

Leader of Learning and Inclusion Report 2024
Christ the King School
February 2025



Over the past year, our staff have dedicated themselves to creating a strong and supportive learning environment at CTK, one that prioritises inclusivity and fosters the growth and development of every student. With valuable support from CESA and external consultants, we have engaged in a learning journey to assess and refine our current practices, ensuring we deliver high-quality education in an encouraging, community-oriented space. As we move forward into 2025, we remain committed to building a school where every student can thrive and reach their full potential.

Inclusive Education

In 2024, we made significant progress in our efforts to enhance inclusive education.

We began the year with an audit of our disability data, focusing on the daily levels of adjustments we make for students with a disability as well as our documentation of assessments, PPLs and meetings. We were successful in our audit having all our documentation up to date and clearly stated along with the correct levels of adjustment allocated for students.

I continued to collaborate closely with teachers, parents, and students to implement adjustments that would facilitate participation in all lessons and activities. Personalised Learning Plans (PPLs) were created, discussed with parents, and regularly updated to reflect students' evolving needs. We maintained our commitment to collecting data for the Nationally Consistent Collection of Data (NCCD) for students with disabilities, which informs our funding cycle.

Our staff worked diligently throughout the year to adapt their teaching strategies to meet the needs of all students. We became more efficient at collecting and storing data, conducting regular discussions, and ensuring that we were responsive to the changing needs of our learners.

Intervention Programs

In 2024, we continued our successful MultiLit programs, led by two experienced Education Support Officers (ESOs). These programs targeted students needing extra support in literacy, focusing on phonics, reading, and writing. The results were outstanding, with many students demonstrating increased reading fluency and improved literacy skills. Over 20 students participated in the program throughout the year, and we are grateful for the dedication and hard work of Frances Grocke and Di Fulwood in running these interventions.

Additionally, we introduced a new intervention program specifically designed for students with dyslexia or those showing dyslexic tendencies. The Orton-Gillingham Approach, which is multisensory, structured, and explicit, was led by ESO Mia Pearce, yielding excellent results. This approach proved highly effective, and in 2024, another five teachers completed the training to expand its reach into the classroom as well.

Other intervention programs in 2024 included:

- Fundamental movement skills
- Fine motor skills development

Stretch Group

Our Stretch Groups continued to provide opportunities for our more capable students. In Years 4-6, we held two groups focused on enhancing problem-solving skills in Maths. These groups worked with Mrs. Denton bi-weekly, developing critical thinking skills.

To further extend our students, we offered University of NSW ICAS assessments in Maths and English, achieving excellent results:

- Maths: 1 Credit, 1 Distinction
- English: 1 Credit

INSPIRE Psychology PIP Program

In 2024, we successfully applied for PIP funding from CESA, allowing us to collaborate with Inspire Psychology for a social skills program and psychological support sessions. This program, conducted in partnership with Sacred Heart College, McCauley Community School, and St. Martin De Porres, provided 7 student groups with the 'Sociable Kids' social skills program. Over 10 students also accessed individual psychological support. The program was a success and will conclude at the end of Term 1, 2025.

Curriculum Focuses

In 2024, we continued our partnership with independent literacy consultant Tracey Grice. We built on the previous year's structured literacy blocks and implemented new resources, including the Units of Study in Reading and Writing across all year levels. This approach emphasized fostering a love of reading while improving students' ability to analyse, reflect on, and enjoy what they read. Tracey observed lessons, provided feedback, and modelled lessons, which were enthusiastically embraced by both staff and students.

In Maths, we continued our work with educational consultant Anne Bayetto. We gathered data on student numeracy skills and restructured our daily Maths lessons to include reviews, explicit teaching, practice, and reflection. Anne provided further professional development, guiding teachers in creating a comprehensive Maths Curriculum map that would ensure multiple opportunities for students to learn and practice new skills.

We also began mapping other subjects in Version 9 of the Australian Curriculum and focused on planning assessment tasks before writing units of work. We developed curriculum maps for Science, HASS, Maths, and English, aligning them with CESA's Performance Standards.

Co-educator Support

Our Co-educator group remained stable in 2024, providing ongoing support for both teachers and students. With a balanced mix of male and female staff from diverse backgrounds, including teaching degrees, our Co-educators contributed significantly to the school community. They took on a variety of roles, working with students individually or in small groups, supporting students during breaks, attending excursions and camps, and collaborating with teachers to deliver lessons. Their flexibility, patience, and dynamic approach were vital in meeting the diverse needs of our students.

Staff Professional Development

Staff participated in a wide range of professional development throughout 2024, both as a group and individually. CESA offered much of this training, and we also accessed courses from respected professionals. Some key areas of professional development included:

- Anne Bayetto – Maths
- Explicit Instruction and Cognitive Load (CESA)
- Autism Awareness Training (Autism SA)
- PDA (Pathological Demand Avoidance) Profiles in Students (CESA)
- Cybersafety and Security
- High-Performance Teams and Flourishing Schools
- SEQTA – Reporting and Assessment
- PAT Assessments and Data

- Tracey Grice – Literacy
- Curriculum Mapping and Assessment Design (Clare Collier, CESA)
- Supporting Students from Intercountry Adoption (Relationships Australia)
- Technology for Supporting Disabilities
- Orton-Gillingham Dyslexia Training

Resources

In 2024, we made significant investments in resources to support teaching and learning across the school.

Key resources purchased included:

- Decodable readers
- MiniLit and MacqLit program materials
- Sensory toys for classrooms
- Maths equipment for Junior and Upper Primary
- Science equipment
- HASS, Science, and Maths teaching resources
- Parent resource books
- Student whiteboards
- Sensory garden materials
- Book boxes and storage solutions
- Book celebration costumes
- Social skills games
- Bond Blocks intervention resources
- Dictionaries and thesauruses
- Fine motor group materials
- Units of Study in Reading and Writing
- Phonics to Reading resources
- New reading books across all year levels
- Reader's Notebooks for Years 3-6
- Spelling resources for Years 3-6

As I move into 2025, I have decided to transition my role as Leader of Learning to Tracey Grice. I will be focusing on my new role as Leader of Diversity and Inclusion while continuing my studies for a Master's in Inclusive Education. I reflect on the achievements of the past year with gratitude and pride, and I extend my thanks to all staff and students for their hard work and dedication. At Christ the King School, we remain committed to creating a supportive, enriching educational experience that includes and empowers every student.

Emma Heinrich

Leader of Learning and Inclusion 2024