



St Christopher's School Glen Waverley

2021 Annual Report to the School Community



Registered School Number: 1600

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Minimum Standards Attestation

I, Domenic De Leo, 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 2021 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 Schools.

30/03/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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 but steadily growing 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 very high performing school with a strong sense of community spirit. These attributes are most noticeably reflected in a supportive 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.

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. 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 2021 students and staff were faced with challenges posed by Remote Learning as a result of Covid-19. Despite this, teachers worked to provide students with a curriculum that met their needs. All students took part in online learning activities every day. They were also provided with hard copies of learning activities which enabled them to work at their own pace without technology. The school community believed that it was important to have a variety of learning activities.

While most students learnt remotely at various stages throughout the year, a small group of students was supported on site. School staff assisted these students to complete learning tasks and provided them with opportunities to socialise with others. This support assisted students whose parents were essential workers and students that needed extra help to engage with the school curriculum. When students finally returned to on site learning, teachers focussed on re-establishing learning routines and minimising the spread of Covid-19.

Community groups such as the Parish Education Board and the Parents' Association, continued to meet online. This meant that important tasks such as policy review, was able to continue. Staff also held meetings weekly online in order to take part in professional learning, communicate concerns regarding student wellbeing and share information.

Once again the school community displayed great resilience and worked together in order to support the students in its care.

School Advisory Council Report

Despite another year disrupted by Covid-19 and remote learning, the School Advisory Council (SAC) conducted its meetings online. One of the major tasks completed by the SAC was adopting a new 'Terms of Reference'. This was mandated by Melbourne Catholic Primary Schools Ltd, the new body responsible for the governance of Catholic primary schools in the archdiocese of Melbourne. The SAC examined these new Terms of Reference and where possible, made adjustments in order to meet the specific needs of the St. Christopher's local context. The school's financial position was also shared with the SAC. A number of policies were reviewed including key Child Safety policies. The principal sought feedback from the SAC in regard to the school's Remote Learning program implemented throughout 2021. An AGM was conducted which involved highlighting key areas of focus for 2022.

Education in Faith

Goals & Intended Outcomes

Goal: To ensure our Catholic identity, inspired by Jesus Christ, reflects the engagement of our students in the diversity of a contemporary world.

Intended Outcome: That the students will make strong connections between our Catholic Faith Tradition and the world.

Achievements

While working remotely, teachers continued to ensure that the Religious Education program continued throughout 2021. This included conducting daily prayer sessions with all students as well as sacramental preparation and highlighting social justice issues. Staff were also provided with a number of formation experiences that assisted them to develop a deeper understanding of their own faith.

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
- Parish Priest's active collaboration on Education in Faith
- Family evenings (online) for each sacrament, facilitated by Parish Priest and Religious Education Leader
- Reflection/preparation days for each sacrament
- Student Representative Council - promotes social justice issues and links to faith
- Religious Education curriculum is integrated within inquiry units of work

Learning & Teaching

Goals & Intended Outcomes

Goal

To maximise growth and progress of all students by ensuring they are actively engaged in authentic, purposeful and meaningful learning.

Intended Outcomes

That student outcomes will reflect targeted growth in literacy and numeracy

Achievements

Throughout 2021, St. Christopher's was part of a Melbourne Archdiocese Catholic Schools Learning Collaborative. The focus of this project is to build the capacity of teachers to use data to personalise learning and improve student learning outcomes. Teachers engaged with local and international research and education consultants. This involved examining parameters of highly successful schools. St. Christopher's teachers adopted some new strategies as a result of this professional learning. Teachers specifically focussed on Writing and worked together to moderate student work and plan strategies for individual students. While some of this work was completed when staff were working on site, it also continued through online forums when working remotely.

Teachers continued to differentiate the curriculum for students both when students were on site and when working remotely. While this was particularly challenging when working remotely, small group and individual support was offered online.

