

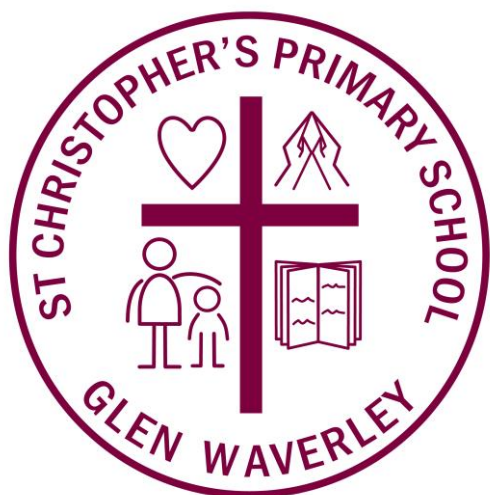


ANNUAL REPORT TO THE SCHOOL COMMUNITY

2019

St Christopher's Primary School
Glen Waverley

REGISTERED SCHOOL NUMBER: 1600



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Contact Details

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E NUMBER	E1219

Minimum Standards Attestation

I, Shane Davoren, attest that St Christopher's Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

12 June 2020

Our School Vision

St. Christopher's Primary School is a welcoming and caring community, guided by the Catholic Faith.

Embracing difference and diversity, we strive to empower students to experience success and become resilient lifelong learners.

We work collaboratively with our community to nurture the academic, spiritual, social, emotional and physical growth of each child.

Our students are challenged to engage with their local and global world to create positive change.

School Overview

- St. Christopher's Primary School is a small multicultural Catholic school, located in the eastern suburbs of Melbourne and is set in spacious grounds. St. Christopher's has a reputation for being a high performing school with a strong sense of community spirit. These attributes are most noticeably reflected in a supportive parent community, active and engaged students, and dedicated staff. St. Christopher's has a family like feel where all students are known and staff take on a shared responsibility for all students.
- St. Christopher's is a very high performing school with a large percentage of the student population consistently achieving results that exceed those in the majority of schools in Victoria and at a national level.
- Our school is dedicated to the development of the whole child where all programs are underpinned by the Gospel values. We aim to challenge our children to reach their full potential through a broad and personalised contemporary curriculum and we strive to provide excellence in all areas of school life. In order to meet the demands of a rapidly changing society, we ensure that the professional development undertaken by our dedicated staff enables them to provide programs and activities relevant to children of the 21st century. We aim to develop each child's self-esteem and to make our school community a happy, rewarding and enjoyable place to be.
- Our primary objective as identified in our School Improvement Plan (2018 – 2021), is to maximise growth and progress of all students by ensuring they are actively engaged in authentic, purposeful and meaningful learning. This will be achieved by building staff capacity to collaboratively analyse data to inform planning and classroom practices.
- We aim to implement and sustain effective practices that focus on building relationships and nurturing links to learning with home, school, parish and the wider community.

Principal's Report

Throughout 2019, teaching staff continued with the aim of differentiating their teaching in order to personalise learning for all students in the school. Whole staff planning focussed on building staff capacity to collaboratively analyse data to inform planning processes and classroom practices.

St. Christopher's continued to include parents and the wider community in student learning. This was demonstrated by curriculum evenings, the use of various technologies and numerous excursions and incursions.

Once again through NAPLAN results, St. Christopher's demonstrated that its students are performing at a very high level with many of our students achieving results that exceed those in the majority of schools in Victoria and at a national level. St Christopher's was ranked eleventh in the State of Victoria (all primary schools) and ranked number one (Victorian Catholic primary schools).

St. Christopher's community was lucky to have the support of its wonderful parent group. The Parish Education Board worked hard to review many policies and support the principal and parish priest. The Parent's Association again performed an outstanding job in organising and running numerous social and student focussed events.

The St. Christopher's Parish and School worked as a team to host a fete early in the year. This was a huge success as a result of the effort and commitment of many volunteers.

Education in Faith

Goals & Intended Outcomes

- ❖ To ensure our Catholic identity, inspired by Jesus Christ, reflects the engagement of our students in the diversity of a contemporary world.
 - That the students will make strong connections between our Catholic Faith Tradition and the world.

