



Melbourne Archdiocese
Catholic Schools

2025

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 2025 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 15 May 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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, a Prep - 2 and Y3 - 6 leaders for student wellbeing and learning diversity, and literacy / knowledge rich 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, Music, Science - Technology - Engineering and Maths (STEM) and LOTE Vietnamese program. A range of enhancement programs provided by mental health in schools leader and EAL 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, lunch time clubs 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 2025 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.

A Historic Day for Christ the King School

On the feast day of Christ the King, our community gathered in great joy and gratitude to celebrate a truly momentous occasion: the Feast of Christ the King and the 70th Anniversary of Christ the King School. This milestone brought together parishioners, students, staff, alumni, and generations of families who have long called Christ the King their spiritual and educational home. We were also honoured to welcome distinguished guests and visitors. It was an honour to have newly appointed Bishop Rene - former Holy Family Parish Priest and Fr Gerald - current Parish Priest co celebrate the MASS. Together they lead a beautiful and reverent liturgy befitting this extraordinary milestone for the school and the community.

Seventy Years of Faith, Learning, and Community

Since its founding in 1955, Christ the King School has stood as a place where young minds are formed, friendships take root, and the Gospel is lived with purpose and conviction. For seven decades, CTK school has remained committed to nurturing students in faith, scholarship, and community spirit, values that continue to shape our identity today.

We give heartfelt thanks for all who have contributed to this journey: the families who entrusted their children to our care, the staff who dedicated their lives to teaching and service, and the students whose energy and curiosity have filled our classrooms across the decades.

A Celebration of Gratitude and Hope

As we marked this historic anniversary, as a community we pray in thanksgiving for the past 70 years and in hope for the generations yet to come. We asked Christ the King to renew His reign within our hearts, our school, and our parish, guiding us as we continue to nurture young people in faith and learning.

In 2025, we continue to be 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 and supported to flourish. This collective spirit has been the cornerstone of our achievements and the source of our strength.

This year also marked the beginning of our school-wide implementation of the MACS Vision for Instruction and Vision for Engagement, with a strong focus on explicit teaching. Our staff embraced this direction with enthusiasm and professionalism. It is encouraging to be witness to early positive outcomes in student engagement, clarity of instruction and learning growth.

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 families 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 and in partnership, always rallying around the well-being and learning of our students.

As we reflect on the year, I wish to express my profound gratitude for the steadfast support of our families, the unwavering dedication of our educators, and the joy and enthusiasm our students bring to their learning.

Together, we continue to strengthen a learning community that is inclusive, aspirational, and firmly grounded in Gospel values.

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

70 Years - Honouring Our Founders and Their Legacy

Christ the King Primary School and Parish celebrated their 70 year anniversary and paid tribute to the remarkable individuals and groups who laid the foundations of Christ the King School. We acknowledged the vision and leadership of the founding priests, the Sacred Heart Sisters, the Josephite Sisters, and the Missionary Sisters of Mary Queen of the World. Their courage, devotion, and unwavering faith established a school community grounded in Gospel values and committed to the flourishing of every child. We continue to stand on their shoulders. Their legacy continues to guide our mission and inspire our work. This formed the foundation of a Staff Faith Development session to deep dive into knowing our story both past and present.

The Feast of Christ the King reminded us that Christ's kingdom is not defined by earthly power, but by truth, justice, and sacrificial love. His crown is woven from thorns; His throne is the Cross. As a school community, we strive to reflect this model of leadership—one rooted in service, compassion, and the dignity of every person.

For many families the school is a vital 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. The Student Liturgy Team plan and organise weekly masses and support their peers to participate fully. The events on the liturgical calendar are celebrated as a faith community both at Mass and at school based communal prayer services.

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. Students designed a digital banner to showcase our year of celebration which was attached to our digital presence on the website and in correspondence banners.