STUDENT LEARNING OUTCOMES

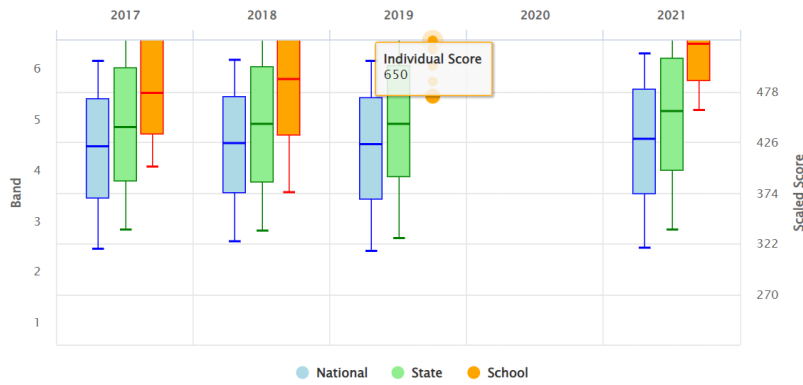
The graphs and detail below indicate that St. Christopher's has been an extremely high performing school over the previous five years (no data 2020). The mean score in almost all assessment areas, has been above or well above National and State scores. These results reflect the extent to which teachers work to personalise and differentiate curriculum to meet the needs of students. Teachers use NAPLAN and other school based data to drive student learning. Results are analysed so that areas of focus can be determined, and student learning reflects relevant needs. Teachers use assessment data to plan lessons and group students. Assessment results also assist teachers to reflect on the effectiveness of teaching strategies. This reflection highlights strategies that have had a positive impact on student learning and also those that may need to be changed or discontinued. Targets for individual students and cohorts are set by reviewing NAPLAN and other assessment data.

The NAPLAN growth data that indicates results of the same students but in different cohorts e.g. Year 3 in 2019 and year 5 in 2021, demonstrates that most students achieved good levels of growth. However, the data also highlights students that did not achieve this. This indicates to teachers that they will need to reflect on the learning strategies used with these students and further ways to support their learning.

Five Year Trend Report

2021 | Year 3 | Test Area: READING
 Gender: All | LBOTE: All | ATSI: All
 Date: 25/05/2022 | Time: 10:45:52 AM

Export to PDF



Key:

- 90th percentile
- 75th percentile
- 50th percentile
- 25th percentile
- 10th percentile

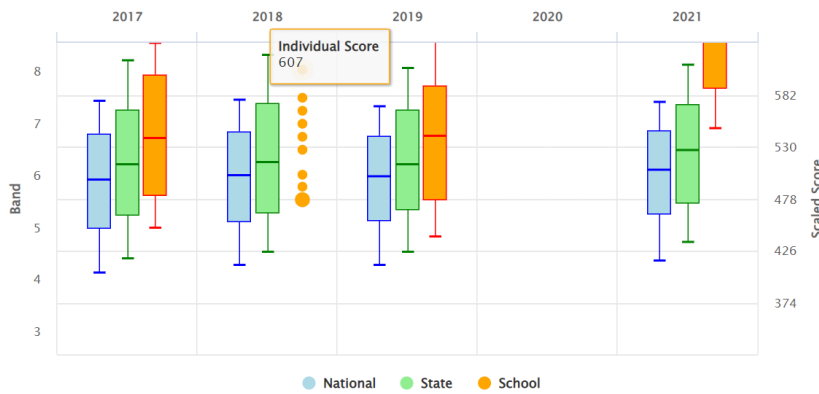
Individual Results for Groups less than 10

Caution should be used when drawing conclusions from this data, particularly with small groups of students (i.e less than 10)

Five Year Trend Report

2021 | Year 5 | Test Area: READING
 Gender: All | LBOTE: All | ATSI: All
 Date: 25/05/2022 | Time: 10:44:47 AM

Export to PDF



Key:

- 90th percentile
- 75th percentile
- 50th percentile
- 25th percentile
- 10th percentile

Individual Results for Groups less than 10

Caution should be used when drawing conclusions from this data, particularly with small groups of students (i.e less than 10)

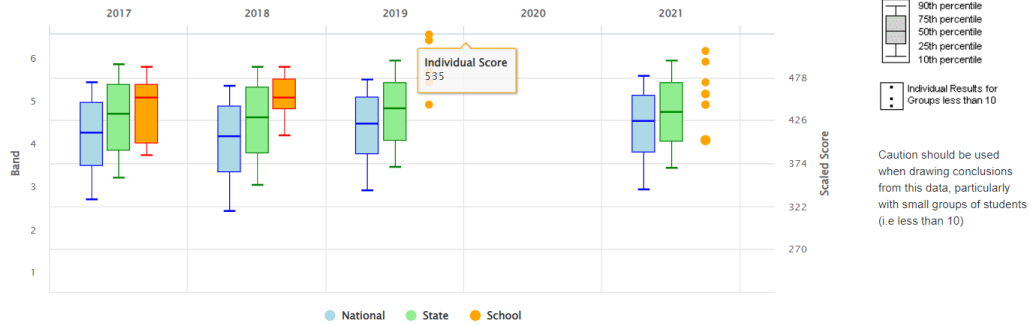
Five Year Trend Report

Export to PDF

2021 | Year 3 | Test Area: WRITING
 Gender: All | LBOTE: All | ATSI: All
 Date: 25/05/2022 | Time: 10:47:10 AM

Please note that although the writing genre varies over time, results have been successfully equated so that direct comparisons can be made between any writing tests from 2011 onwards.

