



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Christ the King Primary School

28 Riley Court, BRAYBROOK 3019

Principal: Tracie Kunigiskis

Web: www.ckbraybrook.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 2024 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 03 May 2025

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

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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

It is with great joy and a deep sense of gratitude that I share with you the 2024 report, a reflection of the vibrant and thriving community we have built together. This report highlights the countless moments of growth, learning, and connection that have defined our year.

Christ the King Primary School is a warm, welcoming, and inclusive community where student learning and well-being are at the heart of everything we do. Aligned with our school's vision, we foster a rich and dynamic learning environment grounded in high expectations, a deep appreciation for diverse cultures, and positive relationships built on our shared Catholic values.

At Christ the King, we are more than a school. The dedication and enthusiasm of our students, the unwavering support of our parents, and the tireless commitment of our staff have created an environment where every child is encouraged to flourish. This collective spirit has been the cornerstone of our achievements and the source of our strength.

Our leadership team is deeply committed to ensuring that every student has equitable access to meaningful and relevant learning experiences. We take great care in making thoughtful adjustments to support each learner, with a strong focus on nurturing a deep understanding of Catholic traditions and identity.

At Christ the King, our passionate and dedicated staff inspire the growth of imaginative, confident, and independent learners. Through their ongoing collaboration and commitment to professional growth, they deliver engaging and purposeful learning experiences that spark curiosity and joy. Guided by a skilled and compassionate leadership team—and supported by an exceptional learning support staff—our educators work together to ensure that every child receives the care, attention, and opportunities they need to flourish.

I am profoundly thankful for the remarkable spirit of collaboration that defines the Christ the King Primary community. The unwavering partnership between our dedicated staff and the incredible members of our school community has been the driving force behind our shared successes. Time and again, our parents and families have shown overwhelming support—an inspiring testament to the power of true partnership and unity. Together, we embody what it means to work hand in hand, always rallying around the well-being and learning of our students.

The steadfast partnership between our dedicated staff and our incredible families has been foundational to our shared success. The wholehearted support from parents and carers is a powerful reflection of what it truly means to work in partnership—anchored in unity, trust, and shared purpose. Time and again, our Christ the King community comes together with strength and compassion, united in our commitment to the well-being and learning of every

student. It is this spirit of togetherness that continues to shape a thriving and supportive environment for all.

We are so blessed to partner with a supportive and engaged parent community, whose trust and involvement enrich the fabric of our school life. Together, we create a vibrant, caring, and empowering environment where every child is known, valued, and encouraged to thrive and reach their fullest potential.

Yours in partnership,

Tracie Kunigiskis

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 commitment to Catholic values and traditions. For many families the school is their only connection with the Catholic faith and Mass attendance. Parents express that an education based on Christian values was a significant factor in their choice of education at CTK. The welcoming nature of the school is evidence of living witness to the Catholic 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. Students designed 4 House crests and descriptions that highlight important aspects of our Catholic and local identity. Maribrynong - Our Nourishment, Wurundjeri - Our Land, MacKillop - Our Faith and Phoenix - Our Story. The students also designed a Griffon that displays our 3 Values of safety, Respect and Responsibility. The 4 houses and Griffon are used at various times of the year to unite our community.

Planning of Religious Education is strongly supported by the Religious Education Leader. Our goal in Religious Education was to deepen our knowledge and understanding of our Catholic Faith through encounter by integrating faith life and culture.

That leaders ensure Catholic Social Teaching permeates the school community across structures, processes and ways of being.

In responding to the Key Improvement Strategy of Catholic Social Teaching, all staff participated in a Staff Faith Formation day at the Mary MacKillop Heritage Centre.

As a staff we pilgrimage along the Trail of Mary MacKillop to reconnect with the Josephite charism.

Staff also engage in weekly adult prayer to encounter God and begin the day each Wednesday.

An audit of current practices unveiled a need for consistent prayer spaces and expectations, and modelled prayer staff professional learning.

Through Facilitated planning which occurs twice per term, Religious Education planners include links to scripture, song and genuine prayer experiences.