Achievements

During the 2019 school year, St. Christopher's took part in a number of social justice events that included Project Compassion and Catholic Mission fundraisers. Senior students and students involved in the Student Representative Council, raised awareness of different causes and highlighted links to relevant gospel stories and faith messages. This helped students to connect faith and their actions to assist others.

Staff and students practised and valued the opportunities for prayer as part of our day to day relationships. Faith based behaviour was taught, strengthened and reinforced. Catholic values were embedded into our teaching and learning experiences. There was a close relationship between the Religious Education Leader of the school based sacramental program and the parish Sunday School team. This allowed all Catholic students in the parish to be involved in a number of activities during sacramental preparation. At St. Christopher's, units related to the sacramental program were covered in all levels of the school. Links between the lives of the students and the program were highlighted to students and families.

Staff used the new Religious Education Outcomes to generate assessment for units of work. They linked these outcomes to other curriculum learning areas in order to integrate units of work where possible and make them more relevant to students.

VALUE ADDED

- ✓ Religious Education (RE) Program – Prep to Year Six – Exemplar Units studied – based on 'To Know, Worship and Love', integrated with the new 'Horizons of Hope' RE Curriculum and other curriculum learning areas.
- ✓ Active emphasis on social justice with collaboration between school and parish and other local, national and international agencies
- ✓ Whole school – regular masses and classroom masses throughout the year
- ✓ Senior school classes attend Anointing Masses at St. Christopher's Parish
- ✓ Paraliturgies in classes with Parish Priest
- ✓ Feast Days, seasonal and community celebrations jointly undertaken by parish and school
- ✓ Parish Priest's active collaboration on Education in Faith
- ✓ Parish Priest's active involvement and support of the school
- ✓ Active collaboration between school and parish including, Fund Raising, Faith Education, community celebrations such as Mother's Day, Father's Day, liturgical seasonal celebrations, cultural annual celebrations and key school events such as Opening of the School Year and Graduation etc.
- ✓ Celebration of the Sacraments of First Reconciliation, First Eucharist and Confirmation. (*Prep to Year Six Program*)
- ✓ Family evenings for each sacrament, facilitated by Parish Priest and Religious Education Leader
- ✓ Reflection/preparation days for each sacrament
- ✓ Parish/School Mass – one per term to present sacramental candidates to the community – Commitment Mass
- ✓ Student Representative Council – promotes social justice issues and links to faith

Learning & Teaching

Goals & Intended Outcomes

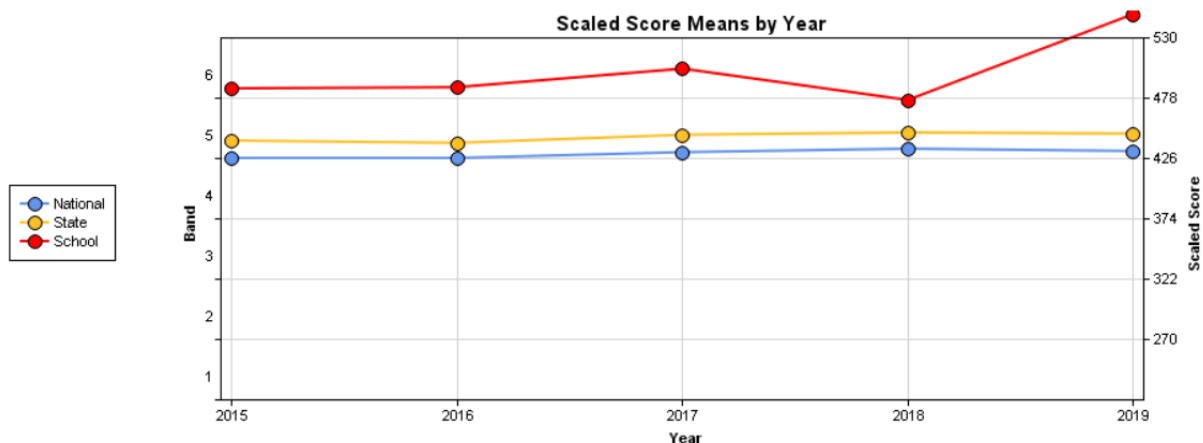
- ❖ To maximise growth and progress of all students by ensuring they are actively engaged in authentic, purposeful and meaningful learning.
 - That student outcomes will reflect targeted growth in literacy and numeracy