Writing task genre:
 Narrative (old scale): 2008 – 2010
 Persuasive: 2011 – 2015; 2017 – 2018
 Narrative: 2016; 2019



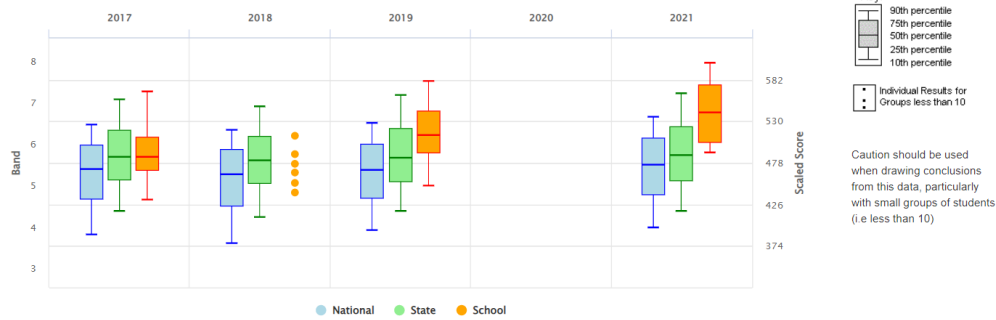
Five Year Trend Report

Export to PDF

2021 | Year 5 | Test Area: WRITING
 Gender: All | LBOTE: All | ATSI: All
 Date: 25/05/2022 | Time: 10:50:15 AM

Please note that although the writing genre varies over time, results have been successfully equated so that direct comparisons can be made between any writing tests from 2011 onwards.

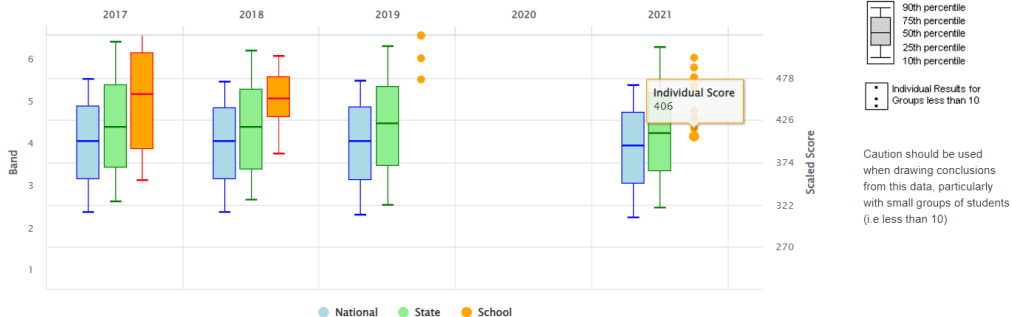
Writing task genre:
 Narrative (old scale): 2008 – 2010
 Persuasive: 2011 – 2015; 2017 – 2018
 Narrative: 2016; 2019



Five Year Trend Report

Export to PDF

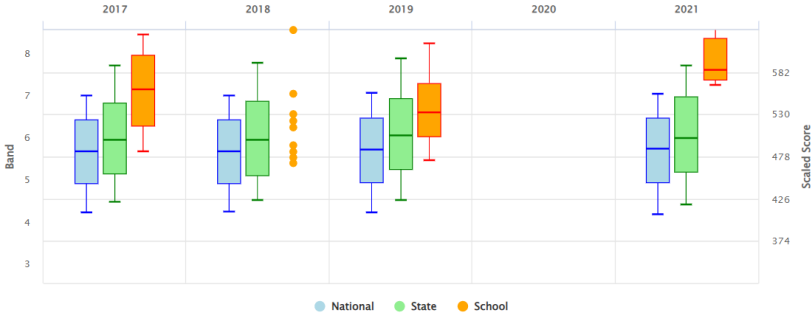
2021 | Year 3 | Test Area: NUMERACY
 Gender: All | LBOTE: All | ATSI: All
 Date: 25/05/2022 | Time: 10:51:53 AM