The Catholic faith Identity Leader models prayer experiences for the classroom in engaging the staff in whole school prayer.

Linking our Events Calendar created opportunities to strengthen our Catholic Identity during the liturgical year.

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.

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

LITERACY

Literacy remains a cornerstone of our educational approach at Christ the King. We are committed to implementing a contemporary, research-based framework for language acquisition that is both rigorous and responsive to students' needs. Throughout 2023, the school deepened its commitment to evidence-based practices in the teaching of reading and writing, ensuring a consistent and high-quality literacy curriculum across all year levels.

Supporting Multilingual Learners and Oral Language Development

In 2023, Christ the King maintained its strong commitment to supporting our community of learners whom English is an Additional Language (EAL). We recognize the rich linguistic and cultural diversity within our school community and continue to create inclusive and responsive learning environments to meet the needs of all learners.

Staff Training in Multilingual Contexts

As part of our strategic focus, all staff participated in professional development in *teaching young children in multilingual contexts*. This training equipped educators with practical

strategies to support language acquisition across all areas of the curriculum. The strategies introduced during the course are now seamlessly embedded into daily classroom practice.

EAL Instruction Across the Curriculum

EAL strategies are integrated into mainstream subjects such as Literacy, Numeracy, Religious Education, and Inquiry. This ensures that students' language needs are consistently supported in meaningful and authentic contexts, rather than treated as a standalone area. By embedding EAL support throughout the curriculum, students are given every opportunity to build both their academic knowledge and their English language proficiency simultaneously.

At Christ the King School, we continue to uphold our commitment to inclusion, excellence, and equity in education. In alignment with the MACS Vision for Instruction – Flourishing Learners, our focus remains on nurturing confident, capable, and compassionate students who thrive academically, socially, and spiritually in a changing world.

Focus on Oral Language Through Inquiry

A key focus for 2023 was the development of oral language skills, particularly through our Inquiry-based learning approach. The school partners with Traces of Learning to enhance teaching practices and curriculum design in this area. This collaboration supports staff in designing rich, purposeful learning experiences that promote student talk, active listening, and deep thinking—critical components of oral language development.

Through Inquiry, students are encouraged to express their ideas, ask questions, and engage in collaborative dialogue, helping them build confidence and fluency in English. This focus on oral language is essential not only for EAL students but for all learners as they develop the communication skills required for lifelong learning.

Commitment to Inclusion and Equity

Our approach reflects a whole-school commitment to inclusive education. We believe that every child has the right to feel heard, supported, and capable of achieving success. The integration of EAL strategies, the focus on oral language, and the use of Inquiry as a vehicle for learning ensure that our classrooms remain vibrant, inclusive, and responsive to the needs of all students.

We look forward to continuing this important work and further strengthening our practices to support multilingual learners and enrich the educational experiences of every child in our care.

Our professional learning program reflects this commitment. Teachers actively engage in ongoing development focused on best-practice pedagogy, including the Science of Reading, to enhance their instructional approaches and improve student outcomes. This investment in teacher capability is foundational to our vision of excellence in learning and teaching.

In 2023, our school deepened its commitment to aligning consistent literacy practices across all year levels from Prep to Year 6. This whole-school approach ensures continuity and coherence in literacy instruction, fostering a shared understanding of effective teaching strategies and expectations. Guided by the Victorian Curriculum and grounded in the science of reading, our literacy practices emphasize explicit, systematic instruction across the essential components: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Oral Language.

To lead this work, a dedicated literacy team with representation from both Prep–2 and Years 3–6 was established. Facilitated literacy planning sessions are now embedded into our professional learning structures, enabling teachers to collaborate effectively, align instruction, and plan for the specific needs of their learners—particularly those acquiring English as an additional language.

Through structured programs such as Heggerty and Sounds Write, targeted professional development, and a shared commitment to evidence-based and inclusive practices, we are building a cohesive literacy pathway that supports all learners to thrive.

