

# **CHRIST THE KING SCHOOL**



**2025  
SCHOOL PERFORMANCE DATA**

**ANNUAL REPORT  
TO PARENTS AND COMMUNITY**

Dear Members of Christ the King Catholic School Community,

The Australian Government accountability regulations require schools to report on information on school performance to their community, each year. This report is sent to all families and it will be posted on the school website.

## **CHRIST THE KING CATHOLIC SCHOOL PERFORMANCE DATA 2025**

### **Contextual Information**

Christ the King School is a Catholic community dedicated to educating the whole child as a caring and respectful member of society. It was established adjacent to the Christ the King Church in 1903 and relocated to its current site in York Street in 1997. In 2025 the school had an enrolment of 403 (Pre-Kindergarten to Year 6). The school aims to encourage students to become meaningful and active members of society, who model their Catholic faith. It works in partnership with families and parish to create a co-operative, enriching and affirming community. It further aims to provide opportunities for all students to reach their potential by offering a supportive, engaging, innovative and challenging educational environment. The school seeks to implement 'best practice' teaching and learning in all classrooms. The school also offers reading and math intervention programs as well as an enrichment program. Specialist teachers offer programs in: Physical Education, Science, Music, AUSLAN, Library and ICT. The school aims all will live up to its motto, to "Care for and Respect Everyone".

### **School Improvement**

#### **2025 Annual School Improvement Plan – Key Goals**

- To encourage tolerance and acceptance through Christian Witness and to raise religious awareness amongst community members and students to learn more about Jesus' teachings.
- Identify Professional Learning needs in Aboriginal Education and establish an Aboriginal school-based team.
- Development of Guiding Principles in Numeracy supporting differentiation and open-ended activities.
- Utilising the digital communication platform of 'Seesaw' as a method of assessment and reporting to parents.
- Develop consistent strategies to support students to develop self-regulation skills.
- Staff Team to develop Behaviour Management Policy and Procedures which includes actions and steps in managing incidents student behaviour issues.
- SIT – Staff Wellbeing Focus.
- Staff to focus on High Impact Learning for English with Julie Scali.

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teacher Qualifications</b> | <p>Our teachers have a range of qualifications. In summary, the number of teachers with each qualification is listed below:</p> <p>3 x Master of Education<br/> 15 x Bachelor of Arts Education<br/> 6 x Bachelor of Arts Early Childhood Education<br/> 3 x Bachelor of Science<br/> 1 x Diploma of Child Services<br/> 2 x Graduate Certificate in Education Special Needs<br/> 1 x Graduate Certificate in Early Childhood Education<br/> 1 x Graduate Diploma of Education in Technology<br/> 1 x Graduate Diploma of Business Management<br/> 1 x Diploma of Pastoral Care</p> |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Workforce Composition

|                             |                    |
|-----------------------------|--------------------|
| <b>Principal</b>            | 1 Male             |
| <b>Assistant Principal</b>  | 1 Female           |
| <b>Teachers</b>             | 1 Male, 17 Females |
| <b>Non-Teaching Staff</b>   | 29 Females 2 Males |
| <b>Yardman and Gardener</b> | 1 Male             |

**Note: No Indigenous staff currently employed at Christ the King School.**

## Key Student Outcomes

|                                                               |                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Student Attendance</b>                                     | <ul style="list-style-type: none"> <li>Compulsory Years PP – 6 = 353 students in school (Plus 50 Pre-Kindy and Kindy Students) total 403</li> <li>Full Year = 183 days</li> <li>The average attendance rate for students = 91.32%</li> </ul>                                                     |
| <b>Student Attendance<br/>Year Levels Pre-Kindy to Year 6</b> | <ul style="list-style-type: none"> <li>Pre-Kindy - 94.55%</li> <li>Kindy - 92.65%</li> <li>Pre-Primary - 94.76%</li> <li>Year One - 93.08%</li> <li>Year Two - 92.33%</li> <li>Year Three - 94.12%</li> <li>Year Four - 93.76%</li> <li>Year Five - 94.43%</li> <li>Year Six - 93.13%</li> </ul> |

## Non-Attendance Management

All absentees are recorded in SEQTA by each class teacher. Absentees need to be explained in email or writing by the child's parent, which is recorded in the Register of Attendance and all notes are kept for future reference.

The classroom teacher will send home an Absentee Note Follow Up Form to any child who does not bring in an absentee note. This is followed up with a phone call if required and if there is still no response, a member of the Leadership Team will follow-up with a phone call and if necessary, a meeting with the parent or guardian.

An electronic summary of attendance is formulated each term to ensure correct procedures are followed. Any child who has a large number of absentees is monitored and a discussion between the class teacher, Leadership Team and parent/guardian ensues. In some cases where it is difficult to contact parent/s and or guardian/s, we have communicated via written letter.

