEAM

In 2023 we introduced the innovative method of a STEAM learning program as a scaffold for language learning.

The priority of STEAM (Science, Technology, Engineering, Art and Mathematics) learning lies in equipping students with the knowledge, skills, and mindset necessary to thrive in a rapidly changing world and contribute meaningfully to society.

Our school's STEAM program includes building digital literacy and technological competence in our students. The Digital Technology curriculum is integrated across our learning and teaching program. Students learn to use technology tools, software applications, and digital resources effectively and responsibly. Our school has leading-edge technology resources, such as Sphero Robots, Microbit Chips, Minecraft Education software and Wevideo for media production.

Our STEAM Leader, Quyen Thai, established strong affiliations with the local council, industries, and STEM organisations through the Victorian Government Teaching Innovation Fellowship program to access additional resources and expertise. A significant boost to the STEAM program came in the form of a \$25,000 grant secured through the Teaching Innovation Program with the Victorian Academy of Teaching and Leadership. This grant provided resources for the STEAM leader to dedicate time towards planning, resourcing, and coaching teachers to enhance the STEAM program at CTK. These partnerships allow our students to identify real-world problems, design solutions, and showcase their work through presentations or exhibitions.

In 2023 we initiated our new Garden program in Prep with the plan to expand the program to a whole school level. Our new Garden Program at CTK complements our existing STEAM program, offering a wealth of authentic learning experiences for our students. This initiative enriches our curriculum and serves as a platform to involve parents, families, and the wider community in our STEAM education endeavours.

Student Learning Outcomes

Grammar & Punctuation:

In Year 3, the mean scale score was 384, with 44% of students demonstrating proficiency. By Year 5, there was a notable increase in both mean scale score (453) and proficiency rate (53%). This suggests a positive trend in Grammar & Punctuation skills development as students progress through school.

Numeracy:

Year 3 students achieved a mean scale score of 388, with 53% meeting proficiency standards.

Progressing to Year 5, there was a considerable improvement in both mean scale score (482) and proficiency rate (62%). This indicates a significant enhancement in Numeracy skills over the two-year period.

Reading:

For Year 3, the mean scale score stood at 371, with 53% of students meeting proficiency standards.

Year 5 students exhibited considerable growth, with a mean scale score of 468 and a proficiency rate of 62%. This suggests a positive trajectory in Reading skills development.

Spelling:

In Year 3, students achieved a mean scale score of 417, with 58% meeting proficiency standards.

By Year 5, there was a notable improvement in mean scale score (489) and proficiency rate (68%), indicating significant progress in Spelling proficiency.

Writing:

Year 3 students demonstrated strong performance in Writing, with a mean scale score of 419 and a high proficiency rate of 77%.

While there was a slight decrease in proficiency by Year 5 (71%), the mean scale score remained relatively high at 477. This suggests that while the proficiency rate decreased slightly, overall performance in Writing remained robust.

Overall, the NAPLAN data reveals encouraging trends in student proficiency across various domains and year levels. There is evidence of improvement in mean scale scores and proficiency rates as students advance through school, indicating effective learning and skills development strategies. These trends underscore the importance of our continued efforts to support students' literacy and numeracy skills to ensure their academic success.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	384	44%
	Year 5	453	53%
Numeracy	Year 3	388	53%
	Year 5	482	62%
Reading	Year 3	371	53%
	Year 5	468	62%
Spelling	Year 3	417	58%
	Year 5	489	68%
Writing	Year 3	419	77%
	Year 5	477	71%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Student Wellbeing

Goal:

To strengthen the link between wellbeing and learning

Intended outcomes:

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

- Reflective learners
- Assessment capable learners
- Student voice

Achievements

At Christ the King, we uphold a steadfast commitment to prioritizing well-being in learning, aligning with the principles outlined in the eXcel – Melbourne Archdiocesan Schools (MACS) Well-being document. Our dedication extends further as we actively cultivate a culture of inclusion and diversity, fostering a Child Safe environment where every member of our community feels valued and respected.

Central to our approach is the cultivation of positive relationships among all stakeholders, with a special emphasis on nurturing collaborative partnerships between families and the school. Our personalized learning framework ensures that every child is fully engaged, with resources allocated to support this pedagogy as a top priority. A key component of our approach is Social and Emotional Learning (SEL), which is integrated into our weekly planning and explicitly taught to personalize learning experiences for all students.

