



St Christopher's School

Airport West

2020

Annual Report to the School Community



Registered School Number: 1620

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Contact Details

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E NUMBER	E1229

Minimum Standards Attestation

I, Adrian Glasby, 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.

11/05/2021

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' Catholic School is a faith and learning community, living and teaching Gospel values.

All learners are empowered with the knowledge, skills and dispositions needed to live and learn in an ever changing world.

School Overview

St Christopher's Catholic Primary School is located in the Northern Melbourne Suburb of Airport West. It is one of two Catholic primary schools within St Christopher's Parish, the other being St Augustine's in Keilor. St Christopher's church is situated next to the school and there is a strong relationship between the school and the parish. The two schools are separated by the Calder Freeway and a distance of 8.6 Km. St Christopher's opened in 1962 with an initial enrolment of 112 students. It remained under the direction of the Sisters of Charity until 1988, when the first lay principal was appointed. St Christopher's is located on a relatively quiet suburban street in a pocket of land bordered by the Calder Freeway, Tullamarine Freeway and the Western Ring Road. The area surrounding the school is a mix of residential, commercial and light industrial properties.

The school is made up primarily of permanent buildings, with four learning areas and the central administration / library supplemented by 4 modern portable classrooms. It has a contemporary hall / multipurpose facility encompassing two specialist classrooms, a community room, teacher offices and a school counsellor's office. The school is on large grounds and has a full size oval and running track, indoor basketball court, newly refurbished tennis courts, functional library, undercover play areas including two new sandpits, two playgrounds and outdoor basketball/netball courts.

Student numbers have steadily increased at St Christopher's in particular over recent years. 2020 has seen our student population continue to be over 700, which means the school is very close to reaching its maximum student population.

St Christopher's prides itself on being a calm, gentle and respectful school that places great emphasis on the social and emotional wellbeing of our students. We endeavour to work hand in hand with parents and respect them as the initial educators of their children. We place a great emphasis on having a differentiated curriculum that meets the educational needs of all children and are passionate about meeting the varied needs of all our students. We encourage our students to be visible learner's capable of knowing what they are learning, what success looks like and having a positive growth mindset.

We are a proud and passionate Catholic school that strives to teach our students about our faith and how the Gospel message of Jesus leads us to be people of faith, hope and justice.

Principal's Report

What an incredibly challenging year 2020 has been, one like no other. The year began quite normally, but immediately and progressively the impact of COVID 19 took a hold on our lives and our school. The school knockdown period of Term 2 and Term 3 was a time of anxiety, rapid change and stress upon our students, families, staff, leadership and me. This period of rapid change involved St Christopher's running learning at home tasks for the majority of our students as well as opening for up to a hundred students at various times whose parents met the ever-changing criteria that allowed them to come to school.

It is with great pride that I look back on the response to this rapidly changing environment. St Christopher's teaching staff displayed great flexibility, skill and resilience in providing an education in the "hybrid" schooling environment. They used all of their existing skills and quickly learnt many new ones in ensuring our students were educated in difficult circumstances. Our leadership team provided me with excellent support in navigating the evolving landscape and in supporting our teachers, our families and our students, especially those students and families that were at risk. A warm thank you to our families who in the main worked with us, were patient and understood that we were waiting on advice, and learning as we were going along as well.

As Principal, I take great pride that the wellbeing of all stakeholders was taken into consideration during this period. Our teaching staff were supported in this time and were allowed as much time to learn, develop and grow within the context of an ever-changing educational landscape.

Education in Faith

Goals & Intended Outcomes

To further develop Religious Education practices within our school.

Achievements

- Continue to embed the use of Learning Intentions and Success Criteria as an integral part of planning, in order to align more closely with other curriculum areas and our whole school focus on Visible Learning
- Embed the use of assessment rubrics across all year levels with every Religious Education unit
- Continued development of the Religious Education reports to effectively reflect the New Religious Education Framework Curriculum
- Continuation of connection between the Parish and School, with regular 6pm Saturday night Family Masses
- Continual process of auditing the curriculum that is covered for each year level
- Strengthening the links between Religious Education and Inquiry

VALUE ADDED

- Continued close ties between Catholic Social Teaching and the Religious Education planning and curriculum
- Strong relationships between the school and Parish
- Development in Visible Learning and its relationship with Religious Education
- Strong and established Sacramental Programs in Years Three, Four and Six

Please note that in 2020 we were unable to celebrate the Sacrament of First Eucharist with our Year Four cohort due to Covid-19. In 2021 the Year Five children will be provided with this opportunity.

