



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Christopher's School

2 - 16 Doon Avenue, GLEN WAVERLEY 3150

Principal: Shane Davoren

Web: www.scsyndal.catholic.edu.au

Registration: 1600, E Number: E1219

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 23 May 2025

About this report

St Christopher's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St Christopher's Primary 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 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 students 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. At St. Christopher's Glen Waverley, there is a shared vision reflective of our Catholic identity in dialogue with our diverse community. Our school works collaboratively and uses feedback and data to maximize learning opportunities and improve outcomes for all. Our current focus as identified in the School Improvement Plan (2023-2026), is to implement a consistent, evidence based, whole school approach to learning and teaching. St Christopher's also aims to enhance student voice to promote engagement in faith and learning.

Principal's Report

St. Christopher's school is a Catholic Primary School located on Doon Avenue in Glen Waverley. This is near the intersection of High Street Road and Blackburn Road. St Christopher's is a small school but growing school and currently has an enrolment of 150 students. The school has experienced significant interest from families over the last couple of years and is expected to exceed 160 students in the next two years.

Specialist staff support class teachers, teaching Music, Art, LOTE (Italian), Physical Education and Performing Arts. The Leadership team consists of Principal, Deputy Principal, Religious Education Leader, Learning and Teaching Leader, Learning Diversity Leader and Wellbeing Leader and representation from classroom teachers.

The school offers an out of school hours care program on site administered through Camp Australia.

The school grounds are extensive and linked to St Christopher's Parish Church. The playground area consists of two basketball/netball courts, two adventure playgrounds, an oval as well as two undercover spaces. There is one double storey classroom building. The downstairs Junior Learning Area was recently refurbished and provides a flexible learning space. There is a library, administration block and school hall. During class time all entrances are locked and access to the school is only via the school office.

In 2023 the extra curricular areas were expanded to include;

- chess lessons
- Kelly Sport multisport program
- Soccer
- tennis lessons
- private instrumental lessons
- dance and drama lessons
- Robotics program

Students in Years Five and Six attended a two night, three day camp at The Ranch on the Mornington Peninsula. This camp was an adventure camp and linked to their Capabilities and Health area of the curriculum. These students also competed regularly in interschool sport as part of the Syndal District Primary Schools Sporting Association.

Teachers at St Christopher's aim to personalise learning. They use assessment data and a strong knowledge of students to plan lessons and group students according to need. St Christopher's believes that our school must work collaboratively with parents and the wider community. Parents can be involved formally in the school through membership of the School Advisory Council or the Parents' Association. There are many other ways that parents may

support the children in the school. This could be by being involved in sporting programs, attending school events, assisting students in the classroom or becoming involved in in/excursions.

Catholic Identity and Mission

Goals & Intended Outcomes

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.

Achievements

Relevant students took part in our sacramental preparation. Teachers highlighted the link between Catholic Faith and social justice issues, which the school regularly participates in.

Staff were also provided with a number of formation experiences that assisted them to develop a deeper understanding of their own faith. MACSSIS 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 and that prayer, social justice, sacraments and mass are a part of school life.

Value Added

Religious Education (RE) Program

Prep to Year Six

Exemplar Units studied based on 'To Know, Worship and Love', integrated with the RE Curriculum and other curriculum learning areas, including:

- 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 Leader roles help promotes social justice issues and links to faith
- Religious Education curriculum is integrated within inquiry units of work where possible

Learning and Teaching

Goals & Intended Outcomes

Goal:

To embed ongoing feedback mechanisms.

Outcome:

That ongoing feedback processes are implemented, leading to improved teaching practice that positively impacts student learning outcomes.

Goal:

To build staff capacity to use data and evidence to inform planning for improvement.

Outcome:

That all staff are proficient in the use of data to differentiate, identify and target student needs, focused on growth.

Goal:

To implement a consistent, evidence based, whole school approach to learning and teaching.

Outcome:

That a whole school approach to learning and teaching is developed that utilises High Impact Teaching Strategies.

Achievements

Throughout 2024, St. Christopher's was part of a School Improvement Learning Collaborative. The focus of this project was to build the capacity of teachers to use data to personalise learning and improve student learning outcomes. In 2023 this collaborative specifically focussed on Building a Feedback Culture among staff. Teachers engaged with local and international research and education consultants. Teachers also continued examining the parameters of highly successful schools.