One of the school's goals was to improve staff use of student data to inform teaching and boost student outcomes. The school gives teachers time and resources to regularly analyze this data. This helps track student progress and encourages teamwork to support all students. Teachers use various assessment tools to track student growth, including summative assessments for reading and phonics, as well as pre- and post-assessments for math. Writing progress is also monitored through team and whole-school moderation. The school conducted an audit of its assessment schedule to ensure it aligns with teaching methods and accurately tracks student progress. The F–6 assessment schedule and CTK Data Plan outline expectations and timelines for consistent assessment.

NUMERACY

In 2024, we continued to deepen our mathematical understanding and teaching practices through rich professional learning opportunities during facilitated planning and school-wide meetings. This year marked the beginning of our implementation of the Victorian Curriculum Mathematics Version 2.0. With this shift, we embraced a year of exploration and learning as teachers familiarised themselves with the new curriculum and its structure, now divided into six clear strands.

Facilitated planning sessions took place with each team every three weeks for two hours. These sessions provided valuable time for staff to reflect on student data, identify learning needs, and align their teaching with curriculum goals.

Across Prep to Year 6, daily fluency groups focused on targeted teaching in the Number strand, supporting students in developing their additive, place value, and multiplicative strategies based on their individual learning needs.

Our continued focus on Number Talks helped students become more flexible thinkers when solving problems. These sessions encouraged them to share and reflect on their mathematical thinking, make connections with prior knowledge, and expand their repertoire of strategies.

In Years P-2, we used the Mathematics Online Interview to gain insights into students' current understandings, identify any misconceptions, and inform their next learning steps. In Years 3-6, Essential Assessment and PAT Online assessments provided valuable pre- and post-data to assess students' grasp of key mathematical concepts and guide instruction accordingly.

Enhancement programs were carefully designed using data from the Mathematics Online Interview to support students needing additional help across all strands. Co-educators, trained by the Numeracy Leader, provided targeted mini-lessons to help front-load students for upcoming classroom learning.

A highlight of the year was our leadership team's attendance at the Australian Association of Mathematics Teachers (AAMT) conference, where Peter Liljedahl presented on Building Thinking Classrooms. Inspired by this work, our Numeracy Leader began coaching staff in these strategies using a co-teaching model, further enriching our teaching and learning environment.

STEAM: Faith, Innovation and Future-Focused Learning

At Christ the King Primary School, we are passionate about nurturing each child's potential through an education that brings together faith, learning, and innovation. Our STEAM program encompassing Science, Technology, Engineering, the Arts, and Mathematics—is a core part of this commitment, preparing students with the skills, knowledge and mindset to thrive in a rapidly changing world, all within the context of our Catholic values.

STEAM learning empowers students to think critically and creatively, solve real-world problems, and work collaboratively. It supports students in becoming curious, capable learners ready to lead and make a positive difference in their communities.

At Christ the King, digital technology is integrated across all year levels. Our students build strong digital literacy skills using cutting-edge tools such as:

- Sphero Robots
- Microbit Chips
- Minecraft Education
- 3D printing for prototype design

- These tools aren't just for fun—they help students design, create, and innovate in meaningful, authentic ways.

Project-Based Inquiry Learning

In partnership with Traces of Learning, we have embraced a Project-Based Learning model that enhances our Inquiry curriculum. This approach integrates multiple learning areas—Humanities, Science, Health & Wellbeing, Capabilities, and Technologies—through a STEAM lens.

Students explore real-world questions using frameworks such as:

- Design Thinking
- Scientific Inquiry
- Investigative Processes

These structures help students research, test, and present their ideas with clarity and confidence.

Hands-On, Authentic Experiences

From coding and robotics to sustainability and digital storytelling, our STEAM program offers many experiences.

This year, we continue the development of our Garden Program. This initiative enhances learning in sustainability, science, and wellbeing while offering opportunities to involve families and the broader community in our STEAM journey.

In 2024, our students participated in the Kids in Space program, where they designed and 3d printed space technology prototypes. These projects bring classroom learning to life in unforgettable ways.