Planning of Religious Education is 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. Leaders ensure Catholic Social Teaching permeates the school community across structures, processes and ways of being.

In response to the Key Improvement Strategy of Catholic Social Teaching, all staff participated in a Staff Faith Formation day on the theme of Pilgrimage to support the learning of the Pilgrims of Hope Jubilee year, alongside the 70 year celebrations. Staff also engaged in weekly adult prayer to encounter God and begin the day each Wednesday.

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. The curriculum areas of STEM and Visual Arts were also incorporated to provide opportunities for students to engage with the parish highlighting our history and change within our faith community.

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 parish school - St Johns 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.

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, Liturgy Team and MacKillop 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

Throughout the year, we have continued to strengthen our collective practice through a series of intentional, evidence-informed initiatives designed to enhance consistency, clarity and impact across our teaching and learning programs, guided by MACS Vision for Instruction. Central to this work has been the establishment of a low-variance curriculum, supported by structured year-level timetables, comprehensive scope and sequence documents, detailed unit outlines and clearly articulated team-planning agendas.

Our staff have further embedded the use of Ochre resources (P–6), ensuring alignment with high-quality instructional materials. Across all learning areas, teachers have continued to implement worked examples to support Explicit Instruction and the Gradual Release of Responsibility model—I Do, We Do, You Do—providing students with clear, scaffolded pathways to mastery.

We have also commenced the use of engagement norms to strengthen whole class instruction and ensure full participation. These routines such as whiteboard responses, choral answering, purposeful gestures, strategic seating arrangements, pair-share structures,

calling for non-volunteers and consistent attention signals have supported teachers to check for understanding with greater precision.

Our commitment to evidence informed practice has been further demonstrated. After an extensive audit of our literacy program, in term 3, we made a significant shift to the multi-lit suite of programs. This move enabled teachers to design learning experiences that optimise student attention and retention.

In addition, we have continued to deepen our school's understanding and implementation of the MTSS - Multi tiered support systems of supports, ensuring that student needs are identified early and addressed systematically. This work has been complemented by a strengthened approach to the use of SMART Goals in the development and monitoring of Personalised Learning Plans (PLPs), and the centralisation of all student summative data.

Weekly facilitated team planning, school-based professional learning and Professional Learning Teams (PLTs) have provided structured opportunities for staff to build shared knowledge, particularly in relation to cognitive load theory. Our learning model now fully incorporates the newly introduced MACS Vision for Instruction, and school leadership has engaged in a range of professional learning opportunities to support its effective implementation.

LITERACY

At Christ the King, literacy is a primary focus that directly supports our broader school vision of nurturing flourishing learners who are confident, capable, and compassionate. By prioritising evidence-based literacy instruction, we ensure that every student has the foundational skills necessary to thrive academically, socially, and spiritually in an ever-changing world.

Evidence-Based Instructional Framework

Grounded in the Science of Reading and the MACS Vision for Instruction – Flourishing Learners, our 2025 curriculum emphasises explicit, systematic instruction:

Foundational Skills and Intervention: At the beginning of 2025, we implemented the Sounds Write and Heggarty programs for phonemic and phonic instruction. Midyear we conducted an audit grounded in the Science of Reading that resulted in the school adopting the MultiLit suite of literacy programs in conjunction with continuing to use Sounds-Write in levels 3 to 6 to build essential phonemic awareness and phonics skills.

From foundation to year 2, these programs were used for Tier 1 whole-class instruction and were also deployed across Prep to Year 6 as targeted intervention. This ensured that

students who required additional support received evidence-based, small-group instruction to close learning gaps and build reading confidence.

Strengthening Retrieval through Daily Review:

To ensure long-term retention and higher student outcomes, we expanded our use of Daily Review across all year levels. This practice involves the systematic retrieval of previously taught material, strengthening neural pathways and ensuring students achieve mastery before moving to new concepts. These sessions allow for a high success rate and move learning from short-term to long-term memory. The school developed a tool to implement daily reviews and utilise spaced practice within the daily review. This tool is now part of the teachers' planning to ensure that previously taught material is systematically retrieved, moving learning from short-term to long-term memory while allowing students to achieve mastery of essential skills before new concepts are introduced.

