



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS

St Christopher's School Glen Waverley

2020

Annual Report to the School Community



Registered School Number: 1600

Table of Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal's Report	5
Education in Faith	6
Learning & Teaching	7
Student Wellbeing	10
Child Safe Standards	13
Leadership & Management	14
School Community	16

Contact Details

ADDRESS	Doon Avenue Glen Waverley VIC 3150
PRINCIPAL	Shane Davoren
PARISH PRIEST	Fr Ralph Besterwitch
SCHOOL BOARD CHAIR	Felix Wawolangi
TELEPHONE	03 9803 0011
EMAIL	principal@scsyndal.catholic.edu.au
WEBSITE	www.scsyndal.catholic.edu.au
E NUMBER	E1219

Minimum Standards Attestation

I, Shane Davoren, attest that St Christopher's 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 2020 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.

11/06/2021

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

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 2020, despite long periods of remote teaching and learning, teaching staff continued with the aim of differentiating their programs 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 community was lucky to have the support of its wonderful parent group. The Parish Education Board used online forums to review many policies and support the principal and parish priest. The Parent's Association again performed an outstanding job in organising and running student focussed events when possible throughout the year.

While 2020 interfered with the way St. Christopher's School normally operates, it did provide the school with opportunities. The school found new ways to complete learning and teaching tasks and staff learnt how to use technology in new ways. The St. Christopher's community displayed great resilience and resourcefulness. This ensured that our school worked closely with the community and helped to provide continued support for all students.

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 2020 school year, St. Christopher's highlighted a number of social justice events that included Project Compassion and Catholic Mission fund-raisers. While working remotely, students 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. This practice was maintained during remote learning and teachers continued to use prayer at various times when working online with students. Faith based behaviour was taught, strengthened and reinforced. Catholic values were embedded into our teaching and learning experiences. As a result of restrictions related to the Covid-19 pandemic, the sacramental program was disrupted at times. Our school community was also limited in the way it could celebrate faith based events. Teachers accommodated some of these remotely and provided students with different ways to share and celebrate their faith. 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.
- sharing of faith and via online forums
- Active emphasis on social justice with collaboration between school and parish and other local, national and international agencies
- 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
- Celebration of the Sacrament of First Reconciliation
- Reflection/preparation day for each Reconciliation
- Student Representative Council - promoted 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

Despite the challenges posed by Covid-19 and remote learning, staff continued to work at developing teacher capacity to utilise data to drive learning and teaching. Staff and Professional Learning Meetings often focussed on using assessment to plan lessons and highlight students that required extra support.

The Learning Diversity leader worked with staff to differentiate curriculum. Personal Learning Plans were developed for numerous students across the school. Parents were consulted in regard to these plans and regular meetings occurred online.

Teachers continued to assess students in all curriculum areas. Both formal and informal detailed assessment took place at the start of the year. Teachers utilised Essential Assessment to complete pre and post testing in the area of Mathematics throughout the year. Students submitted numerous Writing work samples during remote learning so that teachers could provide feedback and determine student Writing levels. Many online platforms were utilised during Reading lessons when students were learning remotely. Students completed both PAT (Progressive Achievement Tests) literacy and numeracy testing in October.

Lessons in all curriculum areas continued throughout remote learning, including the specialist subjects of Physical Education, Italian, Music and Art.

STUDENT LEARNING OUTCOMES

All students (except Foundation) completed PAT Reading and Mathematics during October. Over half of all Australian schools use this testing platform. These results indicate that most students at St. Christopher's School are working at a Stanine 5 level or above (PAT Stanine levels). Many students achieved results that are stanine 7 or above in both Reading and Mathematics. Some year level specifics are listed below.

Mathematics

Year 1: all students stanine 5 or above

Year 2: all students except 1, at or above stanine 5

Year 3: all students at or above stanine 5

Year 4: all students at or above stanine 5. Most students stanine 7 or above

Year 5: all students stanine 5 or above. Half students at stanine 5

Year 6: Many students stanine 7 or above. 4 students below stanine 5.

Reading

Year 1: all students except 1, at or above stanine 5. More than half of students stanine 7 or above

Year 2: Most students stanine 7 or above. 1 student below stanine 5.

Year 3: all students at or above stanine 5. Nearly half of the students stanine 7 or above

Year 4: all students stanine 7 or above

Year 5: all students at or above stanine 5

Year 6: Nearly a third of students stanine 7 or above. 4 students below stanine 5.

The PAT testing indicates that St. Christopher's students are generally performing at high levels of achievement in Mathematics and Reading. These results are utilised by staff to determine areas of focus at both a school and year levels.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2018	2019	2018 – 2019 Changes	2020	2019 – 2020 Changes
	%	%	%	%	%
				*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	100.0	0.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	100.0	100.0	0.0		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



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

Remote learning presented students with many challenges during 2020. However, staff continued to ensure that Student Wellbeing was made a priority particularly during this time. Teachers provided students with opportunities to connect with their classmates online. Students also participated in lessons that specifically focussed on maintaining their wellbeing while working remotely. The Zones of Regulation program was run both onsite in small groups and online. Staff regularly checked in with students and their families to ascertain how they were coping. As a result of these discussions, students who were struggling to manage remote learning were invited to attend school onsite. This option was also provided to students of essential workers and vulnerable students.

