

ANNUAL REPORT TO THE SCHOOL COMMUNITY



**St Christopher's Catholic Primary
School Airport West**

2015

REGISTERED SCHOOL NUMBER: 1229



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Minimum Standards Attestation

I, Adrian Glasby, attest that St. Christopher's Airport West 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 2007 (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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

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 parish and the school. The two schools are separated by the Calder Freeway and a distance of 8.6 kilometers. 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 shared teacher planning room. The school is on large grounds and has full size oval and running track, indoor basketball court, functional library, undercover play area, two playgrounds and outdoor basketball courts.

Student numbers have steadily increased at St Christopher's in particular over recent years. 2015 has seen our student population grow to 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 endeavor 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 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

2015 has been an exciting and productive year. I have been very proud of the results our school has achieved. We have continued to develop in our quest to be a calm, gentle and respectful school that caters for the individual needs of our students.

St Christopher's has continued to be a school where faith is learnt and importantly, lived. We have continued to strive to help our students come to an understanding of the Gospel values of love, peace, tolerance, empathy and respect.

We have put in place student wellbeing practices that ensure our children's social and emotional needs are met. The student wellbeing team is continuing to refine all facets of its procedures and practices to ensure no child slips between the cracks. The refinement of the CASEA program and introduction of the Peaceful Kids program have been examples of new programs that meet the needs of our children. These programs will be extended in 2016.

Staff training in mindfulness has sown the seeds for mindfulness to be a part of the curriculum at St Christopher's in 2016 and beyond. Our initial trialing of mindfulness techniques with our students has led to some very pleasing results in terms of creating a calmer and more focused school environment. This initial training has led to many ideas for 2016 including the employment of a mindfulness teacher to mentor staff in 2016.

The teaching of Literacy and Numeracy continues to be at the forefront of our curriculum. Our excellent 2015 NAPLAN results are proof and testimony to the hard work and dedication of our staff. As a school we have made improvements in the way we collect data about students and use this data to drive teaching that meets our student's individual needs.

We have continued to strive to work with our parents and respect them as the initial educators of their children, knowing that by working together anything is possible.

Education in Faith

Goals & Intended Outcomes

- To develop religious education practices within our school
- To strengthen the relationship between our school and our parish

Achievements

- Facilitated planning in Religious Education
- Development of parent sacramental evenings
- Introduction of presentation and certificate parish masses for students in Sacramental year levels

VALUE ADDED

- Continued development of our school choir
- Increased number of students acting as altar servers in both parish and school Masses
- Introduction of Minnie Vinnies for students
- Continued strengthening of relationship with St Vincent De Paul
- Fundraising for Manuel Duato

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 Literacy and Numeracy.
- To develop in the use of ICT to promote learning and encourage inquiry.

Achievements

- Improvement in testing schedule and analysis of data
- Literacy and Numeracy professional learning focussing on catering for the individual needs of our students
- More time allocation given to targeted teaching in Literacy and Numeracy
- Introduction of Levelled Literacy Intervention program
- Introduction of Mathletics
- Further development of teacher knowledge around reading and comprehension to enhance their ability to meet the needs of their students
- Developing classroom structures to create optimum student learning in Mathematics
- Introduction of the one to one chrome book program in Year 5 and 6 through a developmental sequence of learning with a focus on cyber safety and using the devices to develop student engagement

STUDENT LEARNING OUTCOMES

Our NAPLAN results for 2015 have been extremely pleasing. In all Literacy and Numeracy areas for Year 3, over 95% of students have reached the minimum standard. In Literacy and Numeracy areas for Year 5 all students achieved the minimum benchmark in all areas, with the exception of writing where one child did not achieve the minimum benchmark. This is a significant improvement on previous years. It is the school's aim for 2016 and beyond that all students reach the minimum standard and to continue to provide differentiated support to all students. In fact our NAPLAN results were collectively the best in the previous five years. Of particular note was that we out-performed the state in the value we added to our students from Year 3 to year 5. In Mathematics we added 30% more growth from Year 3 to Year 5, this is the equivalent of more than two extra terms of learning.