In conjunction with Daily Review, we implemented Full Participation Tactics (FPTs) to ensure every student was actively engaged throughout each lesson. By moving away from traditional "hand-raising" and instead utilising techniques such as mini-whiteboards, choral responding, and "think-pair-share," our teachers were able to check for understanding in real-time. This approach ensured that no student was left behind and that engagement remained consistently high for all learners across the school.

Following the visit from The Knowledge Society, the school began exploring instructional walkthroughs as a strategic method for assessing the impact of school initiatives and monitoring the consistency of pedagogy across all classrooms. This process was instrumental in moving our literacy goals from theory into lived practice. In 2025, these walkthroughs—combined with targeted professional learning—allowed leadership and staff to identify high-impact practices and areas for refinement in real-time. By observing the "pulse" of the classroom, we were able to ensure that our commitment to evidence-based instruction was being delivered with fidelity across every year level. The walkthroughs also encouraged peer observations. This initiative opened up opportunities to spotlight exemplar practice and build on a learning culture.

Comprehension & Writing:

Our staff began integrating and adapting Ochre Education resources to deliver high-quality, genre-based writing and comprehension instruction tailored to our students' specific needs.

To ensure high-quality instruction for all, our Literacy Team facilitated embedded planning sessions as a strategic means to achieve low variation across classrooms. These sessions provided teachers with the dedicated time and opportunity to engage in rigorous data analysis, moving beyond surface-level tracking to practice a deeper evaluation of student growth. By using this data as a foundation, staff collaborated to design and implement learning and teaching programs that were both evidence-based and highly effective, ensuring

that every learner—particularly those acquiring English as an additional language—received a consistent and impactful educational experience.

Oral Language and Specialist Support

A key achievement in 2025 was the strategic employment of a Speech Pathologist, a partnership that transformed our school-wide approach to oral language and vocabulary instruction. This collaboration provided targeted intervention for students and essential professional coaching for staff, resulting in refined strategies for the explicit teaching of tier-two and tier-three vocabulary. These efforts ensured that all students developed the sophisticated communication skills required for lifelong learning.

Inclusion and Data-Driven Growth

At Christ the King, English as an Additional Language (EAL) strategies are seamlessly integrated into mainstream subjects. This ensures students build academic knowledge and English proficiency simultaneously within meaningful contexts.

To monitor this growth, our educators use the CTK Data Plan to analyse progress through:

- Summative and formative assessments for reading and phonics.
- Whole-school moderation of writing to ensure consistent high standards.
- Pre- and post-assessments to allow for immediate instructional adjustments.
- As we conclude 2025, we remain dedicated to a cohesive literacy pathway that empowers every child to thrive academically, socially, and spiritually.

NUMERACY

In 2025, we continued to deepen our mathematical understanding and teaching practices through rich professional learning opportunities during facilitated planning and school-wide meetings. This year, we continued our implementation of the Victorian Curriculum Mathematics Version 2.0. Teachers continue to build their knowledge around the new curriculum, strands and content descriptors to create clear and cohesive learning opportunities for students.

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. Number Talks were sequenced to revisit prior learning to allow students to apply their learning and address any misconceptions.

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 giving two teachers the opportunity to attend the Australian Association of Mathematics Teachers (AAMT) conference, where Peter Liljedahl presented on Building Thinking Classrooms. These teachers were able to return to Christ the King and begin implementing this work in their classrooms.

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 2025 outcomes with those from 2023, we are encouraged to see steady and significant improvements across most key learning areas.