Learning & Teaching

Goals & Intended Outcomes

To continue to meet the individual needs of our students through regular assessment, thorough analysis of data and explicit and differentiated teaching in English and Maths.

Achievements

- Continued development of pre and post assessment tasks in English and Maths linked to the school's curriculum plan
- Moderation of all key assessments and rubrics in and across teams and with students where applicable
- Embedding of school wide, evidence based teacher/student and student/teacher feedback strategies and protocols
- Embedding of Learning Intentions and Success Criteria as part of the whole school focus on Visible Learning
- Provision of whole school professional development around Visible Learning
- Improved testing schedule and analysis of data including one to one meetings with teachers to analyse data and discuss progress towards set targets
- Developed online intervention and support programs for students at risk during Covid-19 lock down
- Continuation of all English and Maths Intervention programs once onsite learning resumed
- Embedding of Essential Assessment online Maths program from Prep-Six
- Continuation of the one to one Chrome Book program in Year Five and Six and introduction of one to one program in Year Three and Four, through a developmental sequence of learning with a focus on cyber safety and using the devices to develop student engagement
- Embedding of Prep to Year Six school designed Through Lines for Inquiry Learning
- Developed and implemented an online platform for delivering learning at home tasks to Prep to Year Six students.
- Developed online assessment tasks during the home learning period that ensured all learning was tracked and monitored

STUDENT LEARNING OUTCOMES

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.

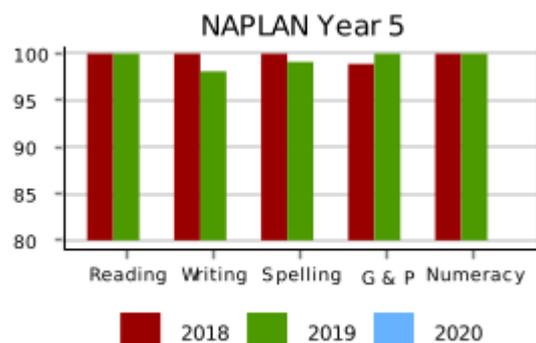
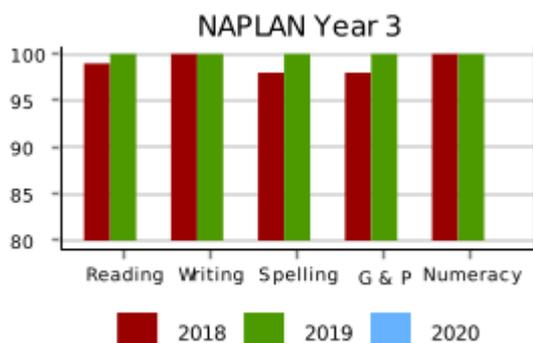
St. Christopher's continues to gain excellent results in all school based assessments. Our school mean using Progressive Achievement Tests in Reading and Mathematics are well above the Australian mean, as calculated through the Progressive Achievement Tests in Reading and Mathematics, for all year levels. Furthermore, the mean achieved for each year level exceeds the Australian mean for the following year level. This continues to be a strength in our school.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	98.0	100.0	2.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	99.0	100.0	1.0		
YR 03 Spelling	98.0	100.0	2.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	98.9	100.0	1.1		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	99.1	-0.9		
YR 05 Writing	100.0	98.1	-1.9		

* 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 strengthen and sustain a supportive school climate that fosters positive relationships and empowers every student to achieve their potential.

Achievements

- Supporting our students during the transition between Remote and Onsite learning
- Support of parents and families during Remote Learning
- Continued focus on improving student behaviour and ownership of learning
- Creating forms and going digital in monitoring student behaviour on the yard
- Continuing of a mindfulness centre in the school
- Continued streamlining of student wellbeing processes to ensure all students' social and emotional needs are met and there is improved communication in whole school approaches to students at risk
- Establishment of the Student Wellbeing referral process at St Christopher
- Further training of key staff in User B assessments to help diagnose and plan for specific learning needs
- Continued implementation of a Positive Behaviour Reward system

VALUE ADDED

- Student wellbeing processes including referrals for students needing additional support and behaviour monitoring and tracking for improved outcomes
- Continued embedding of the Rights Resilience Respectful Relationships Program through our Learning to Learn program
- Continued development of Learning Diversity Role as part of the NCCD process
- Refining of the Student Wellbeing Team's mechanisms to ensure that no student slips through the cracks
- Bullying No Way day celebration and anti-bullying pledge

STUDENT SATISFACTION

Our Students engaged well in the online environment and also showed excited engagement when they returned to face-to-face learning at school.