Developing Confident, Capable Leaders

At Christ the King, we firmly believe leadership begins with voice. Through STEAM, students are encouraged to articulate ideas, lead discussions, and present their learning purposefully. These experiences help develop confident communicators and thoughtful leaders who are ready to make an impact in their world.

Equity, Opportunity, and Inclusion

We ensure every child sees themselves as a capable learner and a future leader. Our industry-first Python coding program for Year 6 students is one example of how we open doors to new possibilities, particularly in fields where underrepresentation still exists.

Preparing for Life, Not Just School

Our STEAM program is more than a curriculum—it's a philosophy. It's how we prepare students for life beyond the classroom: as creative thinkers, problem-solvers, and compassionate citizens grounded in faith.

We're proud of the way STEAM education at Christ the King helps students grow into the leaders of tomorrow—equipped with the tools, voice, and vision to build a better world.

Student Learning Outcomes

We are pleased to share with you a comparative look at our students' learning achievements based on the most recent assessment data. When comparing the 2024 outcomes with those from 2023, we are encouraged to see steady and significant improvements across most key learning areas.

Key Findings:

Grammar & Punctuation:

Notable gains were made in Year 5, with proficiency rising from 53% in 2023 to 67% in 2024. Year 3 scores remained stable, showing consistent foundational skills.

Numeracy:

Both Year 3 and Year 5 demonstrated strong progress, with Year 5 proficiency improving from 62% to 76%, reflecting deepening understanding of mathematical concepts.

Reading:

Reading skills showed excellent growth, especially in Year 5, where proficiency increased by 17%, from 62% to 79%.

Spelling:

Significant improvement was seen, particularly in Year 5, where proficiency rose from 68% to 85%.

Writing:

While Year 3 saw a slight dip in mean score and proficiency, Year 5 showed a positive recovery, with proficiency increasing from 71% to 76%.

These results reflect the dedication of our students and the hard work of our teaching staff, alongside the invaluable support of our parent and carer community. Across nearly all domains, the data points to upward trends in both scale scores and student proficiency, demonstrating the effectiveness of our teaching and learning strategies.

We remain committed to continuous improvement and targeted support to ensure every student can reach their full potential.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	391	48%
	Year 5	489	67%
Numeracy	Year 3	409	66%
	Year 5	499	76%
Reading	Year 3	412	65%
	Year 5	487	79%
Spelling	Year 3	427	65%
	Year 5	510	85%
Writing	Year 3	405	76%
	Year 5	497	77%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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

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

Our Commitment to Wellbeing, Inclusion, and Equity

At Christ the King Primary School (CTK), wellbeing is not just a priority—it is the foundation of everything we do. We believe that capable learners are nurtured through environments where they feel safe, respected, connected, and empowered. Our holistic approach to wellbeing ensures that every child is supported to thrive—emotionally, socially, and academically—within a culture of inclusion and equity.

Wellbeing at the Core

CTK is proud to be a Positive Behaviour for Learning (PBL) school, embedding consistent and predictable routines across the school. This framework creates calm, orderly, and positive learning environments, enabling every child to feel secure and ready to engage.

In every classroom and playground, we reinforce expectations through the lens of:

Safety

Respect

Responsibility

These shared values form the language and structure of how we interact, learn, and grow together as a school community.

With the appointment of a new PBL leader and team in 2024, PBL is becoming deeply embedded across the school. There has been many achievements:

- A mascot designed and voted for by students was brought to life, painted on a wall in the main part of the school.
- a clearly defined behaviour matrix was relaunched,
- a refined flowchart guiding staff responses,
- regular explicit teaching of expected behaviours through social stories and role-play for students.
- Staff are supported by an updated PBL handbook and ongoing professional learning.
- SWIS data continues to inform our approach, allowing for targeted support and timely interventions. Increased student voice, peer mentoring programs, and student leadership roles have strengthened engagement across the community.

Every morning, our students participate in Morning Circles, a cherished practice that fosters classroom connection, emotional readiness, and strong teacher-student relationships. Through this routine, teachers are able to gauge student wellbeing and provide immediate support if needed—ensuring that every student starts the day feeling seen and valued.