The 2025 Year 3 NAPLAN results show that:

- Students are performing slightly better in Reading than Numeracy
- A significant proportion of students require additional support
- There is opportunity to improve both achievement and extension
- The school is committed to using these results to:
 - Strengthen learning programs
 - Support every student to succeed
 - Continue improving outcomes across all areas

The 2025 Year 5 NAPLAN results show that:

- Students are achieving solid overall results, particularly in Numeracy
- Reading requires further attention, with a higher proportion of students below expected standards

- There is an opportunity to increase high achievement across both domains

The school remains committed to:

- Supporting every student to reach their full potential
- Strengthening both achievement and engagement in learning
- Continuing improvement across all areas

NAPLAN GROWTH from 2023 to 2025

NAPLAN results from 2023 to 2025 indicates overall positive growth, with approximately two-thirds of students demonstrating improvement across most domains.

The strongest gains were in Numeracy (around 75–80% improvement) and grammar and punctuation (70–75%), with spelling also showing consistent growth.

Reading results were more variable, with just over half of students improving, while approximately one-fifth demonstrated a decline.

Writing remains the most significant area for development, with less than half of students showing improvement and a larger proportion demonstrating limited progress or decline.

Overall, the data highlights strong progress in numeracy and language conventions.

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					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	388	42%	390	45%
	Year 5	468	51%	479	59%
Numeracy	Year 3	379	48%	394	57%
	Year 5	472	65%	486	71%
Reading	Year 3	384	53%	398	59%
	Year 5	464	58%	476	69%
Spelling	Year 3	414	68%	421	67%
	Year 5	488	73%	499	79%
Writing	Year 3	408	84%	407	80%
	Year 5	481	67%	489	72%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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

Positive Behaviour for Learning

In 2025, we strengthened our Positive Behaviour for Learning (PBL) processes and procedures. We continued to embed consistent and predictable routines across the school. The implementation and consistency across the school is of low variance and is celebrated in our TFI and walkthrough data.

We introduced school based walkthrough to gather data and monitor effectiveness and consistency of PBL implementation.

The commitment to the PBL framework and its implementation remain sustainable due to strong leadership of the PBL team.

ReLate

Training and facilitation was sourced and provided by Justin Roberts from MacKillop Institute in the ReLate model. The model supports staff in managing and planning for their own wellbeing.

Justin also provided "debrief training" for members of the Leadership team. This training provided CTK with a "debrief framework". Following a critical incident the "debrief framework" provides an opportunity to support the affected parties.

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.

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.

Respectful Relationships:

Christ the King, allocated a school closure day to work with the Western Melbourne Respectful Relationships team to relaunch: Respectful Relationships: Rights and Responsibilities.

This relaunch supported the Wellbeing team in developing a CTK scope and sequence. This laid the foundations for a strategic implementation plan.

Mental Health Awareness and Support

Our participation in the Mental Health in Primary Schools (MHIPS) initiative, continues to normalise conversations about our personal mental Health for staff, students and families.

In 2025 we invited families to learn more about mental health.

The "Peaceful Kids program" provided a safe environment for families to join several community conversations about supporting their childrens mental health.

We continued to:

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

Due to the success of the Peachful Kids program, the school has made the decision to adopt the program at a universal level - all teachers will be trained and it will be part of the social emotional curriculum.

Value Added

Positive Behaviour for Learning (PBL)

Some achievements to highlight include:

- development of PBL landing and resource page for staff, updated on a weekly basis and informed by data.
- audit of the behaviour matrix
- a strong library of social stories to support students and families with expected behaviours
many social stories have been translated into Vietnamese
- twice daily, 10 minutes session of explicit teaching of expected behaviours through social stories and role-play for students.
- updated PBL staff handbook
- Ongoing professional learning.
- Development of PBL induction session built into current staff induction program
SWIS data continues to inform our approach, allowing for targeted support and timely interventions.
- PBL leadership - increased student leadership roles from 8 to 10
- Increased student voice, peer mentoring programs - Introduction of classroom based pbl leaders.
- student awards is easily accessible
- Introduction of Community leadership time - once a week all student leaders meet with staff leadership mentor to work on a school based project. EG: school newsletter, development of 70 year logo

TEX

In 2025 the school received official Accreditation from Dogs Connect, as an accredited community.