Time was 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.

St. Christopher's ran a modified Prep transition program due to Covid-19 restrictions, 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 online with new families.

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
- Before and After School Care program
- Class Meetings
- Cyber safety

- Meditation/mindfulness sessions
- Instrumental Lessons

Health and Fitness Program

- PE Program Prep - Yr. 6
- Interschool Sports Competition - limited 2020
- Tennis lessons

School Camp & Excursions

- Year 5 / 6 school camp Term1
- Excursions across all grade levels - limited in 2020 to Term 1 and Term 4.

STUDENT SATISFACTION

Throughout remote learning, teachers regularly discussed wellbeing with students and highlighted ways in which they could maintain a positive mindset. Students commented that they found this helpful. They were also happy that their teachers changed and refined work programs in response to their suggestions and comments.

STUDENT ATTENDANCE

St. Christopher's contacts parents /guardians about any unexplained absences, on the same day, as soon as practicable. The class roll 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. When learning remotely, teachers took the class roll at the start of their online sessions each morning and in afternoon sessions with students. Throughout remote learning during 2020, students that did not attend online sessions with their class on any given day were contacted and the reason for them not taking part noted. If there was no engagement with any curriculum on a given day students were noted as absent.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	97.4%
Y02	92.3%
Y03	93.8%
Y04	94.0%
Y05	91.0%
Y06	94.3%
Overall average attendance	93.8%

Child Safe Standards

Goals & Intended Outcomes

During 2020, it was critical for teachers and staff to integrate child safety and wellbeing strategies into an online environment. This included teachers discussing online safety with students and communicating appropriate ways to work remotely. The school ensured that all families had access to relevant technology so that they could connect with teachers. Protocols were set and discussed that guided students around their interactions during online video lessons and other forms of digital communication. School staff followed up relevant concerns with parents and school leadership.

Achievements

In 2020, 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. This was done through an online forum during remote learning in 2020. 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.

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 (online during remote learning) 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

During remote learning in 2020, staff conducted staff meetings and professional learning activities online. Catholic Education Melbourne also supported the professional learning of staff through remote learning. 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 (2019)
- 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 Professional Learning undertaken in 2020

St. Christopher's staff commenced working in a Learning Collaborative with other Catholic schools and an international educational consultant. This was again done through online forums and the focus was using data to drive learning and teaching. Relevant staff participated in specific online professional learning sessions facilitated by Catholic Education Melbourne.

Other online modules were completed by staff including those related to mandatory reporting.

Number of teachers who participated in PL in 2020	13
Average expenditure per teacher for PL	\$500

TEACHER SATISFACTION

2020 was a very challenging year for teachers, and it was important for school leadership to regularly communicate with them in order to determine support required. This was done either via online forums or by a phone call. This communication allowed staff to share concerns they had about working remotely and the resources required to support them to conduct learning and teaching activities. These discussions proved productive as adjustments to programming were made in response to the remote learning experience as it continued for much of 2020. Staff were appreciative of this and felt supported during this difficult time.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	98.6%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	94.7%
----------------------	-------

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)	2.0
Teaching Staff (Headcount)	11.0
Teaching Staff (FTE)	5.4
Non-Teaching Staff (Headcount)	5.0
Non-Teaching Staff (FTE)	1.6
Indigenous Teaching Staff (Headcount)	0.0

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

Throughout much of 2020, Covid-19 restricted the way that our school would normally interact with our school community. We were lucky to enjoy some community events such as our welcome picnic at the start of the school year. Following Covid-19 restrictions after this, interactions with the community were limited to online forums. Our school assemblies were conducted via this method and provided parents with an opportunity to view student learning and activities. Our senior students wrote letters to certain members of the parish that may have been particularly challenged by the isolation caused by Covid-19. Technology enabled certain groups such as the Parents' Association to continue to meet. Marketing of the school was done predominantly by digital means. The school experienced an increase in demand for enrolments, specifically at the Foundation level for the following year.

PARENT SATISFACTION

St. Christopher's conducted some parent surveys during remote learning in 2020. These were done via Google Forms and asked parents to provide feedback in regard to their experience with their child's online/remote learning. Results showed that almost all respondents were either reasonably satisfied or extremely satisfied with the home learning program provided by St. Christopher's school. These surveys also provided the school with opportunities to fine tune learning programs to meet parent expectations and requirements. The surveys also meant that school staff could follow up specific concerns that individual parents had. Feedback at both Education Board and Parents' Association level was also very positive in regard to the remote learning program.