Five Year Trend Report

2021 | Year 5 | Test Area: NUMERACY
 Gender: All | LBOTE: All | ATSI: All
 Date: 25/05/2022 | Time: 10:52:40 AM

Export to PDF



Key:
 90th percentile
 75th percentile
 50th percentile
 25th percentile
 10th percentile

Individual Results for Groups less than 10

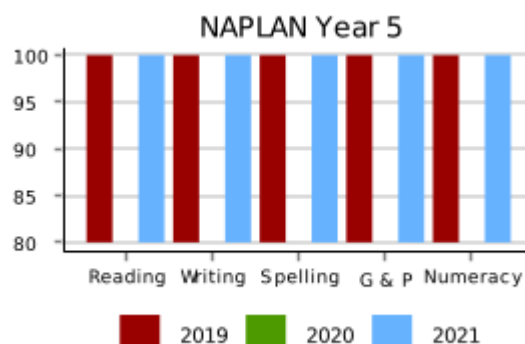
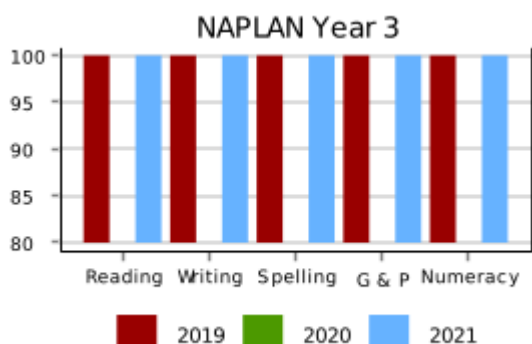
Caution should be used when drawing conclusions from this data, particularly with small groups of students (i.e less than 10)

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

* 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

Goal

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

Intended Outcomes

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

Achievements

While there were many challenges posed by Remote Learning, school staff continued to ensure that Student Wellbeing was a high priority. While working remotely, teachers provided students with opportunities to check in with their friends and classroom teachers on a regular basis. This was important to gauge how students were going while isolated at home and to provide a forum for students to socialise with others. Those students that were not coping with working from home were invited to attend school on site.

At staff meetings, teachers were provided with time to share concerns regarding remote learning and student wellbeing. They shared strategies that could be used to support students and their families.

Students also participated in online wellbeing lessons that focussed on resilience and coping with emotions. These lessons were underpinned by the 'Respectful Relationships' Program.

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
- Class Meetings
- Cyber safety
- Instrumental Lessons
- Tennis lessons
- Bike Education

- Year 5 / 6 annual school camp
- Excursions and Incursions across all grade levels
- Zones of Regulation program for specific students

STUDENT SATISFACTION

The results from the Melbourne Archdiocese Catholic Schools (MACS) - School Improvement Survey, demonstrate a high level of student satisfaction (higher than MACS average in all but one domain). The data indicates that students are very focussed on their class activities and believe their teachers have a genuine interest in them. The survey shows that students feel safe and respected and have a positive learning disposition. The data also demonstrates that the school could do more to promote student voice.

STUDENT ATTENDANCE

St. Christopher's Primary School regularly monitors attendance and absence patterns. Teachers review the explanations to determine students at risk of poor attendance or who may become disengaged. Attendance rates are managed by class teachers and monitored by the Principal, Deputy Principal and Wellbeing Leader. Absences are reported to parents on school reports each semester. Class teachers or members of the leadership team follow-up parents of children who have frequent absences from school. Parents communicate absences via email, Parent Access Module (PAM - SIMON), telephone calls or handwritten notes. If the school does not know why a child is absent then an SMS message is sent to the parent before 9.30am. Due to COVID-19, student attendance requirements were modified for students learning remotely. Each classroom teacher had morning and afternoon google meets to monitor the attendance of the students. If students did not attend relevant session, teachers informed school administration who then followed up with relevant parents.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	93.7%
Y02	94.9%
Y03	92.0%
Y04	93.6%
Y05	94.4%
Y06	92.5%
Overall average attendance	93.5%

Child Safe Standards

Goals & Intended Outcomes

St. Christopher's holds the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St. Christopher's acknowledges that creating a child-safe environment is an ongoing process that involves input from all within the school community. Throughout 2021, our school worked to strengthen its child safety strategies through the ongoing review and implementation of policies and practices. The wellbeing of students was the main focus during 2021. Teachers reviewed online safety practices and protocols with students while they were working remotely.