Tex's continues to enhance our wellbeing program as a protective factor:

- support student emotional regulation
- Staff and student wellbeing
- Visibility in the yard and connection across the community
- development of TEX TIME timetable to spend time in classrooms.
- Tex has become a cherished member of the CTK family and an ongoing reminder that wellbeing and learning go hand-in-hand.

Key Focus Areas of the MHIPS Role in 2025:

Proactive Mental Health Support:

- Implementation of Peaceful Kids and Resilient Drummers. These initiatives 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.
- Community conversations: workshops, resources, and guidance to help families support their children's emotional development at home.

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:

Listening to Our Students: Data-Driven School Improvement

At the heart of every decision we make is a simple, guiding principle, the child is at the centre of all we do. To serve them effectively, we don't just rely on intuition, we actively seek and analyse multiple "voices" through a robust data-collection framework.

By triangulating different types of information, we ensure that our school improvement plans are not just administrative exercises, but living responses to the actual needs of our children.

How We Capture the Student Voice

We use a multi-layered approach to understand the student experience from every angle. This prevents any single data point from painting an incomplete picture.

These data sources include:

- Opinion and wellbeing surveys
- Student forums, committees and leadership groups
- Academic progress data
- Attendance and engagement

What are our students telling us?

The MACSISS 2025 data which focused on the strength of the social connection between teachers and students, within and beyond the school showed Christ the King achieved just below (55-63%) the MACS all schools average of 71%.

The domain relating to how much students feel their teachers hold them to high expectations of their effort, understanding, persistence and performance showed Christ the King achieved between 57 - 72% which is just below the MACS all schools average of 76%.

The student voice data which measured the extent to which students feel they have opportunities to have an impact on the school showed Christ the King achieved between 46 - 54% which was slightly below the MACS average for all schools of 57%.

The Catholic Identity data which relates to students' perception of the Catholic Identity of the school showed that Christ the King achieved between 53 - 64% which is slightly below the MACS average for all schools of 65%.

Where to next?: Our Commitment

We believe that when students feel heard, they feel valued. When they feel valued, they are empowered to learn.

Our commitment to the community is to remain transparent in how we use this data. We aren't just looking at scores and statistics, we are looking for the best ways to foster an environment where every child can flourish, grow, and succeed. Their voice is our compass.

We will continue to work hard to improve all domains with a continued and improved focus on Student Safety, School Belonging and School Engagement in 2026.

Highlights:

Strengths remain in learning disposition and teacher expectations.

The data highlights a need to strengthen student connection, engagement, and wellbeing, particularly in upper year levels.

Rigorous Expectations

Students continue to recognise that teachers support effort and learning (61%).

This remains a relative strength, particularly in Year 4 (72%).
However, results have declined from previous years.

Learning Disposition

Students report a stable mindset about themselves as learners (58%).
This consistency provides a positive foundation for future learning growth.

Student Attendance

Student Attendance and Engagement

Student attendance data is a key measure of student engagement and belonging which are important pre-conditions for academic achievement.

The 2025 data for the Student Attendance rate which is the percentage of days attended by students out of the total student days at the school was 87.8% present including late arrivals.

Average Student Attendance Rate by Year Level	
Y01	89.63
Y02	90.33
Y03	90.55
Y04	92.05
Y05	91.6
Y06	92.12
Overall average attendance	91.05

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, reflects a proactive investment in strengthening leadership capacity and action across the school. In addition, the 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.