Achievements

STUDENT LEARNING OUTCOMES

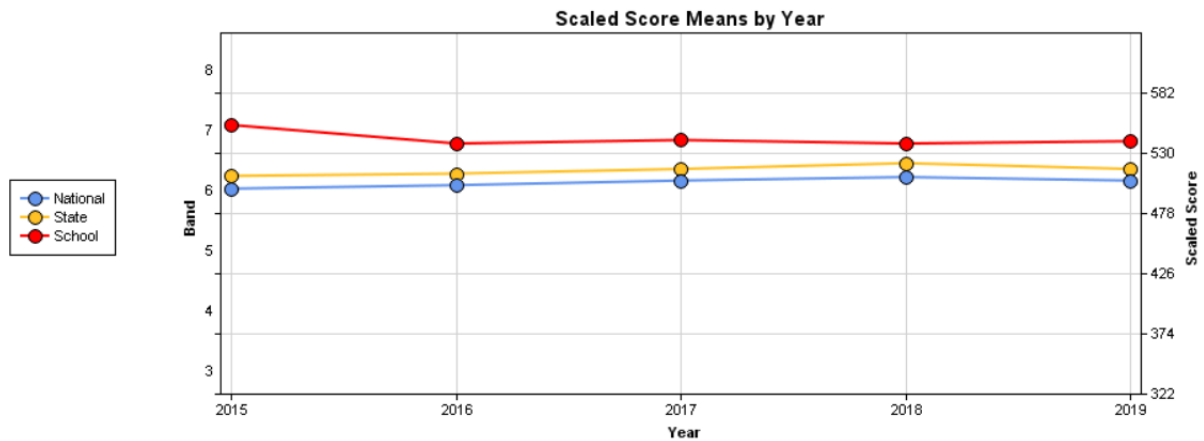
The graphs and detail below indicate that St. Christopher's has been a high performing school over the previous five years. Over the last Five years, Year 3 Spelling has nearly always been well above average of state and national schools. Year Five spelling has also been at or above State average over the last five years. Year Three grammar and punctuation has been mostly well above the state average during the same period. Year Five grammar and spelling has at all times over the last five years been above state average.

Reading - Year 3



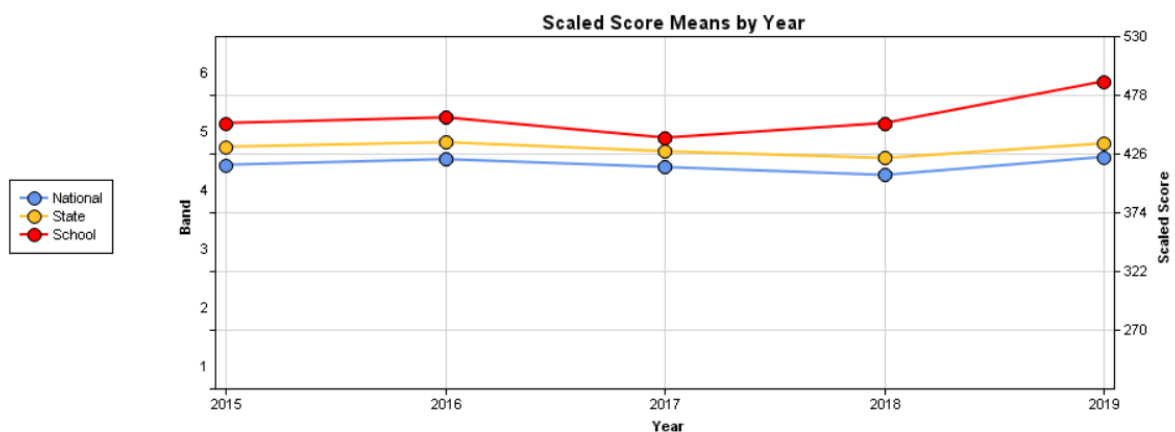
This graph shows the level of achievement in Reading (NAPLAN) over a five-year period for Year 3 students. It is pleasing to note that our children consistently outperform compared schools. Our scaled score mean was always higher than all compared schools. Results for 2019 were significantly higher than State and National results. The challenge for learning in Reading is to continue to maintain our exceptional success and to support and challenge our high achieving students in Year 3.