In recognition of the importance of SEL, Wellbeing funding was used to establish a Learning Diversity Hub to further support our students' holistic development. Initially the Learning Diversity Hub is being used as a break out, quiet space, sensory room or alternate learning space.

Additionally, as a partner school in the Resilience, Rights, and Respectful Relationships program, our staff, leaders, and students actively participate in ongoing learning experiences to enhance our SEL program.

The staff also completed the second year of trauma-informed practice with the BERRY STREET education model. Our staff have gained valuable insights into addressing the diverse needs of our students, with a specific focus on understanding the impact of trauma on the body and relationships.

CHILD SAFETY

The school worked with One Red Apple to audit and evaluate the implementation of Child Safe practices and standards. One Red Apple worked with the staff to support their professional understanding of the introduction of the new standards.

POSITIVE BEHAVIOUR for LEARNING (PBL)

In 2022, our community collaborated to identify three core values – RESPECT, SAFETY, and RESPONSIBILITY – which serve as the foundation for our Positive Behavior for Learning (PBL) framework. In 2023 a PBL leader and team were appointed to lead the school's approach to calm, predictable, consistent, safe school environment for learning. The school's PBL approach is in the early stages of implementation, the PBL team has led the creation of:

- a positive behaviour matrix that is visible in classrooms and public areas of the school and students can articulate clear expectations for safe and respectful behaviour.
- behaviour flowchart
- social stories explicitly teaching expected behaviours
- analysis of SWIS data
- development of a Staff PBL handbook

LEARNING DIVERSITY

School leadership has prioritised professional learning for staff to identify students with additional needs and to write comprehensive Personal Learning Plans (PLPs) ensuring supports for these students are in place. The Enhancement team focuses on creating and implementing an effective intervention framework to assist those students needing additional support, including both EAL and refugee students and their families. Wellbeing support is also provided through the school counsellor and access to external allied health practitioners. The Co-educators (LSOs) support this cohort well and the recently appointed Learning Diversity leader also provides coaching support and professional learning for staff and families to understand neuro diverse practices and to develop ideas and strategies to use with students. Additionally, the recent addition of a Multicultural Aide (MCA) to support EAL students and families with liaison with the school and translations has augmented support for this cohort.

STUDENT LEADERSHIP

A new student leadership model is in the early stages of implementation. The student leadership model has been expanded to include a wider range of positions and student leaders indicated there were several opportunities for student to actively contribute to the school. These included involvement in school assemblies, fundraising initiatives and organising school events. Students also suggested areas for improvement such as introducing buddies across the school, additional lunchtime activities and quiet spaces and a focus on sustainability initiatives. Students met regularly with school staff to plan their involvement;

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
- 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
- Developed a relationship with MacKillop school to consult and support on Tier 3 supports for challenging behaviours
- Consultation with One Red Apple - Child Safe standards
- MACS PBL coach working with PBL team on a regular basis
- Strengthening of Universal practices school wide consistency - PBL routines,transitions

Student Satisfaction

The MACSSIS student survey data provides valuable insights into students' perceptions regarding various aspects of their school environment. Here, we analyze the data across

different domains and gender groups, comparing it to the MACS average to contextualize each school's performance.

Rigorous Expectations:

The percentage of students reporting positive perceptions regarding Rigorous Expectations shows an upward trend from 2019-2022, with overall positive responses increasing to 77% in 2021-2023. Both female and male students consistently perceive higher expectations, with female students slightly ahead of male students in all years.

Teacher-Student Relationships:

There's a positive trend in Teacher-Student Relationships, with the percentage of positive responses ranging from 64% to 76%. However, male students consistently report slightly lower positive perceptions compared to female students and the overall average.

School Belonging:

School Belonging shows a positive trend, with an increase in positive responses from 2021 to 2023. Female students consistently report higher levels of belonging compared to male students, with the overall average higher than the MACS average.

Learning Disposition:

Learning Disposition demonstrates a relatively high level of positive perceptions across all groups. Male students tend to report slightly higher positive perceptions than female students, with an overall positive trend observed from 2021 to 2023.

Enabling Safety:

Enabling Safety scores show a moderate level of positive responses, with slight fluctuations across the years. Male students consistently report slightly lower positive perceptions compared to female students and the overall average.