The leadership team's deep commitment to enhancing teacher practice has been both visible and impactful. In 2025 the leadership team responded to staff feedback and took the strategic step to formally embrace and implement Instructional coaching. This saw the introduction of PDP - Professional Development program focused on Instructional Coaching. A PDP professional policy was created to clearly articulate the purpose and the how.

As a Catholic school, Christ the King is a learning community in which all educators are lifelong learners who actively contribute to collective knowledge and the realization of the school's vision. Professional learning occurs within a culture where staff are expected and supported to be active learners, engaging in reflection, feedback and continuous improvement of pedagogical practice. This culture is strengthened by the provision of appropriate structures, resources and conditions that enable professional learning to be effective and impactful.

Christ the King's Professional Development Program was designed to ensure high-quality, ongoing adult learning that directly supports improved teaching and student outcomes. The program aims to provide:

- Leadership support that encourages continuous learning and professional risk-taking
- Collective responsibility for improving teaching practice
- Disciplined collaboration focused on specific goals aligned to student learning needs
- High levels of trust and interdependence among staff
- Structural support through planning, time allocation and school-wide systems
- A targeted focus on professional learning most likely to enhance practice and improve student outcomes

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.

Throughout 2025, the Leadership Team oversaw and enacted the school's Annual Action Plan, implementing targeted strategies to achieve our goals and intended outcomes across the five spheres. All policies—including those newly published by MACS—along with procedures and documentation, were reviewed, updated and aligned with VRQA standards to ensure full compliance and clarity for staff and families.

For the 2026–2027 leadership cycle, all Positions of Leadership (POLs) at Christ the King were formally declared open to all staff. In accordance with MACS policy and school procedures, the Consultative Committee provided advice on the leadership roles required to meet the school's strategic and operational needs. The Principal together with the Deputy Principal oversaw the appointment process to ensure transparency, equity and alignment with school priorities. All existing POL holders chose to reapply for their positions. Following the full review and selection process, all current leaders were successfully reappointed for the 2026–2027 period.

This outcome reflects both the strong leadership capacity demonstrated by current POL holders and the Consultative Committee's confidence in their continued contribution to the school's improvement agenda and overall leadership structure.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
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) • 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 • 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	
Number of teachers who participated in PL in 2025	20
Average expenditure per teacher for PL	\$1500.00

Teacher Satisfaction

Overall, the data indicates a strong, positive professional culture, with several domains performing above or in line with MACS primary school averages.

Collective Efficacy

Collective efficacy results were consistently strong across all staff groups, with positive responses ranging from the mid.70s to 100%. This suggests that staff share a strong belief in their collective capacity to improve student learning, a known high-impact factor in school improvement. Teaching staff and non-teaching staff both reported high confidence in the school's shared instructional purpose and collaborative culture.

School Climate

School Climate results were strong, with positive responses typically in the low.80s. Staff reported a supportive, collegial environment with shared expectations and a sense of belonging. These results reflect the school's ongoing commitment to community building, relational trust and shared values.

Staff Safety

Staff Safety results were positive overall, with most responses in the 70–90% range. Non-teaching staff again reported particularly high levels of confidence in safety processes. These results reflect the school's commitment to safe working environments, clear procedures and wellbeing support.

School Leadership

School Leadership perceptions were strong, with positive responses in the high.60s to low.90s. Staff expressed confidence in the leadership team's direction, communication and relational approach. Teaching staff reported slightly lower scores than non-teaching staff, indicating an opportunity to continue strengthening instructional alignment, clarity and shared decision-making.

Collaboration Around an Improvement Strategy

This domain showed very strong results, particularly among non-teaching staff (95–100%).

Teaching staff also reported high levels of confidence (72–85%). These results indicate that staff feel well-connected to the school's improvement agenda and supported to work collaboratively toward shared goals.

Support for Teams

Support for Teams was one of the strongest domains, with positive responses in the high-80s and low-90s. Staff reported that teams are well-supported through structures, time allocation and leadership guidance. This aligns with the school's commitment to disciplined collaboration and shared responsibility for student learning.