St. Christopher's focussed on the following in order to gather data and provide feedback to teachers;

- Case Management Meetings

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

Student Learning Outcomes

The 2024 NAPLAN data indicates that St. Christopher's was a high performing school. In 2024, Year 3 results in particular, were well above State and National scores. Both Year 3 and Year 5 students performed strongly in the Writing Outcome. These results reflect the extent to which teachers work to personalise and differentiate curriculum to meet the needs of students. The achievement in Writing indicates that staff professional learning linked to Writing moderation and case management, supported student growth. 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.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	543	95%
	Year 5	556	77%
Numeracy	Year 3	474	95%
	Year 5	551	100%
Reading	Year 3	476	95%
	Year 5	554	92%
Spelling	Year 3	457	91%
	Year 5	527	92%
Writing	Year 3	516	100%
	Year 5	539	92%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goal:

To enhance student agency and voice to promote engagement in faith and learning.

Outcome:

That students will be provided with greater opportunities to provide feedback, codesign curriculum and contribute to community improvement

Achievements

Classroom meetings and the Student Representative Council, provided opportunities to enhance student voice. The Social and Emotional Learning 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. School student leaders were responsible for organising and managing various events such as social justice fundraising and sporting events.

Value Added

Social and Emotional Learning Program

Student Representative Council

Buddy Program

Student Wellbeing focus at staff meetings

Lunchtime clubs

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

Swimming Program

Student Satisfaction

MACSSIS 2024 data indicates that students generally feel safe at school. St Christopher's was above the MACS average in all categories of the student report and rated most highly in Rigorous Expectations, School Belonging and Learning Disposition. Whilst Student Safety, Enabling Safety and Student Voice rated similarly to previous years, it remains above the MACS average. The data also highlights the connection that students have to the school and that students believe the school climate is a positive one.

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 followup 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.

Average Student Attendance Rate by Year Level	
Y01	90.8
Y02	90.6
Y03	92.8
Y04	92.5
Y05	92.0
Y06	91.2
Overall average attendance	91.7

Leadership

Goals & Intended Outcomes

Goal:

To embed ongoing feedback mechanisms.

Outcome:

That ongoing feedback processes are implemented, leading to improved teaching practice that positively impacts student learning outcomes.

Goal:

To build staff capacity to use data and evidence to inform planning for improvement.

Outcome:

That all staff are proficient in the use of data to differentiate, identify and target student needs, focused on growth.

Goal:

To implement a consistent, evidence based, whole school approach to learning and teaching.

Outcome:

That a whole school approach to learning and teaching is developed that utilises High Impact Teaching Strategies.

Achievements

Activities completed during 2024 to develop a collaborative culture that supports and empowers all staff to enact the school's vision for ongoing improvement.

- The school continued to provide staff with 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 the MACS Vision for Instruction
- Teachers learned more about the science of learning and explicit teaching principles and practices
- 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	
List Professional Learning undertaken in 2024	
CPR First Aid CPR & Anaphylaxis Data analysis, school planning School Improvement Learning Collaborative (MACS) 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 Mandatory Reporting - eLearn module Disability Standards For Education - including eLearning modules	
Number of teachers who participated in PL in 2024	15
Average expenditure per teacher for PL	\$451.50

Teacher Satisfaction

The 2024 MACSSIS Data indicates the highest rated categories on the survey were:

- Staff - Leadership relationships
- Collective efficacy
- school Climate
- Student Safety
- Collaboration in teams

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 a strong improvement in the coherent approach to professional learning.

Teacher Qualifications	
Doctorate	0
Masters	1
Graduate	2
Graduate Certificate	1
Bachelor Degree	10
Advanced Diploma	3
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	14
Teaching Staff (FTE)	9.01
Non-Teaching Staff (Headcount)	12
Non-Teaching Staff (FTE)	6.38
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal:

To enhance student agency and voice to promote engagement in faith and learning.

Outcome:

That students will be provided with greater opportunities to provide feedback, codesign curriculum and contribute to community improvement

Achievements

Throughout 2024, the following activities were completed in order to collaborate with the school community;

- Cyber Safety Parent Evening
- School Advisory Council meetings monthly
- Parents' Association meetings monthly
- establishment of Year Level Parent communication platforms
- 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
- Year 4 Secondary School Experience Day (Avila College and Salesian College)
- Senior students were provided with a number of opportunities to work with community groups. This included charities, universities, secondary schools and sporting organisations.
- This allowed these students to contribute to the community and develop leadership skills

Parent Satisfaction

Data from the 2024 MACSSIS survey indicates a strong parental endorsement of the St Christopher's social and learning climate. Parents also perceive the school to be a physically and psychologically safe place. Although survey results receded in some areas, all areas

except for one were above the MACS average and in Student Safety and School Fit, significantly above the MACS average.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.scsyndal.catholic.edu.au