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

- Training for all staff in mindfulness
- Independent implementation (without RCH) of the PACE (CASEA) program to help students and families manage behaviour
- Continued focus on improving student behaviour and focus
- Implementation of the Peaceful Kids Program by our student counsellors to help students to deal with worry, stress and anxiety
- Continued streamlining of student wellbeing processes to ensure all students' social emotional needs are met

In cases of prolonged absence parents are required to notify the school in writing stating the reason and duration of their absence.

VALUE ADDED

- Continuation of school counselor program
- Introduction of mindfulness to all students
- Continuation of the positive passport program
- More time given to the Student wellbeing role

STUDENT SATISFACTION

Parents and staff have noted a significant increase in student behavior processes and improved student behaviour from 2014 to 2015. Students have shown little or no change in their reflection of student behaviour from 2014 to 2015. It may take time for this improvement to be reflected in student data.

Leadership & Management

Goals & Intended Outcomes

- To further develop a Performance and Development Culture where there is openness to collaboration, challenge and check
- That staff will have regular opportunities to seek, receive and give effective feedback on their practice

Achievements

- Introduction of meetings between area leaders, classroom teachers and principal to look at Literacy results, analyse data and plan for further teaching
- Further development of staff goal setting and linking this process with Annual Review Meetings

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

- Mindfulness for adults
- Mindfulness for students
- NAPLAN analysis
- Planning to meet individual needs of students in Literacy and Numeracy
- Planning Inquiry units
- Positive growth mindsets
- Reading and comprehension
- Chrome Books- One to One Laptop Program

NUMBER OF TEACHERS WHO PARTICIPATED IN PL – All teaching staff participated in professional development

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1012

TEACHER SATISFACTION

The 2015 Insight SRC survey of teachers showed improvement in all areas of teacher satisfaction when compared to 2014. Of particular note are the improvements in

- Supportive leadership
- Appraisal and recognition
- Professional growth
- Empowerment
- Role clarity
- School morale

School Community

Goals & Intended Outcomes

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

Achievements

- Introduction of Term one and three parent teacher interviews
- Continuation of parent helper workshops and information sessions
- Invitation to parents to major assemblies such as ANZAC day, Carnevale and Book Week
- Continued improved communication with parents via newsletter, email and app

PARENT SATISFACTION

Results from the 2015 Parent Insight SRC survey either remained the same or increased when compared to 2014. Most pleasing was the positive parent response to the introduction of homework in 2015. Parents reflected improvement in other areas such as

- Student behaviour
- Teacher approachability
- Teacher morale
- Student motivation

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	433,959
Other fee income	383,787
Private income	64,394
State government recurrent grants	1,254,246
Australian government recurrent grants	4,301,791
Total recurrent income	6,438,177
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	4,740,001
Non salary expenses	1,114,459
Total recurrent expenditure	5,854,460
Capital income and expenditure	Tuition
Government capital grants	-
Capital fees and levies	232,292
Other capital income	16,060
Total capital income	248,352
Total capital expenditure	426,737
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	166,250
Total closing balance	406,645

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

Future Directions

It is with a sense of genuine excitement that I look forward to 2016. I am passionate about making a positive difference in the lives of all of our students. As principal I am aware of my role and the role of my staff in delivering the best for our students. This drives and inspires me.

2016 will see the introduction of a new leadership structure with two deputy principals. Our Deputy Principal - Faith and Organisation will have two major responsibilities within our school. I look forward to growth in our planning and teaching of religious education throughout our whole school, ensuring our students continue to learn about their faith and who our faith inspires them to be. This role also includes leading our teachers in developing their faith and reflecting on how this inspires them in their individual roles. This role also includes the organisation of our school, ensuring everyone is part of the loop. Part of this role will be the introduction of a daily bulletin for all staff and maintaining and developing our school calendar. I look forward to improved communication throughout our school and the positive effect this will have especially for our staff and parent community.

Our new Deputy Principal – Students Staff and Community will be responsible for the wellbeing of all our stakeholders with a particular focus on our students. We will continue to focus on the social/emotional wellbeing of our students. During 2016 we plan to increase the amount of programs used to help develop our students' social skills and emotional wellbeing. Programs such as the 'Pause Program' will be taught to all students, other programs such as 'Peaceful Kids' will be taught to students with specific needs. We will continue to streamline our student wellbeing processes and procedures.

