



Melbourne Archdiocese  
Catholic Schools

# 2025

## Annual Report to the School Community



### St Christopher's School

34 Roberts Road, AIRPORT WEST 3042

Principal: Gavin Brennan

Web: [www.stcapw.catholic.edu.au](http://www.stcapw.catholic.edu.au)

Registration: 1620, E Number: E1229

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## Principal's Attestation

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I, Gavin Brennan, 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 2025 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 11 May 2026

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## About this report

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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](#).

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## Governing Authority Report

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Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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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.

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## School Overview

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St Christopher's Catholic Primary School is located in the Melbourne Suburb of Airport West. It is one of two Catholic primary schools within the 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 four portable classrooms. It has a contemporary hall/ multipurpose facility encompassing two specialist classrooms, a community room, teacher offices and a school counsellor's office. In addition, a small portable is situated on the school playground, used to support students who are challenged on the yard during breaks. 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 sandpits, two playgrounds and outdoor basketball/ netball courts.

Student numbers have steadily increased at St Christopher's in particular over recent years. 2025 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 learners 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.

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## Principal's Report

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It is with great pleasure that I present the 2025 Annual Report to our school community in my role as Principal.

2025 marked my first full year as Principal of St Christopher's, and together with our dedicated leadership team, we have worked to lead our school in a calm, gentle and respectful environment. Throughout the year, St Christopher's School Community maintained a strong focus on differentiated learning and high expectations in Mathematics and English, all grounded in our rich Catholic faith tradition.

In 2025, our school undertook a formal review, which has informed the development of our 2026–2029 School Improvement Plan. This process has provided clear direction as we continue to grow and enhance learning outcomes for all students.

We also continued to strengthen our connection with the wider community, providing opportunities for engagement through end-of-term prayer services and family gatherings. These moments are an important expression of who we are as a faith-filled community.

St Christopher's Primary School is blessed with wonderful students who bring joy to each school day. We are equally grateful for the support of their families, whose partnership helps foster a strong and positive connection between home and school.

Our staff are an exceptional group of committed and dedicated professionals who continually strive to make our school the very best it can be. I sincerely thank them for their passion, care and unwavering commitment to our students and community.

I also extend my gratitude to Fr Ananda, our Parish Priest, as we continue to strengthen the important relationship between our school and parish. This partnership has enriched our faith life through more regular opportunities to gather in prayer, including year level Masses, feast day celebrations and end-of-year liturgies.

Kindest regards,

Gavin Brennan

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

Goal:

To engage in, to enrich and to enliven our Catholic identity.

Intended Outcome:

That the staff takes active responsibility for prayer and liturgical life of the school.

To further develop Religious Education and faith practices within our school.

To provide prayerful opportunities for reflection in meaningful ways.

### Achievements

End of term faith gatherings for our families:

- Lenten prayer services
  - Sacramental and classroom learning shared with families
  - Grandparent (special person) Day with a faith and prayer focus
  - Advent celebrations and prayer services
  - Continued the Faith Captains leadership role and opportunity for our Year 6 students with two representatives from each class
  - Transferring some prayer opportunities such as STC Prays with Me to become student led and prepared by the Faith Captains
  - Provided professional learning for our teaching staff around scripture and prayer and how it relates to our lives today
  - Continued partnership with our RE Learning Consultant (Pauline Cicutto) from MACS
  - Celebrated our faith with our community.
- Year Level Masses

### Value Added

- Professional Learning leading to staff faith development
- Continued opportunities for student leadership in the area of Religious Education
- Community engagement and celebration through the end of term family gatherings and especially with the Grandparents (special person) Day

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Goals & Intended Outcomes

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

To empower students to understand themselves as learners and to actively drive their learning.

### Achievements

- Completed professional learning in evidence-based teaching and learning strategies with a particular focus on student feedback strategies and teacher intellectual preparation to drive responsive teaching and learning
- Provided professional learning for all teachers on the Science of Learning and how this informs pedagogical practices in the classroom
- Curriculum leaders supported facilitated planning to implement high quality curriculum resources
- Updated whole school assessment schedule to include the use of evidence-based assessments such as DIBELS and Acadience
- Provided professional development in data analysis to discuss progress towards the set targets and to plan for future learning
- Reviewed and gathered feedback on the purpose and application of pre and post-assessment tasks to optimise and maximise learning and teaching in English and Mathematics
- Embedded the use of Learning Intentions and Success Criteria as part of our pedagogical approach to teaching and learning
- Continued to provide opportunities for students to reflect on their learning and self-assess, such as through frequent checks for understanding and increased opportunities to respond
- Provided opportunities for student full participation using explicit teaching instructional models such as, I do, We do, You do
- Continued to upskill teachers and students to use Seesaw to show real-time learning
- Continued to have ICT leaders, experts and lunchtime clubs to recognise student leadership and capacity
- Provided extension programs within Mathematics and Reading

- Reviewed and restructured MiniLit and MacqLit intervention support to ensure fidelity
- Researched and trialled a Prep to Grade 2 systematic synthetic phonics program
- Researched and trialled a Prep to Grade 6 Number Fluency Program.

