



# St Christopher's School Glen Waverley

## 2022 Annual Report to the School Community



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## 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

04/04/2023

**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](http://www.acnc.gov.au)

## Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

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 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 - 2022), 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

During 2022, the school community was initially focused on supporting students as they transitioned back to on site schooling. Students resumed weekly school routines and enjoyed being back on site with their friends. Teachers worked to provide students with a curriculum that met their needs.

St. Christopher's underwent a successful school review during 2022 and as a result met the standards outlined by the Victorian Registrations and Qualifications Authority including Ministerial Order 870. This process also involved completing a Self Reflection and Assessment Report which provided St. Christopher's with an opportunity to reflect on performance in the Five Spheres of Catholic Education:

- Education in Faith
- Learning and Teaching
- Student Wellbeing
- Leadership and Management
- Community

This then helped to generate a School Improvement Plan (2023-2026) that will provide the school with a clear focus for the next four years.

There was a strong focus on Performing Arts throughout 2022. This culminated with a whole school concert which involved all students performing in a theatre in front of parents and the wider community. A Performing Arts specialist teacher worked with each class every week in order to help prepare for this event.



## Catholic Identity and Mission

### 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.

### Achievements

Relevant students took part in sacramental preparation. Teachers highlighted the link between Catholic Faith and social justice issues. This included a presentation about Flame de Amour Orphanage in Keshero in the Democratic Republic of Congo to students. This was followed up by fundraising activities organised by students and the funds collected were donated to the orphanage. Staff were also provided with a number of formation experiences that assisted them to develop a deeper understanding of their own faith. Enhancing Catholic School identity data suggests that Religious Education classes help students understand why they live the way they do. It also demonstrates that students are tolerant of other faiths and practices.

#### 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 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 and Teaching

### Goals & Intended Outcomes

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

### Achievements

Throughout 2022, 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.

Key areas implemented;

- 14 Parameters of School Improvement
- Use of data walls
- Case management
- Learning walks

Teachers specifically focussed on Writing and worked together to moderate student work and plan strategies for individual students.

### STUDENT LEARNING OUTCOMES

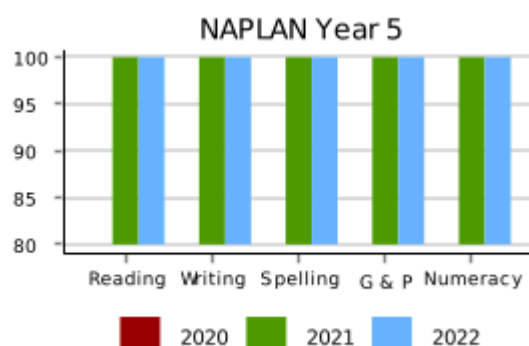
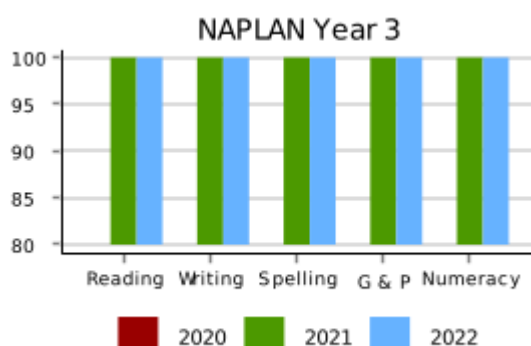
The 2022 NAPLAN data indicates that St. Christopher's has been an extremely high performing school over the previous five years (no data 2020). The mean score in almost all assessment areas, has been above or well above National and State scores. These results reflect the extent to which teachers work 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.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 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.

### Achievements

Classroom meetings and the Student Representative Council, provided opportunities to enhance student voice. The Zones of Regulation program was used across the school with individual students as well as at a class level. This provided students with strategies to regulate their emotions. Professional learning in working with students with specific learning and behavioural needs and managing challenging student behaviours remained a priority. A number of lunchtime clubs were established to engage students during this time and provided senior students with the responsibility of organising activities for others.

#### 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 program
- 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 student wellbeing data from MACSSIS 2022 demonstrates a high level of student satisfaction especially in the Student Safety Domain. Most domains results were similar to

that of 2022 MACS average. The data also suggests that further work in the student voice area should take place.