Reading - Year 5



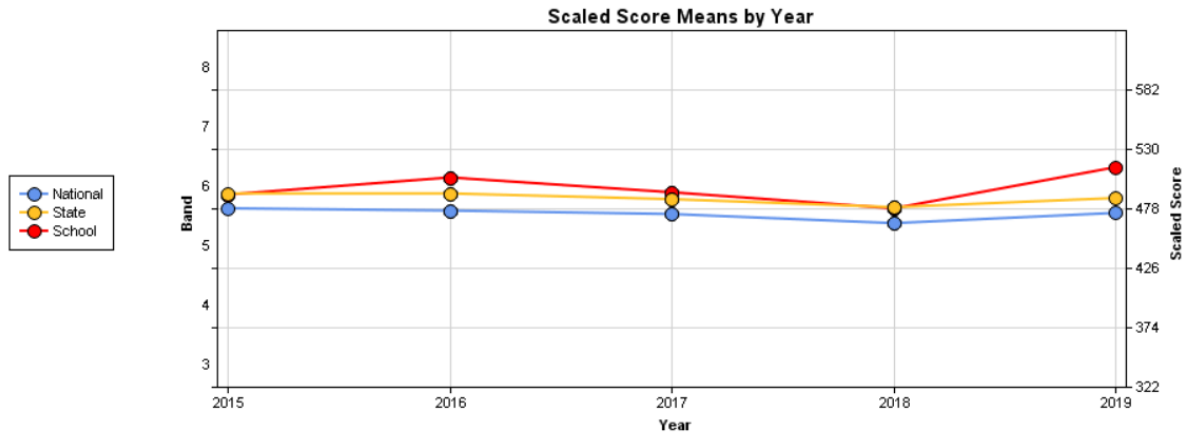
This graph shows the level of achievement in Reading (NAPLAN) over a five-year period for Year 5 students. Again our children consistently outperformed all other compared schools and that our scaled score mean was higher than compared schools over the five-year period. The challenge is to ensure that high achieving students are appropriately supported.

Writing Year 3



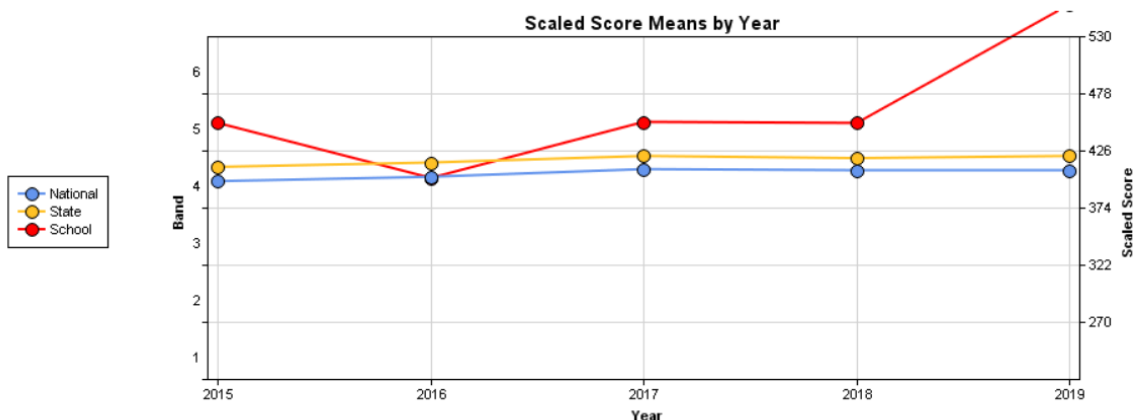
The graph above shows the level of achievement in Writing over a five-year period for Year 3 students. Students in Year Three at St. Christopher's consistently outperformed all other compared schools and that our scaled score mean was consistently higher than all other compared schools. The 2019 score was well above compared schools. The challenge for learning in Writing is to continue to maintain this success and to support and challenge our high achieving students.