Overall, the data reflects a positive perception among students regarding various aspects of their school environment. While there are some fluctuations and gender differences in perceptions, the overall trends show improvement or maintenance of positive perceptions over time. These findings have informed the schools commitment and implementation of both the Positive Behaviour for Learning (PBL) and Response to Intervention (RTI) frameworks. Both frameworks work in unison on a tiered approach to target interventions and initiatives to groups and individuals, further enhancing teaching, learning, and student wellbeing within the school community.

Student Attendance

The data presents the average student attendance rates across different year levels, providing insights into students' attendance patterns throughout their schooling.

The overall average attendance across all year levels is 91.5%, providing an overview of the school's attendance performance as a whole.

Trends and Observations:

- There is a general trend of increasing attendance rates as students progress through the primary years, with Year 3 showing the highest attendance rate among the reported years.
- While there are fluctuations between year levels, the overall attendance remains relatively high, with all year levels maintaining attendance rates above 90%.
- Year 1 students exhibit the lowest attendance rate, which may be attributed to factors such as adjustment to school routines and potential illness.
- The data indicates a positive school culture and effective attendance management strategies, as evidenced by the overall high attendance rates across different year levels.

The analysis of average student attendance rates by year level highlights trends of increasing attendance as students advance through primary school. We are committed to maintaining high attendance rates knowing that it is crucial for ensuring students' engagement and academic success. The data suggests, this commitment is effective in our school policies and practices. We are passionate in promoting regular attendance among students, contributing to a positive learning environment.

Average Student Attendance Rate by Year Level	
Y01	87.5%
Y02	91.1%
Y03	93.6%
Y04	92.2%
Y05	92.1%
Y06	92.5%
Overall average attendance	91.5%

Leadership

Goals & Intended Outcomes

Goal:

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

Intended Outcomes:

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

Achievements

The leadership team participated in comprehensive external leadership coaching with Pauline Zappula independently sourced and implemented as a leadership initiative by the principal. The leadership roles were re-structured to ensure clear alignment of responsibilities for school improvement.

The school leadership also reviewed and refined a leadership and school vision with staff and parents, and this is embedded and based on the school's Catholic identity and expressed through the school's values.

The dedication of the leadership team to enhancing teacher practice was palpable, with recent additions bringing a wealth of expertise to support our school's improvement initiatives. Both parents and staff alike hold our leadership in high esteem, reflecting a culture of collegiality, trust, and mutual respect within our school community.

While we have embraced changes and realigned our priorities, the retirement of some experienced leaders underscores the importance of nurturing the next generation of middle leadership. It is imperative that we continue to provide ongoing opportunities for existing and aspiring middle leaders to hone their skills and capabilities, ensuring continuity and consistency in our leadership approach towards achieving our school's objectives.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
School commitment to Positive Behaviour for learning (PBL)	
Engagement of MACS PBL coach	
Visit to Lighthouse School - St Francis of Assisi Tarneit	
Berry Street - completion of models Character, Stamina and Engagement	
Literacy - P - 3: Heggerty, Sounds Write,	
Literacy: Y 3 -5: Grammar in Context	
Numeracy - P-2 ENA	
Religious Education Framework , Personal and Professional Faith Development	
Child Safe Standards - One Red Apply consultancy	
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	
STEAM - Fellowship and Victorian Academy of Teacher Excellence - Quyen Thai	
Student Well-being - Rights, Responsibilities and Respectful Relationships Education	
Compliance - Child Safety, Mandatory Reporting, Emergency Management Training	
Sponsorship of teacher to complete tertiary courses –	
Learning Diversity - Master of Education - Allied School Psychology	
Numeracy - Master of Mathematics	
Graduate teachers mentoring	
Number of teachers who participated in PL in 2023	20
Average expenditure per teacher for PL	\$1500.00

Teacher Satisfaction

The staff survey data provides valuable insights into staff perceptions regarding various practices relevant to teaching, learning, and student wellbeing at Christ the King Primary School, Braybrook. Here's an analysis of the data across different domains, considering all staff, teaching staff, and other staff (where applicable), and comparing it to the MACS average for primary schools.

Collective Efficacy:

Collective efficacy among all staff shows a positive trend from 2021 to 2023, with 71% reporting positive perceptions. Teaching staff and other staff also demonstrate high levels of collective efficacy, indicating confidence in the school's ability to positively impact student outcomes.