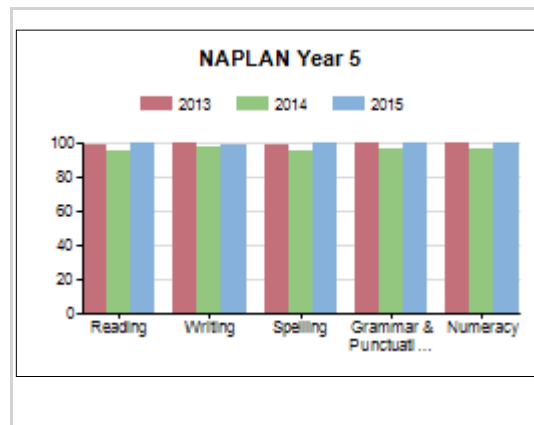
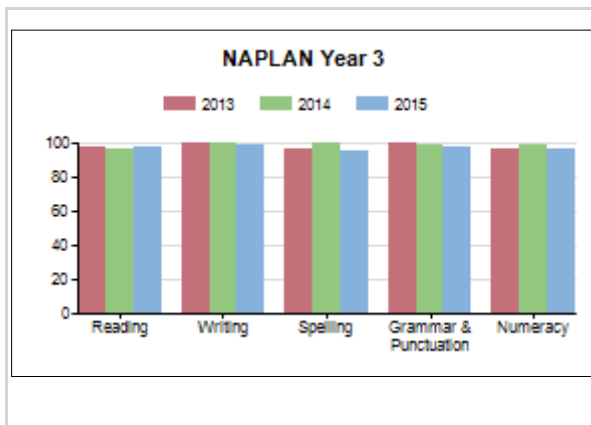
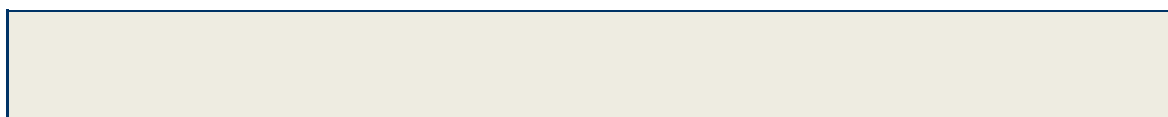
I look forward to the school continuing to meet the individual learning needs of our students. This will be a driving force and at the forefront of much of our planning. Our curriculum leaders and I are passionate about ensuring our teachers know their students well and can meet their individual learning needs. We look forward to continued growth in our NAPLAN results.

I look forward to working hand in hand with our parent community and welcome parents to continue to work with us for the best of their children.

VRQA Compliance Data

E1229
St Christopher's School, Airport West

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2013	2014	2013–2014	2015	2014–2015
	%	%	Changes	%	Changes
			%		%
YR 03 Reading	98.1	97.0	-1.1	97.9	0.9
YR 03 Writing	100.0	100.0	0.0	99.0	-1.0
YR 03 Spelling	97.2	100.0	2.8	95.9	-4.1
YR 03 Grammar & Punctuation	100.0	99.0	-1.0	97.9	-1.1
YR 03 Numeracy	97.2	99.0	1.8	96.9	-2.1
YR 05 Reading	98.8	95.6	-3.2	100.0	4.4
YR 05 Writing	100.0	97.8	-2.2	99.1	1.3
YR 05 Spelling	98.8	95.6	-3.2	100.0	4.4
YR 05 Grammar & Punctuation	100.0	96.7	-3.3	100.0	3.3
YR 05 Numeracy	100.0	96.6	-3.4	100.0	3.4



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	95.09
Y02	93.45
Y03	94.81
Y04	94.54
Y05	94.91
Y06	93.68
Overall average attendance	94.41

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.82%

STAFF RETENTION RATE	
Staff Retention Rate	91.84%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	7.69%
Graduate	23.08%
Certificate Graduate	26.92%
Degree Bachelor	84.62%
Diploma Advanced	21.15%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	55
FTE Teaching Staff	44.142
Non-Teaching Staff (Head Count)	25
FTE Non-Teaching Staff	20.712
Indigenous Teaching Staff	0