Trauma-Informed and Inclusive Practice

Our staff continue their professional learning through the Berry Street Education Model, deepening their understanding of trauma-informed strategies that promote:

- Emotional regulation
- Resilience
- Engagement
- Positive relationships
- By recognising and responding to the diverse needs of our learners, we create equitable opportunities for every student to succeed.

Value Added

Tex – Our Wellbeing Dog

A highlight of our wellbeing journey is the integration of our beloved wellbeing dog, Tex, through our partnership with Dogs Connect. Tex, a three-year-old Jackapoo, plays a key role

in creating a sense of calm, belonging, and joy in our school. Since Tex's introduction, we've seen meaningful improvements in:

Student attendance and engagement:

- Emotional regulation
- Behavioural outcomes
- Staff and student wellbeing
- Connection across the community
- Tex has become a cherished member of the CTK family and an ongoing reminder that wellbeing and learning go hand-in-hand.

Mental Health Awareness and Support

At CTK, we normalise conversations around mental health through accessible language and practical tools. We encourage all members of our community to reflect on where they sit on a simple wellbeing continuum—ranging from "good" to "struggling"—and we teach that seeking support is a sign of strength, not weakness.

Thanks to our participation in the Mental Health in Primary Schools (MHIPS) initiative, we are able to:

- Train staff in early identification of students at risk
- Provide internal supports and referrals
- Partner with external health and community services
- Strengthen our school-wide capacity to respond to emerging mental health needs

The appointment of a Mental Health in Schools Leader (MHIPS) at Christ the King Primary School, has been a vital step in our ongoing commitment to student well-being and holistic development.

This new role reflects our recognition that mental health and emotional well-being are foundational to a child's success in learning and in life. Our MHIPS leader, has been working closely with the Wellbeing team to lead a whole-school approach to mental health, working closely with students, staff, and families.

Key Focus Areas of the MHIPS Role:

Proactive Mental Health Support: Implementing evidence-based programs and initiatives that build resilience, emotional literacy, and positive mental health in students across all year levels.

Early Identification and Intervention: Supporting staff in recognizing early signs of mental health challenges and coordinating appropriate support pathways and referrals when needed.

Staff Well-being and Capacity Building: Providing staff with training and strategies to better understand and respond to student well-being, while also fostering a healthy and supportive

workplace for all.

Parent and Family Engagement: Offering workshops, resources, and guidance to help families support their children's emotional development at home.

Partnerships with External Agencies: Collaborating with community mental health services and professionals to ensure access to specialist support when required.

Anticipated Impact:

The introduction of the Mental Health in Schools Leader strengthens our school's ability to create a safe, connected, and emotionally intelligent learning environment. We expect to see enhanced student engagement, stronger peer relationships, improved coping strategies, and greater overall well-being across our school community.

At Christ the King, we believe that when students feel mentally and emotionally supported, they are better equipped to learn, grow, and thrive. This appointment is a meaningful step forward in our shared mission to care for the whole child—mind, body, and spirit.

Student Satisfaction

The feedback from our students is a testament to the vibrant and supportive environment we strive to cultivate. Their voices guide our journey towards continuous improvement. As we reflect on these insights, we remain committed to:

Enhancing Inclusivity: Fostering a sense of belonging for every student.

Promoting Safety: Ensuring a secure and supportive environment for all.

Amplifying Student Voice: Encouraging students to share their ideas and participate in decision-making processes.

We extend our heartfelt gratitude to our students for their honest feedback and to our dedicated staff and families for their unwavering support. Together, we will continue to nurture a community where every student feels valued, challenged, and inspired.

Highlights:

1. Rigorous Expectations

Students consistently reported high expectations from their schools, with positive responses ranging between 72% and 76% over the three years.

2. Teacher–Student Relationships

Positive perceptions in this domain remained strong, with averages between 66% and 71%, highlighting the importance of nurturing educator-student connections.

3. School Belonging

Feelings of belonging fluctuated, with positive responses varying from 55% to 75%. This suggests areas for schools to enhance inclusivity and community spirit.