Achievements

Throughout 2021, St. Christopher's provided its community with numerous opportunities to review Child Safety policies and procedures. As a result of the new governance structure of Melbourne Archdiocese Catholic Schools (MACS), new Child Safety policies were adopted and examined by staff and the School Advisory Council.

Some staff meetings were allocated to reviewing Child Safety policies and procedures. This included highlighting the obligations staff have regarding child safety and their duty of care. The PROTECT document - 'Four Critical Actions for Schools' was discussed and relevant resources shared.

Child Safety practices were adhered to when recruiting new staff and all relevant staff completed the online Mandatory Reporting module. A Child Safety Risk register was completed by the schools' leadership team which enabled staff to assess the risk to students of numerous school activities and events. Strategies were discussed that are implemented to manage relevant risks and added to the register.

As students spent much of their learning remotely, teachers worked with them to promote online safety and the appropriate use of technology.

Leadership & Management

Goals & Intended Outcomes

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

Intended Outcomes: That staff professional knowledge and collaborative practice will improve.

Achievements

Throughout 2021, staff conducted meetings and professional learning online for most of the year. While some of these meetings focussed on dealing with remote learning and student wellbeing, staff continued with professional learning. This involved being part of a MACS Learning Collaborative that aims to implement practices based on 14 parameters of successful schools.

School leadership continued to provide planning time for teachers to differentiate learning. This involved using school based and other assessment data.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING	
Description of Professional Learning undertaken in 2021	
<ul style="list-style-type: none"> • MACS Learning Collaborative - Using Data to Improve Learning • 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. • Participation in leadership networks by relevant staff - Curriculum, Learning Diversity, 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 	
Number of teachers who participated in PL in 2021	12
Average expenditure per teacher for PL	\$500

TEACHER SATISFACTION

Results from the Melbourne Archdiocese Catholic Schools (MACS) - 2021 School Improvement Survey, indicate a very high level of staff satisfaction. Results in all relevant domains were higher than MACS average. The data specifically demonstrates that staff feel safe and supported by school leadership. It also shows that staff believe that the school leadership is supportive of teamwork and collaboration. This survey also highlights the need for school leadership to work on the type of feedback that they give to staff members.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	97.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	83.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	0.0%
Graduate	28.6%
Graduate Certificate	14.3%
Bachelor Degree	57.1%
Advanced Diploma	0.0%
No Qualifications Listed	42.9%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	12.0
Teaching Staff (FTE)	6.0
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	5.8
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

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

Intended Outcome: That families will be more empowered and actively engaged in the learning of their children.

Achievements

Throughout 2021 it was important for our staff to stay in touch with students, parents and the wider community. St. Christopher's utilised a number of platforms to communicate such as Seesaw, Zoom, Google Meet, Google Classroom and email. The School Advisory Council and the Parents' Association continued to meet regularly online. Parent teacher meetings were also conducted online and enabled parents and teachers to share information about student learning and wellbeing.

Some families were provided with technology by the school so that their child could access relevant curriculum and connect with their peers online. The school conducted a Remote Learning survey to gain feedback regarding the learning experiences provided to students. Staff used the results of this survey to modify programs and student support.

PARENT SATISFACTION

The results of the 2021 MACSSIS survey indicate an overall positive endorsement of St. Christopher's school by families. Areas where this endorsement was particularly strong were family perceptions of student safety and the quality of communication between the school and families. Parents also indicated they feel their opinions are valued, and they feel comfortable reaching out to the school and sharing information. It is understandable that parents indicated they felt less engaged in the life of the school compared to 2019, given two years of long periods of remote learning.

Future Directions

Following two years of lockdowns and remote learning, a focus for the school will be to re-engage with the community in order to support student learning and wellbeing. The school will endeavour to use the data from the MACSSIS surveys as well as other feedback and information, to develop a plan around supporting all in the school community. St. Christopher's also aims to continue to be a high achieving school and will allocate resources to areas of need. Teachers will continue to take part in professional development to ensure that teaching reflects best practice. In 2022 the school will undergo a formal Review and part of this will involve creating a School Improvement Plan that will guide the school for another four years.