Student Safety (Staff):

Staff perceptions regarding student safety have improved from 2019-2022 to 2021-2023, with 78% reporting positive perceptions. Both teaching and other staff show increased positive perceptions in recent years.

Psychological Safety:

Overall, perceptions of psychological safety among staff are positive, with 63% reporting positive perceptions. Teaching staff and other staff show similar levels of positive perceptions, indicating a supportive work environment.

School Climate:

School climate is perceived positively by staff, with 86% reporting positive perceptions. Teaching staff and other staff both rate the school climate highly, indicating a positive and supportive workplace environment.

Instructional Leadership:

Staff perceptions of instructional leadership are moderate, with 49% reporting positive perceptions. Teaching staff demonstrate slightly higher levels of positive perceptions compared to other staff.

Staff Safety:

Staff perceptions of safety in the workplace are positive, with 68% reporting positive perceptions. Teaching staff and other staff show similar levels of positive perceptions in this domain.

School Leadership:

Staff perceptions of school leadership are moderate, with 55% reporting positive perceptions. Teaching staff demonstrate slightly lower levels of positive perceptions compared to other

staff.

Collaboration around an Improvement Strategy:

Collaboration around an improvement strategy is perceived positively by staff, with 66% reporting positive perceptions. Teaching staff and other staff both demonstrate high levels of positive perceptions in this domain.

Professional Learning:

Staff perceptions of professional learning opportunities are positive, with 57% reporting positive perceptions. Teaching staff demonstrate higher levels of positive perceptions compared to other staff.

The staff survey data indicates generally positive perceptions regarding various practices relevant to teaching, learning, and student wellbeing at Christ the King Primary School, Braybrook. While there are areas for improvement, such as instructional leadership and school leadership, overall, staff demonstrate confidence in the school's ability to provide a supportive and conducive environment for teaching and learning.

Teacher Qualifications	
Doctorate	0.0%
Masters	3.7%
Graduate	11.1%
Graduate Certificate	7.4%
Bachelor Degree	51.9%
Advanced Diploma	18.5%
No Qualifications Listed	7.4%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	31
Teaching Staff (FTE)	26.2
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	14.8
Indigenous Teaching Staff (Headcount)	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's commitment to fostering a strong sense of community both within the school and in the broader community is evident through various initiatives and achievements in 2023. Christ the King recognizes and values the crucial role parents play in their child's education, actively seeking to involve and engage them at multiple levels. Furthermore, the school endeavors to strengthen ties with the Parish and local community, exploring diverse avenues for collaboration and partnership.

Highlighted achievements for 2023 include:

- Working in partnership to create the schools values - Safety Respect Responsibility
- Parent Information Nights: Providing platforms for parents to stay informed and engaged in their child's educational journey.
- Appointment of Multicultural Education Aid - to support our Vietnamese community
- Use of Interpreters and Translations: Ensuring effective communication by utilizing interpreters and translations to bridge language barriers within the school community.
- Assemblies and Liturgies during Remote Learning: Maintaining spiritual and communal connections despite the challenges of remote learning.
- Blessings from Fr. Rene: Enriching the school community through spiritual blessings from the Parish.
- Family Faith/Sacramental Nights at Holy Family Parish: Facilitating opportunities for families to deepen their faith and engage in Sacramental program

Parent Satisfaction

A notable strength identified is the accessibility and supportiveness exhibited by both leadership and staff towards families. This is exemplified by the effective and continuous two-way communication channels established between families and the school, utilizing various platforms such as an online portal, email, and newsletters.

Teachers demonstrate a commitment to regular communication with parents, who were actively encouraged to engage with these communication channels as needed.

Additionally, parents expressed appreciation for the ongoing communication and celebration of their children's learning progress, facilitated through initiatives such as open classrooms, parent-teacher interviews, and the online portal, although consistency in these practices varied among teachers.

Furthermore, parents highly value the welcoming and inclusive environment fostered by the school. The emphasis on a faith-based education and support for the diverse community were significant factors in parents' decision to choose the school for their children.

Demonstrating a strong commitment to social justice, the school's Student Catholic Identity Leaders and Mackillop Club Team actively engage in awareness-raising and fundraising initiatives for various charities such as Caritas and Camp Quality.

For many parents, their interaction with the school serves as their primary exposure to Catholic faith and traditions.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.ctkbraybrook.catholic.edu.au