4. Learning Disposition

Students' attitudes towards learning showed positivity, with averages between 68% and 75%, indicating a generally motivated student body.

5. Enabling Safety

Perceptions of safety were moderate, with positive responses between 45% and 53%, pointing to opportunities for schools to bolster safe learning environments.

Student Attendance

At Christ the King Primary School, we believe that regular attendance is fundamental to student success, fostering both academic achievement and social development. We are proud to present our 2024 attendance data, reflecting our community's commitment to consistent school participation.

In Semester 1 of 2024, Christ the King Primary School achieved:

Attendance Rate: 91%

This indicates that, on average, students attended 91% of school days.

Attendance Level: 76%

This reflects that 76% of students attended 90% or more of school days.

These figures demonstrate a consistent attendance rate and an encouraging attendance level, highlighting our community's commitment to regular school attendance.

Analysis

Consistent Attendance Rate: Our attendance rate has remained steady at 91% over the past three years, slightly above the national average of 88.3% .

Improved Attendance Level: After a dip to 65% in 2022, our attendance level rebounded to 76% in 2024, matching our 2021 figure.

Celebrating Success

The sustained attendance rate and improved attendance level highlight the dedication of our students, families, and staff. These achievements contribute to a positive and productive learning environment.

Areas for Growth

While our attendance metrics are commendable, we aim to further enhance student attendance by:

Identifying Barriers: Understanding reasons for absences and addressing them proactively.

Enhancing Support: Providing resources and assistance to families to promote consistent attendance.

Fostering Engagement: Creating an inclusive and supportive school environment that encourages daily participation.

Moving Forward Together

We are committed to working collaboratively with our school community to promote regular attendance, recognizing its vital role in student success. Your continued support is invaluable as we strive for excellence in education.

Average Student Attendance Rate by Year Level	
Y01	89.6
Y02	90.3
Y03	90.6
Y04	92.1
Y05	91.6
Y06	92.1
Overall average attendance	91.0

Leadership

Goals & Intended Outcomes

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

As part of our ongoing commitment to strong, future-focused leadership, the Christ the King leadership team continued to engage in a comprehensive external coaching program with Pauline Zappula. This initiative, independently sourced and led by the principal, reflects a proactive investment in strengthening leadership capacity and action across the school.

A key outcome of this process was a thoughtful re-structuring of leadership roles to ensure greater clarity and alignment of responsibilities in driving school improvement. This restructuring supports a more strategic and coordinated approach to achieving our shared goals.

The leadership team's deep commitment to enhancing teacher practice has been both visible and impactful. Recent leadership appointments have brought new perspectives and expertise, further strengthening our collective capacity to implement improvement initiatives with focus and purpose. The high regard in which our leadership is held by both staff and families is a testament to the strong culture of collegiality, trust, and mutual respect that continues to thrive at Christ the King.

As we embrace change and align our priorities for the future, we also acknowledge the retirement of several experienced leaders. Their contributions have left a lasting legacy, and their departure highlights the vital importance of nurturing the next generation of middle leaders. Providing meaningful opportunities for professional learning and leadership development will remain a priority to ensure a consistent, sustainable, and effective leadership culture well into the future.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
Whole school: • MACS - Vision for Instruction • MACS - Flourishing Learners • MACs - Knowledge Society - Learning Walks • Leadership Networks – Principal, Deputy Principal, Religious Education Leaders, Teaching and Learning Leader, Student Well-being Leader, Learning Diversity Leader, Information and Communications Technology • Graduate teachers mentoring • Coaching for Leadership Program Leadership: • Leadership Formation and Individual coaching in leadership - Pauline Zappulla Staff Wellbeing: • Debrief support - The MacKillop Institute - Justin Roberts • ReLate - Effective teams Wellbeing: • School commitment to Positive Behaviour for learning (PBL) - conference in Cairns • 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 Literacy • Teaching Young Children English in Multicultural Contexts • Literacy - P - 3: Heggerty, Sounds Write, • Literacy: Y 3 -5: Grammar in Context • Literacy: P-6 Teachwell Masterclass-Daily Reviews Numeracy: • Building thinking classrooms - Conference Canberra • Digital Technologies • Code4Schools Consultancy