Writing Year 5



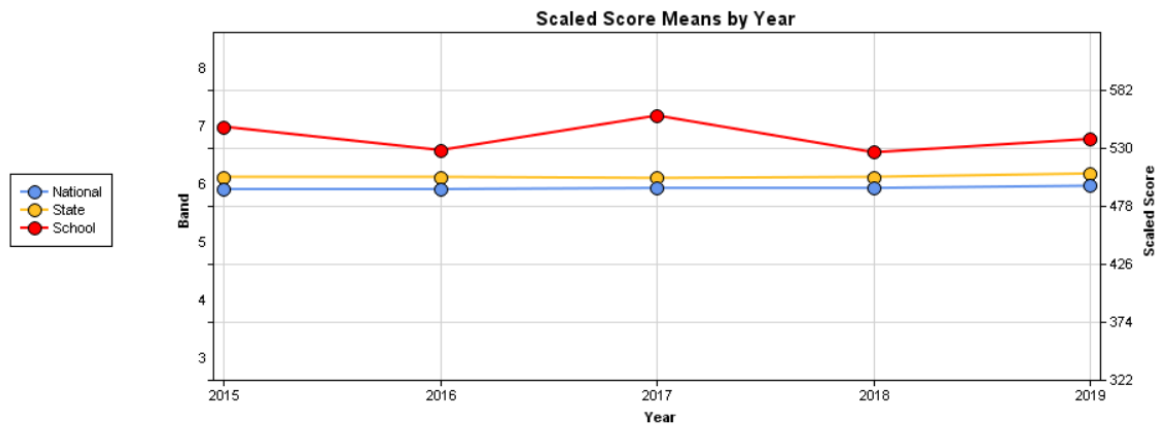
The graph above shows the level of achievement in Writing over a five-year period for Year 5 students. It is pleasing to note that our children performed at a level equal to or above all other compared schools. The 2019 results indicate that our students performed at a level significantly higher than students at compared schools.

Year 3 Numeracy



The graph above shows the level of achievement in Numeracy over a five-year period for Year 3 students. It was pleasing to see the strong results in 2017 and 2018 and the exceptional score in 2019, which indicated that our scale score mean was significantly above other schools. The professional learning undertaken by staff in recent years, as well as the personalised learning approach adopted by teachers, has supported this high level of achievement.

Year 5 Numeracy



The graph above shows the level of achievement in Numeracy over a five-year period for Year 5 students. Our students consistently performed at a higher level than State and National compared schools.

Student Wellbeing

Goals & Intended Outcomes

To equip students with the knowledge, skills and dispositions to embrace difference and diversity and strengthen their relationships with each other and God.

- That student social and emotional competencies and connections to others are strengthened

Achievements

During 2019, staff worked to ensure a consistent understanding and implementation of student behaviour management. This involved reviewing and modifying school rules and consequences for breaching rules. All staff and students were involved in this process so that there was a consistent understanding of rules and expectations across the whole school. The new rules and expectations were shared with the wider school community.

Specific effort was given to integrating other curriculum areas with the Social and Emotional Learning (SEL) program where possible. This included linking the Religious Education program and the Victorian Curriculum capabilities with SEL.

Time is allotted in staff meetings for teachers to report any student concerns to generate greater staff awareness and provide more appropriate support for the children and their families. Teachers also considered ways in which they could work with parents to support the wellbeing needs of children in the school. Class meetings and the School Representative Council (SRC) continued, and provided students with a 'voice' and forum for matters related to their learning. Days such as Grandparents Day and Multicultural Day provide our students and families with opportunities to build stronger connections to the school and help to foster closer relationships with families.

St. Christopher's ran an extensive transition program, including a 'buddy' system for our new intake of Prep students and their families. They had the opportunity to meet each other and all of their teachers for the upcoming year. The school leadership shared information with new families during orientation days.