STUDENT ATTENDANCE

Student attendance is taken very seriously at St Christopher's. If a student does not attend and the school has not received notification from parents giving a reason for this absence, parents are notified in the morning of this and asked to give a reason for an absence.

Where students do not attend school for a significant amount of time or have significant absence over a period of time, parents are contacted and a meeting is held to discuss how a student's attendance can be improved.

Attendance is recorded by each classroom teacher twice daily and teachers notify the Deputy Principal - Student, Staff and Community about any concerns with student attendance.

During COVID-19 school closures, attendance was monitored through online engagement and small group teaching session attendance.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	95.5%
Y02	95.9%
Y03	96.0%
Y04	96.7%
Y05	96.1%
Y06	96.3%
Overall average attendance	96.1%

Child Safe Standards

Goals & Intended Outcomes

St Christopher's Catholic Primary School holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of Catholic education. This commitment is drawn from and inherent to the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel.

Achievements

This commitment has seen the implementation of numerous procedures and practices that ensures that any adult that works with a child on the school grounds has been properly inducted, reference checked and has signed off on the St Christopher's Child Safety policy, Child Safety Code of Conduct and where applicable, Parent Code of Conduct and Volunteer Code of Conduct. Training for all prospective volunteers is a mandatory requirement at the school.

Leadership & Management

Goals & Intended Outcomes

St Christopher's Primary had various goals and intended outcomes in the area of Leadership and Management for 2020. However, most of this area was devoted to running a school in the pre Covid-19 closure period, during Covid-19 closure period and the post Covid-19 closure period. The school's leadership and communication structures were needed on a daily basis. Running this remarkably different type of school efficiently was the major achievement of 2020. Each member of our leadership and management team stepped into new and unfamiliar territory and managed to contribute to the smooth running of both remote learning and onsite schooling. Leaders managed to do this as well as to continue to develop their assigned areas of responsibility.

Achievements

This school not only managed to survive the pandemic and run efficiently under difficult circumstances, but continued to thrive.

Continuing to achieve:

- Professional development of staff in coaching and effective conversations around teacher improvement
- A continued focus on the work around "Visible Learning"
- Improved practices and protocols about meeting the educational, social emotional and wellbeing needs of our students
- Maintaining excellent results in English and Maths

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

List a range of the Professional Learning activities that staff have undertaken in 2020

- Visible Learning
- Coaching
- Emergency Management
- First Aid
- Mandatory Reporting and Child Safe Standards

Number of teachers who participated in PL in 2020

65

Average expenditure per teacher for PL

\$425

TEACHER SATISFACTION

Not Applicable

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	90.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
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Masters	10.4%
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Graduate	27.1%
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Graduate Certificate	18.8%
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Bachelor Degree	79.2%
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Advanced Diploma	18.8%
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No Qualifications Listed	2.1%
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STAFF COMPOSITION

Principal Class (Headcount)	3.0
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Teaching Staff (Headcount)	58.0
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Teaching Staff (FTE)	47.2
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Non-Teaching Staff (Headcount)	26.0
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Non-Teaching Staff (FTE)	22.6
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Indigenous Teaching Staff (Headcount)	0.0
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School Community

Goals & Intended Outcomes

That families will engage in partnership with the school to support student learning and engagement.

Achievements

- Continued improved communication with parents via newsletter, email and app
- Clear, consistent communication with families during lock down regarding school operations and procedures, including regular wellbeing tips and messaging to the community
- Continued growth of the Parents and Friends Association

PARENT SATISFACTION

Not Applicable.

Future Directions

It's with a great deal of hope and optimism that I look forward to 2021. The school enters the fourth and final year of our school improvement phase, as well as having a full school review at the end of this year. With the time lost in 2020, I am passionate about calmly moving forward with many of the plans that we have in place. Our staff will be undergoing continued professional learning in coaching and visible learning. Both these major foci will assist us to continue to provide a school that caters for the individual needs of our students and is on a continued passionate journey of ensuring that no child "slips between the cracks" in terms of their curriculum needs, social emotional needs and wellbeing. Our school remains resolute in providing a differentiated curriculum where classroom teachers, our intervention programs and target teaching programs are focussed on the individual needs of our students especially in the areas of English and Mathematics. Our coaching focus is aimed at continuing to develop a culture where teaching staff are on a journey of continued improvement, capable of self reflection and giving and receiving effective feedback in order to improve teaching and student outcomes.

Looking forward to 2021.