Expenditure And Teacher Participation in Professional Learning	
Design Technologies: • 5-6 Immersive Education Aviation STEM Project • 3-6 Makers Empire Kids in Space Program RE: • P-2 ENA Religious Education Framework , • Personal and Professional Faith Development - Mary MacKillop Heritage Centre INQUIRY RESEARCH: • Partnership and consultancy - Traces of Learning	
Number of teachers who participated in PL in 2024	20
Average expenditure per teacher for PL	\$1500.00

Teacher Satisfaction

As we reflect on the valuable insights from the 2024 Staff Survey, it's heartening to see the strong sense of connection, purpose, and professionalism that defines our Christ the King staff community. The results affirm what we know to be true: we are a team deeply committed to the well-being and success of our students, and we work together in a culture grounded in trust, collaboration, and shared values.

Among the most affirming findings are the positive perceptions of our school climate, the collective belief in our ability to make a difference, and the strong support within and across teams. These qualities are a testament to the daily efforts of our staff and the strength of our relationships.

At the same time, the data invites us to continue growing. As we strive for excellence, the following areas offer meaningful opportunities for ongoing improvement:

Enhancing the clarity and visibility of instructional leadership to ensure a shared understanding of teaching and learning priorities.

Strengthening psychological safety, especially for non-teaching staff, so that every voice feels heard, valued, and safe to contribute.

Fostering more inclusive collaboration, ensuring that all staff feel part of shaping and enacting school improvement strategies.

Deepening consistent perceptions of school leadership as accessible, supportive, and responsive across all staff roles.

By celebrating what we do well and thoughtfully addressing where we can grow, we continue to shape a thriving, inclusive, and future-ready school community.

Collective Efficacy

Trend: Generally strong and improving.

2024 data shows there is a high and stable sense of collective efficacy among staff, especially among teaching staff, indicating confidence in the team's ability to positively affect student outcomes. Non-teaching staff show slightly lower confidence, indicating an opportunity for greater inclusion and collaboration.

Student Safety (Staff Perception)

Trend: Gradual improvement but with inconsistency.

Student safety perception has improved since earlier years (2019–2022). Still, there's a noticeable gap between teaching and non-teaching staff, highlighting a need to ensure all staff are supported in promoting and perceiving a safe environment.

Psychological Safety

Trend: Moderate, with room to grow.

A strong result among teaching staff indicates that many feel safe to speak up and take risks. However, significantly lower scores from other staff suggest uneven experiences of psychological safety and highlight an area for targeted support.

School Climate

Trend: Consistently positive and improving.

School climate is a strong area, reflecting a positive, supportive environment across staff groups. This strength can serve as a foundation to build on in areas like psychological safety and instructional leadership.

Instructional Leadership

Trend: Mixed and varied between groups.

While instructional leadership is viewed more positively by teaching and support staff, overall ratings remain moderate. This suggests a need for clearer direction, visibility, or communication from school leadership around teaching and learning priorities.

Staff Safety

Trend: Improving, with strong recent scores.

A very positive indicator. All groups—particularly teaching staff—feel physically and emotionally safe at work, which is critical for staff well-being and retention.

School Leadership

Trend: Mixed, with a notable divide between roles.

Perception of school leadership is significantly more positive among teaching and support staff than among the broader group. This could indicate a need to clarify leadership roles, decision-making processes, and visibility of leadership impact for all.

Collaboration Around Improvement Strategy

Trend: Increasing engagement and shared purpose.

High scores show strong collaboration culture, though there's a noticeable drop for other staff, suggesting the need for broader inclusion in strategic conversations and planning.

Support for Teams

Trend: Strong and consistent.

Team support is a clear strength, reflecting a collegial and cooperative work environment. Continued support structures will be vital for maintaining morale and effectiveness.