## Mathematics Assessment Interview

At Christ the King the MAI has been used by Years 1, 2 and 3 to attain data to drive our Numeracy Dedicated Programmes and to assist in the differentiation of content delivery. The MAI has been used by Years 4, 5 and 6 to assess the students at risk and ascertain their teaching starting points. By assessing the children at the beginning of the year the data allows the classroom teacher to plan as well as gather information for Curriculum Adjustment Plans.

|                                |                     | 2022 | 2023 | 2024 | 2025 |
|--------------------------------|---------------------|------|------|------|------|
| Counting                       | Year 1<br>(below 2) | 27%  | 58%  | 37%  | 8%   |
|                                | Year 2<br>(below 4) | 18%  | 14%  | 37%  | 49%  |
|                                | Year 3<br>(below 5) | 24%  | 30%  | 27%  | 43%  |
| Place Value                    | Year 1<br>(below 1) | 18%  | 26%  | 0%   | 3%   |
|                                | Year 2<br>(below 2) | 30%  | 30%  | 57%  | 28%  |
|                                | Year 3<br>(below 3) | 66%  | 74%  | 73%  | 59%  |
| Addition and<br>Subtraction    | Year 1<br>(below 1) | 15%  | 29%  | 12%  | 11%  |
|                                | Year 2<br>(below 2) | 21%  | 19%  | 37%  | 23%  |
|                                | Year 3<br>(below 4) | 37%  | 33%  | 37%  | 11%  |
| Multiplication<br>and Division | Year 1<br>(below 1) | 36%  | 45%  | 12%  | 16%  |
|                                | Year 2<br>(below 2) | 21%  | 35%  | 31%  | 15%  |
|                                | Year 3<br>(below 3) | 66%  | 70%  | 56%  | 53%  |

The information above identifies the percentage of students who are identified as at needing support through the MAI assessment in each given domain. From this data, it is evident that as a whole, Place Value, Multiplication and Division are focus domains. We will continue to work on Place Value and Multiplication and Division as a whole school focus in 2025 by further developing best teaching practices in Numeracy through the development of Guiding Principles in Numeracy and subsequent toolkits and effective teaching strategies in the identified areas, working with CEWA consultants.

## Satisfaction Level

Through Staff Professional Development, Parent meetings and communication, Student discussion and the 2025 Survey on Remote Learning, Teacher and Parent satisfaction along with Student Attitude to School can be measured. In 2025, the whole school completed a new Strategic Plan with a strong vision for learning plus high standards for behaviour and expectations.

## Staff Satisfaction

Through an analysis of Staff Feedback from staff meetings and discussions, the following can be said about the staff satisfaction at Christ the King School:

- Staff indicated that Catholic faith, story, witness, and tradition was an important part of the school environment and to them individually.
- Staff indicated that a focus on Staff well being and the introduction of 'Wellness' daily would be a positive inclusion promoting staff culture.

## Parent/Caregiver Satisfaction

Through an analysis of Parent Feedback in surveys and communication, the following quotes were shared by Parents about their satisfaction at Christ the King School:

- Checking in with the teacher is vital. Parent Teacher meetings were very informative.
- The school has progressed so much in the two years since a change in the principal.
- I was very pleasantly surprised at the programs that are on offer at CtK now. They seem to be differentiated, involved and well planned and so much effort has gone into them. I appreciate everything the teachers have done for my kids.
- Your work has been appreciated. The use of Seesaw is great.
- Communication with teachers was great. It was lovely to get an Overview of each term's focus.

## Student Voice

Through an analysis and development process of the class Code of Conduct the following can be said about the students' attitude to school at Christ the King School:

- Students indicated that Christ the King was a school where they felt safe, respected and cared for.
- Students indicated that the children and staff at Christ the King include everyone and are accepting and tolerant.
- Students indicated that the behaviour management process changes were clear and easy to understand with visual classroom displays.
- Students like coming to school at Christ the King.
- Students have a strong voice.

## Post School Destinations: (Attended Christ the King School in 2024)

|                                       | Catholic | Non-Catholic |
|---------------------------------------|----------|--------------|
| Seton Catholic College                | 27       | 8            |
| Christian Brothers College, Fremantle | 10       | 1            |
| Corpus Christi College                | 0        | 0            |
| John Curtin College of the Arts       | 0        | 0            |
| Iona Presentation College             | 3        | 1            |
| Fremantle Christian College           | 0        | 1            |
| Fremantle College                     | 0        | 0            |

**School Income:**

Available on the My School Website: <http://www.myschool.edu.au>

**Mrs Sabrina Reardon**  
**Acting Principal**

**Mrs Lisa Luelf**  
**Acting Assistant Principal**