A big part of wellbeing involves ensuring that students are engaged in the learning process. Staff meetings supported this by assisting teachers to personalise teaching and differentiate the curriculum for all students in each class. St Christopher's staff believe in the importance of nurturing relationships with students and their families.

VALUE ADDED

Social Skills/Wellbeing Programs/Extra Curricular

- Social and Emotional Learning Program
- Student Representative Council
- Buddy Program
- Student Wellbeing focus at staff meetings
- Lunchtime clubs
- Grandparents Day
- Multicultural Day
- Before and After School Care program
- Access to psychologist
- Weekly class assembly presentations
- Family Life program
- Class Meetings
- Cyber safety
- Meditation/mindfulness sessions
- Coding Lessons
- Instrumental Lessons
- Chess lessons

Health and Fitness Program

- PE Program Prep – Yr. 6
- Interschool Sports Competition
- Swimming Lessons
- School Athletics Carnival
- Cross Country – school & district
- Running club
- Tennis lessons
- Bike Education

School Camp & Excursions

- Year 5 / 6 annual school camp
- Excursions across all grade levels

Incursions across all grade levels

STUDENT SATISFACTION

In 2019, St Christopher's school took part in the new Catholic Education Melbourne (CEM) School Improvement Surveys. The aim of the surveys is to drive school improvement within a Catholic context. The results below show that St Christopher's students percentage of positive comparative endorsement was above the CEM average in nearly all the domains measured. These results reflect the work that staff have done to build strong relationships with and support students.

Orima Research – Catholic Education Melbourne School Improvement Surveys 2019 (Students).

CEMSIS STUDENT SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=40)	CEM average PRI school comparison % positive (n=29,768)
1. Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.	84%	78%
2. School engagement	How attentive and invested students are in school.	63%	59%
3. School climate	Perceptions of the social and learning climate of the school.	72%	65%
4. Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school.	80%	73%
5. School belonging	How much students feel they are valued members of the community.	80%	75%
6. Learning disposition	Students' mindset about themselves as learners.	75%	78%
7. Student safety	Perceptions of student physical and psychological safety while at school.	61%	55%
8. Student voice	The extent to which students feel they have opportunities to have an impact on their school.	65%	60%
9. Catholic identity	Student perceptions about the Catholic identity of the school.	75%	62%

STUDENT ATTENDANCE

The table below details information regarding student attendance. St. Christopher's contacts parents /guardians about any unexplained absences, on the same day, as soon as practicable. The class role is taken twice daily at 9am and 2pm. The number of absences and late arrivals are included in reports to parents/guardians. Any issues regarding attendance are discussed with parents and/or highlighted in student reports.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	87.4
Y02	92.1
Y03	92.0
Y04	91.2
Y05	92.6
Y06	93.5
Overall average attendance	91.5

Child Safe Standards

Goals and Intended Outcomes

St. Christopher's is committed to providing a safe environment for all students and takes active steps to protect them against abuse. To achieve this, we have developed and will actively enforce Child Safe policies and procedures to ensure that any person involved in 'child related work' or 'child connected work' is aware of their obligations & responsibilities for ensuring the safety of all children under our care. All staff have a legal duty to take reasonable steps to protect students in their charge from risks of injury that are reasonably foreseeable. This includes making students aware of how they can stay safe and what to do when they believe their safety is compromised. During 2019, St Christopher's reviewed and adapted its Vision Statement to better reflect its diverse community and its needs including the awareness of Child Safety.

Achievements

St. Christopher's has developed a number of policies and procedures in order to comply with the Victorian Government Child Safe Standards and promote a zero tolerance of child abuse. This includes the following;

- Child Safety Policy
- Child Safety Code of Conduct
- Child Safe Volunteer Procedure
- Checklist for the Engagement of Contractors
- Induction Checklist
- Child Safety Checklist for Existing Contractors
- Working With Children Check Policy

In developing the above and other initiatives, St. Christopher's has consulted extensively with the school community. This has included consultation with the Parish Education Board who have had an input into key policies and procedures. The school staff have also been consulted and contributed to the compliance with the Child Safe Standards. Child Safety is a regular item on both Staff and Parish Education Board meeting agendas. Relevant policies and procedures were reviewed in 2019 by staff and the Parish Education Board. Relevant policies are made publicly available on the school's website and are also available at the school office.