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	1
Graduate Certificate	2
Bachelor Degree	14
Advanced Diploma	4
No Qualifications Listed	8

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	30
Teaching Staff (FTE)	24.92
Non-Teaching Staff (Headcount)	12
Non-Teaching Staff (FTE)	7.68
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Community Engagement

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

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. The school endeavors to strengthen ties with the Parish and local community, exploring diverse avenues for collaboration and partnership.

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 in 2024.

Highlighted achievements for 2024 include:

- Working in partnership with students and families to consult on a new school uniform t shirt design, hat and school bag. The new uniform was ready to wear at the beginning of 2024.
- Parent Information Evenings to support the Sacramental program for:
 - Reconciliation,
 - First Eucharist and Confirmation,
 - prospective Prep enrolments,
 - Enform and empower module to support parents in navigating child safety online
- Providing further opportunities for parents to engage in Compass app, to stay informed, book 3 Way Conversations and share digital Semester reports
- ClassDojo continues to be a valued platform for parents to stay informed and engaged in their child's educational journey. Regular daily updates, invitations to school events, celebrating learning, and opportunities to check in with the teacher.

- Continued use of the Multicultural Education Aid to support our Vietnamese community in accessing information about their child's learning and an avenue to seek support in their own language.
 - The use of interpreters, in person and via the phone and Translations ensured effective communication by utilizing interpreters and translations to bridge language barriers within the school community.
 - Regular fortnightly Newsletters, Assemblies and Liturgies created other meaningful opportunities for maintaining spiritual and communal connection.
 - Communication of Social Stories and School notes translated into Vietnamese
- Working together in being flexible and adaptive to change during the period after the school fire was further evidence of the connection and commitment by our community to work together.

The support of our neighbouring school Caroline Chisholm Catholic College to create learning spaces for our students was appreciated by all in supporting the learning to canoe in our community.

The blessings in our newly repaired spaces from Fr. Gerald after the school fire was a wonderful way to begin the year of pilgrimage at the end of 2024 and celebrate the Feast day of Christ the King.

Parent Satisfaction

Over the past 12 months, Christ the King Primary School has demonstrated measurable growth in several key areas of parent engagement, reflecting the school's ongoing commitment to building strong, inclusive, and faith-centered relationships with its community.

A notable strength is the accessibility and supportiveness of school leadership and staff, who continue to cultivate a welcoming and approachable culture. This has been most clearly observed in the strengthening of two-way communication between families and the school. Multiple communication platforms—such as the school's online portal, email updates, and newsletters—have been effectively employed to ensure families remain informed and engaged. This multifaceted communication strategy has improved the consistency and quality of interactions with parents.

Teachers have shown a sustained commitment to regular parent engagement, encouraging active participation in school life. While consistency among individual teachers varies, many families acknowledged and appreciated initiatives such as open classrooms, parent-teacher interviews, and digital platforms, which have provided meaningful insights into their child's progress.

Growth Areas and Parent Perception

Recent data also reflects positive developments in key engagement indicators:

Communication with teachers rose notably from 38% in 2023 to 63% in 2024, suggesting increased effectiveness in outreach.

Parental contributions to events and initiatives nearly doubled, from 19% to 38%, indicating growing parental involvement.

There was also a modest improvement in parents' participation in conversations about their child's learning or wellbeing, increasing from 15% to 25%.

Parents highlighted the school's inclusive and faith-based ethos as a defining aspect of their satisfaction. The school's emphasis on Catholic values, diversity, and community support were cited as central to why many families chose the school. For some, their child's enrollment marked their first meaningful connection with Catholic traditions, underscoring the school's role as a bridge to faith formation.

Equally commendable is the leadership provided by the Student Catholic Identity Leaders and Mackillop Club Team, who engaged in charity-driven activities and social justice campaigns, such as those supporting Caritas and Camp Quality. These student-led efforts model core Catholic values and strengthen the school's mission in the eyes of the parent community.

Christ the King Primary School has demonstrated meaningful growth in family engagement and satisfaction over the past year. The strengthened communication structures, inclusive practices, and emphasis on faith and service are contributing to a stronger sense of connection between home and school.

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