## 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. During remote learning, 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	90.6%
Y02	89.9%
Y03	89.8%
Y04	85.8%
Y05	89.9%
Y06	85.7%
Overall average attendance	88.6%

## 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 2022, 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 again the main focus during 2022. As St. Christopher's took part in a School Review during 2022, a key objective was to ensure that the school complied with the Commission for Children and Young People's seven Child Safe Standards.

### Achievements

The following are the key strategies and processes used to implement, and review child safety policies and procedures and bring about positive cultural change in the school community;

- updated all relevant Child Safety policies to ensure they were consistent with MACS Child Safety policies
- review of existing Child Safety policies with staff and School Advisory Council (SAC) and school leadership
- planned ways to share reviewed policies with community (website, newsletter, email)
- The PROTECT document - 'Four Critical Actions for Schools' was discussed and relevant resources shared with staff.
- student friendly version of child safety policy unpacked with students at all levels
- Update to the Child Safety Risk Register (staff and SAC). Strategies were discussed that are implemented to manage relevant risks and added to the register.
- Child Safety practices were adhered to when recruiting new staff
- All relevant staff completed the online Mandatory Reporting module
- Student friendly version of child safety policy unpacked with students at all levels
- Students took part in programs aimed at promoting child safety and well-being (human development, Zones of Regulation, Social Stories)

### ZONES

- Individual plans were developed for some students to assist with behaviour management and learning
- Completion of Child Safety Compliance Assessment Tool

## Leadership

### Goals & Intended Outcomes

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

### Achievements

Activities completed during 2022 to develop a collaborative culture that supports and empowers all staff to enact the school's vision for ongoing improvement.

- The school continued the introduction of opportunities for peer-to-peer feedback and learning walks and a conducive climate of professional trust was evident
- Staff continued to work as part of a MACS Learning Collaborative that aimed to implement practices based on 14 parameters of successful schools
- Leadership and management functions were shared across most staff
- School leaders were highly valued for their strong, supportive, and visible presence across all levels of the school. They continued to participate in all planning meetings and learning discussions
- School leaders fostered a culture of collaboration between learning support officers (LSOs) and classroom teachers. This is particularly important in the junior years where there is a higher proportion of students with additional needs
- 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 2022

- CPR First Aid, CPR & Anaphylaxis
- Data analysis, school planning
- School Improvement Planning
- Learning Collaborative (Cohort 3 - MACS)
- 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 2022

12

Average expenditure per teacher for PL

\$500

### TEACHER SATISFACTION

Results from the Melbourne Archdiocese Catholic Schools (MACS) - 2022 School Improvement Survey, indicate a very high level of staff satisfaction. Results in most 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. It also demonstrates the need for a more coherent approach to professional learning.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

75.0%

### ALL STAFF RETENTION RATE

Staff Retention Rate

70.6%



TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	20.0%
Graduate Certificate	10.0%
Bachelor Degree	50.0%
Advanced Diploma	0.0%
No Qualifications Listed	50.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	14.0
Teaching Staff (FTE)	7.8
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	6.9
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

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

### Achievements

Throughout 2022, the following activities were completed in order to collaborate with the school community;

- School Advisory Council meetings monthly
- Parents' Association meetings monthly
- Parish Pastoral Council meetings monthly (principal)
- Parent-teacher meetings (twice formally)
- Numerous social events such as Christmas Party, family picnics, parent evenings
- Use of technology to share student learning and other details
- Sharing of relevant MACSSIS survey data with community
- Marketing through print media, school website, and online forums
- Class excursions and incursions
- Candles for Peace, Healing Mass and parish Sunday liturgies

### PARENT SATISFACTION

The results of the 2022 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 as well as the school climate. Parents also indicated they feel their opinions are valued, and they feel comfortable reaching out to the school and sharing information. Data indicates that it would be valuable to investigate parent perceptions of how the school might further meet the developmental needs of students. Family engagement and parent partnership is another area for improvement.

## Future Directions

Following a school review in 2022, St. Christopher's has identified four improvement priorities for the future. They are;

- To embed ongoing feedback mechanisms
- To build staff capacity to use data and evidence to inform planning for improvement
- To implement a consistent, evidence based, whole school approach to learning and teaching
- To enhance student agency and voice to promote engagement in faith and learning