



# Christ The King Primary School

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# 2024 Annual School Report



## Introduction

### **About the Annual School Report**

Christ The King Primary School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

## Key Messages

### From the Principal Mr Tony Hughes

It is with great pleasure that I present to you the 2024 Annual School Report for Christ The King Primary School, North Rocks - the year of our 50th Golden Jubilee. This year we celebrated a half century of education on our current site in Statham Avenue, with a family school picnic and Jubilee reunion dinner and mass.

Throughout 2024, the school continued to strive for academic excellence and provided increased opportunities for students to participate in extra-curricular activities. Our school enjoyed a strong reputation in the local community for academic excellence, the faith development of our children and the strength of the parent teacher partnership in education. This was owing to our positive and enthusiastic student population, our supportive parents, our talented and highly skilled staff and supportive parish priest who all worked together to build our spirit-filled community.

Our school song proclaims that our community is indeed a community of love, with Christ as our centre. I am extremely proud of this unique and outstanding community whose members support, and work with one another to provide quality Catholic education for the children in our care.

I congratulate our community for providing our children with so many opportunities in which to excel. We believe at Christ the King Primary School we are a community of learners, and especially that the children see themselves as learners. We are proud of their many sporting achievements, participation in debating and public speaking and especially in the academic gains made this year.

At Christ The King Primary School, our mission is to:

- Promote our faith formation
- Nurture our students
- Provide quality learning and teaching
- Grow as a community
- Treat and respect each individual person

We thank our Lord for our many blessings received during 2024 and ask his blessings upon our community for the next fifty years.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

### **From the Parents/Carers**

Parents have significant involvement in the learning and pastoral life of the school. They are generally active participants at masses and liturgies. Parents supported learning in all grades by contributing to the children's learning activities throughout 2024. Parents are forthcoming to assist with children's extra-curricular activities including excursions, assisting in classrooms and participating in regular events and celebrations.

Instead of a Parent and Friends Committee, school event groups, made up of volunteer parents worked successfully throughout the year. Parents have volunteered to take up positions on various event committees to assist the organisation and facilitation of a specific events. This initiative has proven most productive in involving parents within the school and parish community. Planning has begun for the establishment of the a Community and Family Engagement group.

In 2024, class parents continued to act as the communication link between the classroom teachers and the grade parent body. Parents continued to communicate with their class parents using a variety of social media applications especially in the utilisation of the Compass Parent Portal.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

### **From the Students**

Our student leaders were selected to positions of responsibility and leadership by the staff to have a specific role at Christ The King Primary School. Their leadership responsibilities included organising and running the morning assemblies, Positive Behaviour Support for Learning (PBS4L) focus, flag raising, special ambassadors to important events, leading student teams and taking on various tasks as requested by the principal. Each of our Year 6 students also belonged to a leadership team that focused on portfolios such as sport, students' welfare, youth and the environment. These leadership positions included two student captains, eight student prefects and eight sport colour house captains.

All Year 6 students had a special role in showing leadership, good examples and responsibility to the rest of the student population. They took this role very seriously and lived up to the high expectations asked of them.

Our students have wonderful facilities, playing spaces, learning spaces and technological resources to assist them with their learning and leisure. They were acted as tour guides in Catholic Schools Week and assisted with other celebrations in 2024 as ambassadors.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

## School Context

### History of the school

In 1969, a new school was planned for the area and the Holy Faith Sisters were invited to lead and work in the School. They began teaching children from Kindergarten to Year 2 in St Gerard's Hall in Carlingford in 1973 until the first school building was completed in 1974 at North Rocks. The establishment of a Catholic community was as a result of the passion and efforts of our founding Parish Priest, the Reverend Fr Eric Burton, who was our Parish Priest for 45 years. Fr Burton passed away in September 2018. The staff aimed to provide an environment that strived for excellence in education and to instil Catholic values in every student who attended the School. They wanted our learning to be Christ-centred and as our School song highlights, within a community of love. Fr Eric Burton named the Parish and our School 'Christ The King'. He saw that Christ was the shepherd who served His people. He wanted us to serve each other as Christ has served us. It is the vision that continues today. We continue to build our community, working together for the common good, so that our School continues to grow into a just and safe place where our School rules, based on gospel values, are instilled and practised by all members within our School environment.

### Location / Drawing Area

Christ The King Primary School is located on Statham Avenue, North Rocks and draws on students from North Rocks and parts of Oatlands, Carlingford and Baulkham Hills. It serves the Parish of Christ The King North Rocks, and has been situated on this site since 1973. We are situated in close proximity to St Monica's Primary School North Parramatta and nearby North Rocks Public School. We are a feeder school to St Patricks Marist College Dundas, Our Lady of Mercy College Parramatta and Oakhill College Castle Hill. We are situated close to North Rocks Shopping Centre and serviced by local buses. Students walk to school but the majority of the children use our drive through system.

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	34
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	14
Number of part time teaching staff	12
Number of non-teaching staff	8

### Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at Christ The King Primary School can be sourced directly from the school.

## Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the school this year has included:

- All teachers of religious education were introduced and trained in the new Diocesan Religion curriculum "Encountering Jesus" for its mandatory implementation in 2025.
- The numeracy professional learning focus for the year pertained to the numeracy strand "working mathematically" focussed on fluency, understanding and problem solving.
- With the abandoning of an "open classroom" pedagogy, teachers focussed on the re introduction of an explicit teaching model in a differentiated "agile learning" environment.

## Catholic Identity and Religious Education

### Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

### Social Justice

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- Our senior Faith in Action students group participated in the Vinnie's Winter Sleep Out highlighting awareness about those experiencing homelessness.
- The whole school community supported the Vinnie's winter appeal providing essential necessities for those less fortunate in the wider community.
- The whole school community participated in the "Marist 180 Day" - a day of awareness and fundraising for the homeless in our community.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

### School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

### Religious Education

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's

teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

### **Professional Learning of Staff in Religious Education**

Professional Learning in Religious Education offered to staff this year included:

- All staff engaged in the the training modules and pedagogical strategies for the implementation of the new religion curriculum - Encountering Jesus.
- Staff worked in stage groups in developing class and staff prayer and sacred spaces to enhance the prayer experience of all members of our community.
- Teachers worked in collaboration in developing a prayer scope and sequence that enhanced our own community's Catholic identity.

## Learning and Teaching

### **National Assessment Program - Literacy and Numeracy (NAPLAN)**

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

### NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	80%	66%
Writing	90%	77%
Spelling	61%	61%
Grammar and Punctuation	69%	54%
Numeracy	75%	63%

### NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	74%	71%
Writing	77%	67%
Spelling	65%	68%
Grammar and Punctuation	65%	65%
Numeracy	58%	68%

## Student Profile

### Enrolment Policy

Christ The King Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

### Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
162	148
Total Enrolments: 310	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	93%	4	93%
1	92%	5	89%
2	92%	6	92%
3	92%	School Average: 92%	

### Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students

and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

### **Characteristics of the student body**

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	219
Students with disabilities (SWD)	64
Aboriginal and Torres Strait Islander	1

## Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Christ The King Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Re-ignition and review of PBS4L (Positive Behaviours System for Learning) strategies with teachers to promote a consistent shared approach.
- Staff training for the implementation of the PIVOT student wellbeing surveys and data analysis in conjunction with the Tell Them From Me data.
- Teacher development in analysing and building resilience in our students.

Christ The King Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

### **Actions promoting respect and responsibility**

Christ The King Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Focussed action on our PBS4Ls - respect for self, others and the environment as a part of our daily life at school each day.

- Students through participated in activities and liturgies that promoted respect for others through identifying our community responsibilities.
- Our senior FIAT team organised where students and teachers were able to acknowledge random acts of kindness towards others in our community.

## Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Parents are encouraged to participate in making school-based decisions about their children in regards to their learning and wellbeing.
- Children are in a safe and nurturing environment at school where they are encouraged to do their best and are acknowledged for their achievement.
- Parent concerns regarding their child are responded to respectfully and thoroughly by the teacher and school principal.

Areas of strength from the student feedback include:

- Students have developed strong personal relationship with their peers.
- Students have a positive attitude to their school and their own behaviour.
- Students feel they are listened to by staff when they feel unsafe or anxious.

Areas of strength from the staff feedback include:

- All staff have a clear understanding of what is expected of them in their role in the school.
- Staff believe they have excellent opportunities to learn and develop their roles in a most professional manner that acknowledges areas of development.
- Staff trust the school leadership and feel they are respected as both individuals and professionals in our school community.

## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	Students to improve their writing accuracy with a focus on their spelling to improve by at least one years growth point by the end of 2024. This will involve the introduction of the Seven Step Writing programme and Sound Waves spelling initiatives.	Still Working Towards.
Priority 2	Students will build by at least one year, their understanding and fluency skills to solve problems of increasing difficulty evidenced through PAT-M Data. This focuses on working mathematically developing reasoning, fluency and understanding skills.	Achieved.

Projected School Priorities		
Priority 1	Improvement of Literacy outcomes for students. This will involve the implementation of InitialLit in Kindergarten with a structured phonics programme operating in K-3. This will be enhanced by the appointment of an Instructional Coach.	
Priority 2	Improve student's understanding of the Catholic approach to engaging the theology of scripture with the implementation of the new Diocesan Religious Education curriculum -"Encountering Jesus".	

## Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$4,136,472
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,087,382
Fees and Private Income <sup>4</sup>	\$956,067
Other Capital Income <sup>5</sup>	\$147,103
Total Income	\$6,327,024

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$57,235
Salaries and Related Expenses <sup>7</sup>	\$4,854,270
Non-Salary Expenses <sup>8</sup>	\$1,484,243
Total Expenditure	\$6,395,748

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<sup>1</sup> Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

<sup>2</sup> Capital relates to Government Capital Grants received for construction of school assets

<sup>3</sup> State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

<sup>4</sup> Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

<sup>5</sup> Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

<sup>6</sup> Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

<sup>7</sup> Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

<sup>8</sup> Non-Salary refers to all other Non-Salary Recurrent Expenses