In 2019, St. Christopher's provided a number of opportunities for staff and community members to review policies and procedures related to Child Safety. This included the Victorian Government 'PROTECT' document as well as the Commission for Children and Young People - Reportable Conduct Scheme. Parents are continuously informed through the school newsletter, electronic forums and face to face to ensure that they are aware of their responsibilities and those of the school. Contractors and volunteers were

again briefed in regards to procedures and policies. As part of the Student Wellbeing program, students learn about their rights and responsibilities in regards to Child Safety and how to keep themselves safe. The school has ensured that all new practices are adhered to through ongoing communication with the school community, enforcement of policies and procedures and ongoing risk management. When new staff were employed, relevant and checks were undertaken.

Numerous staff meetings were allocated to reviewing and understanding Child Safety Policies and procedures. Special attention was made to highlight the obligations school staff have around child safety and duty of care. This included reviewing the PROTECT document and relevant policies.

Relevant policies were explained in a way that students at all levels could understand. A SEL program included lessons related to child/personal safety which included student safety plans.

The principal and deputy principal as well as the Learning Diversity leader, oversee the implementation of any Child Safety policies and procedures. Classroom teachers consulted with these staff members in order to determine relevant curriculum for the delivery to students.

Leadership & Management

Goals & Intended Outcomes

To develop a collaborative culture that supports and empowers all staff to enact the school's vision for ongoing improvement.

- That staff professional knowledge and collaborative practice will improve

Achievements

School leadership facilitated time for teachers to plan collaboratively during staff meetings and release time. Teachers specifically focussed on differentiating the curriculum to support students at the point of need and to engage them in their learning. Teacher planning supported the grouping of students according to their needs for specific topics and lessons. Learning focussed on using data from the following assessments to plan future learning for all students.

- Naplan
- ACER – Literacy and Numeracy
- Running Records (Prep – 6)
- Cars and Stars
- Numeracy pre and post testing
- Observation surveys

School leadership supported staff to document assessment data in a consistent manner. This assisted staff to utilise this detail for planning.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- Inquiry Curriculum Focus
- First Aid, CPR & Anaphylaxis
- Data analysis, school planning
- School Improvement Planning
- NReports – Professional Learning in the use of the mandated reporting process and use of software/hardware issues.
- NForma - Professional Learning in the use of central databases for the collation and analysis of student data
- Participation in leadership networks by relevant staff – Curriculum, Student Services, Literacy, Education in Faith, Numeracy, ICT, Student Wellbeing
- National Consistent Collection of Data - requirements and acknowledgement of adjustments
- Horizons of Hope – Catholic Education Melbourne Curriculum Framework
- Mandatory Reporting – eLearn module
- Disability Standards For Education – including eLearning modules
- Catholic Education Melbourne School Improvement Survey training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

14

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2400

TEACHER SATISFACTION

In 2019, St Christopher's school took part in the new Catholic Education Melbourne (CEM) School Improvement Surveys. The aim of the surveys is to drive school improvement within a Catholic context. The results below show that St Christopher's staff percentage of positive comparative endorsement was above to well above the CEM average in nearly all the domains measured.

Orima Research – Catholic Education Melbourne School Improvement Surveys 2019 (Staff).

CEMSIS STAFF SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=11)	CEM average school comparison % positive (n=13,985)
1. Student safety	Perceptions of student physical and psychological safety while at school.	92%	69%
2. School climate	Perceptions of the overall social and learning climate of the school.	97%	76%
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.	96%	76%
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.	66%	56%
5. Feedback	Perceptions of the amount and quality of feedback staff receive.	69%	40%
6. School leadership	Perceptions of the school leadership's effectiveness.	83%	57%
7. Staff safety	Perceptions of staff safety in the school.	84%	65%
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.	80%	63%
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.	39%	57%
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.	83%	58%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.	75%	67%
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	79%	65%
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.	90%	70%
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.	90%	78%

School Community

Goals & Intended Outcomes

To strengthen the collaborative partnership between home, school, parish and the wider community to support learning and wellbeing.