Collaboration in Teams

Collaboration in Teams results were consistently strong, with most responses in the high-80s to mid-90s. Staff reported effective teamwork, shared planning and strong collegial relationships. This reflects the school's ongoing investment in professional learning communities and collaborative planning structures.

Feedback

Feedback results were moderate, with positive responses ranging from the mid-50s to low-80s. Teaching staff reported lower perceptions of feedback quality and frequency compared with non-teaching staff. This suggests an opportunity to strengthen feedback loops, coaching structures and clarity around performance expectations.

Staff–Leadership Relations

This domain was a significant strength, with positive responses ranging from the high-70s to high-90s. Staff reported strong relational trust, open communication and positive interactions with school leadership. These results reflect the school's commitment to relational leadership and a supportive professional culture.

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	1
Graduate Certificate	1
Bachelor Degree	9
Advanced Diploma	2
No Qualifications Listed	11

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	31
Teaching Staff (FTE)	25.5
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	10.38
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. Christ the King continued to be known for being a welcoming and inclusive community and continued to reengage families.

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 2025.

Highlighted achievements for 2025 include:

- 70 Jubilee celebration : CTK
- Parent information sessions on "Peaceful kids program"
- Community conversations on a termly basis.
- Beginning of the Year 'Getting to Know You' conversations were held
- Whole School Beginning of the Year Mass, parents, carers and guardians were invited to attend this event with the entire school community
- Throughout the year Grade levels hosted Masses, Liturgies and Assemblies, these gave regular opportunities for families and the wider community to come together to share in school life
- There were special celebrations of Mass and a classroom activity held for Mothers Day, Fathers Day and Grandparents Day
- Open and active partnerships were established between classroom teachers, families and students during Getting to Know You Interviews, and Mid-Year Reporting and Learning Conversations, to set goals and consider next steps in student learning

- Regular PSG (Program Support Group) Meetings were scheduled to meet individual learning needs
- Learning Diversity and Student Wellbeing focussed on strengthening understandings about diverse learning and behaviour needs and how these can be identified and met in consultation with families and students
- 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.
- Continued partnership with Kelly Club

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.

School Advisory Council

Christ the King's School Advisory Council continued to play a vital and vibrant role in strengthening the partnership between families, parish and school throughout 2025. Guided by our Catholic mission and a shared commitment to student learning and wellbeing, the Council provided valuable advice, insight and support across key areas of school life.

The Council met regularly across the year, engaging in purposeful discussion and offering constructive feedback on school priorities, communication, policy updates and community engagement initiatives. Members contributed meaningfully to the review of school policies aligned with MACS and VRQA expectations, ensuring clarity, consistency and strong alignment with our Catholic identity.

The Council also provided valuable parent voice in discussions related to school improvement, including learning programs, wellbeing initiatives and communication strategies. Their insights supported the Leadership Team's ongoing work to enhance student engagement, strengthen faith formation and ensure a safe, supportive environment for all.

Christ the King is grateful for the dedication, time and expertise of all Council members. Their partnership, collaboration and commitment continue to enrich our school community and contribute to the ongoing growth and success of Christ the King.

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.

Strengths

Communication Excellence: With an 89% positive rating, the school is significantly outperforming the broader MACS network. This indicates that the frequency and quality of information being shared with families are highly valued.

Optimal School Fit:

The 11% increase in "School Fit" suggests that families increasingly believe the school's environment and teaching styles are successfully meeting their children's specific developmental needs.

Challenge for Christ the King

Barriers to Engagement: This is continues to be the most pressing area for intervention. How to we engage our diverse community?

Only 42% of families gave a positive response, a sharp 17% drop from 2024. This suggests that nearly 60% of families face significant hurdles (e.g., time, logistics, language) that prevent them from interacting with the 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.ckbraybrook.catholic.edu.au