That families will be more empowered and actively engaged in the learning of their children

Achievements

Existing community engagement pathways were continued in 2019. These included assemblies, bi-annual art show, kinder visits, Grandparents/Multicultural Day, School/Parish Fete, whole school and class masses and sacramental celebrations. In addition, further changes were made to reporting to create a more parent friendly format. The continuation of the Chromebook program and extension of students' ICT skills provided another forum for parents to be linked with student learning. Wider use was made of the 'Skoolbag App' and 'Caremonkey' which provided parents with convenient ways to stay connected to the school and student learning. Parents were also kept up to date with events, alerts and other information such as newsletters and student learning with this technology. There was a strong parent/community attendance at the Mathematics Family evening.

PARENT SATISFACTION

In 2019, St Christopher's school took part in the new Catholic Education Melbourne (CEM) School Improvement Surveys. The aim of the surveys is to drive school improvement within a Catholic context. The results below show that St Christopher's parents percentage of positive comparative endorsement was above the CEM average in nearly all the domains measured.

Orima Research – Catholic Education Melbourne School Improvement Surveys 2019 (Parents).

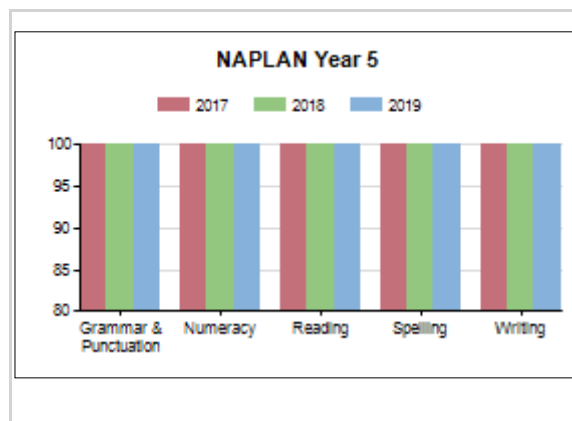
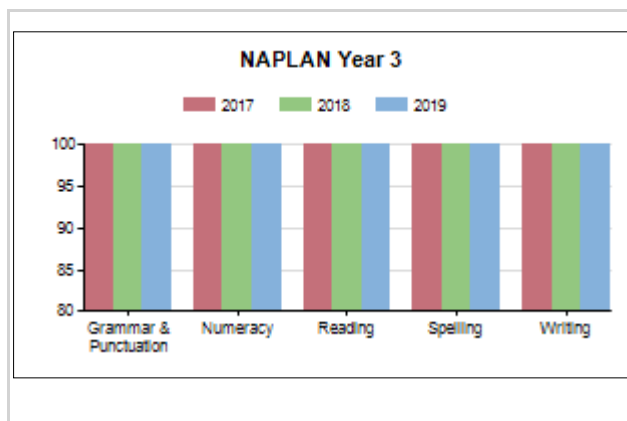
CEMSIS FAMILY SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=17)	CEM average PRI school comparison % positive (n=8,679)
1. Family engagement	The degree to which families are partners with their child's school.	65%	57%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.	90%	89%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.	82%	79%
4. School climate	Families' perceptions of the social and learning climate of the school.	90%	86%
5. Student safety	Perceptions of student physical and psychological safety while at school.	94%	73%
6. Communication	The timeliness, frequency, and quality of communication between the school and families.	76%	72%
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.	70%	70%

School Performance Data Summary

E1219

St Christopher's School, Glen Waverley

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
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Y02	92.1
Y03	92.0
Y04	91.2
Y05	92.6
Y06	93.5
Overall average attendance	91.5

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	94.4%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	85.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	40.0%
Graduate Certificate	20.0%
Bachelor Degree	60.0%
Advanced Diploma	0.0%
No Qualifications Listed	40.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	14
Teaching Staff (FTE)	7.5
Non-Teaching Staff (Headcount)	3
Non-Teaching Staff (FTE)	1.6
Indigenous Teaching Staff (Headcount)	0

NOTE: The School's financial performance information has 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