## Student Learning Outcomes

St Christopher's strong programs in English and Maths intervention and target teaching as well as evidence-based approaches to teaching Reading, Writing and Numeracy have always resulted in the school having a very small number of students in the lower proficiency levels in these areas. This trend continued into 2025. Over 75% of our students fell in either the Strong or Exceeding proficiency levels in Reading, Writing and Numeracy. A particular highlight is that 92.1% of our Year 3 students are in the top two proficiency levels for Writing and 85.1% of our Year 5 students are in the top two proficiency levels in Reading. The Year 3 students in Numeracy and the Year 5 students in Grammar and Punctuation, Writing, and Numeracy, exceeded the percentage of students who fell in the Strong or Exceeding proficiency levels compared to the state outcomes. Years 3 and 5 students performed above the state mean in Reading, Writing, Numeracy and Grammar and Punctuation.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>					
	<b>2025 (current year)</b>			<b>2-Year Average</b>	
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	433	62%	441	67%
	Year 5	509	69%	512	75%
Numeracy	Year 3	434	80%	436	81%
	Year 5	513	84%	520	85%
Reading	Year 3	428	79%	437	83%
	Year 5	510	85%	514	85%
Spelling	Year 3	412	69%	422	73%
	Year 5	491	75%	499	81%
Writing	Year 3	434	94%	442	95%
	Year 5	503	83%	510	88%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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.

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## Student Wellbeing

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### Goals & Intended Outcomes

Goals & Intended Outcomes:

To develop the skills, knowledge and dispositions to know ourselves, empathise with others and be full flourishing individuals.

Intended Outcomes

That teachers are engaging with a range of evidence-based research and have the expertise to inform whole-school curriculum planning for social-emotional learning.

That students regularly self-reflect and engage with and contribute to, individual, cohort and whole-school positive wellbeing.

### Achievements

- The whole staff engaged in professional learning with David Bott, an expert in the field of Positive Education about 'radical and active listening'
- The use of 'Tactics' by teachers was consolidated from Positive Education learning, to enhance the wellbeing of the school community
- A weekly Positive Education class lesson including explicit teaching as well as embedding the learning through daily practice
- Facilitated planning for the classroom Positive Education program
- Introduction of Behaviour Support Team who meet regularly to review yard and class behaviours, and plan for changes to improve outcomes
  
- Training was provided for a number of staff with the MPower and Revved Up Programs
  
- Introduction of Respect Cards- recognising and acknowledging those who show respect on the yard
  
- Introduction of a reward system using House Points based on respect cards
  
- Focus on key value of respect
  
- Introduction of automatic removal from the Oval for physical acts
- Continued professional learning based on the Child Safety Standards and the implementation of strategies and supports

## Value Added

- Daily Line Up focus on Wellbeing
- Wellbeing Team
- Wellbeing lessons within the classroom
- Rights Resilience Respectful Relationships Program
- Implementing positive education in everyday practices and learning
- Camps and Excursion
- Interschool Sport
- Buddy program
- School Assemblies

## Student Satisfaction

Results from the MACSSIS 2025 Survey showed that our students felt that they were focussed and had positive relationships with our staff.

## Student Attendance

Student attendance is of key importance at St Christopher's as we believe that regular attendance enhances and supports a child's academic, social and emotional development.

If a student does not attend school 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.

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.

Parents are contacted to discuss how attendance can improve and how the school can support them when students do not attend school for a significant amount of time or have significant absences over a period of time.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	88.36
Y02	88.7
Y03	88.79
Y04	88.71
Y05	86.05
Y06	86.56
Overall average attendance	87.86

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## Leadership

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### Goals & Intended Outcomes

#### Goals

To develop highly effective teachers through engaging in reflective practice

#### Intended Outcomes:

That a culture of coaching is embedded

That teacher and leader efficacy improves

That student learning outcomes improve in Numeracy and Literacy

### Achievements

- Continued whole staff professional learning and team learning around giving and receiving feedback to improve practice
- Continued whole staff professional learning and team learning around MACS Vision for Instruction and Vision for Engagement
- Development and continued refinement of the Engaging in Reflective Practice at STC tool
- Worked with Leading Teams to develop our Trademark and leadership capabilities
- Implementation of High Impact Teaching Strategies
- Provided an individualised professional learning day for teachers to reflect on their practice and act upon their teaching and learning goals

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2025	
<p>During 2025 the school provided a range of professional learning opportunities, some of which included:</p> <ul style="list-style-type: none"> <li>-Teacher Faith Formation</li> <li>-Leading Teams</li> <li>-Science of Learning</li> <li>-Positive Education</li> <li>-Wellbeing Science.</li> </ul>	
Number of teachers who participated in PL in 2025	67
Average expenditure per teacher for PL	\$537.00

### Teacher Satisfaction

Our MACSSIS 2025 staff survey reflected that we were above the MACS average for Collective Efficacy, Professional Learning, Collaboration in Teams, Collaboration Around An Improvement Strategy and School Leadership. The staff were positive about how they were supported, and the standard of professional learning they were involved in and felt confident in their own knowledge and skills to complete their role.

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	10
Graduate	8
Graduate Certificate	10
Bachelor Degree	42
Advanced Diploma	4
No Qualifications Listed	9

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	63
Teaching Staff (FTE)	50.42
Non-Teaching Staff (Headcount)	37
Non-Teaching Staff (FTE)	24.05
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

#### 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 online platforms such as Seesaw
- Reviewed the use of Seesaw and developed agreed protocols with how it is being used for digital portfolios from Year 1 to Year 6 to engage the community in student learning and assessment in real-time
- Introduction of timetabled Junior and Senior assemblies on a Friday to showcase student learning and provide an opportunity for students to gain confidence to present in front of an audience, including our families
- Continued growth of the Parents and Friends Association with events organised by this group in communication with the school leadership team. These events included: Mothers' and Fathers' Day mornings and the Christmas Family Celebration
- Continuation of the STC School Advisory Council where matters discussed included: school uniforms and student behaviour
- Community celebrations of our faith, such as Sacramental Family Workshops and celebrations, Lenten and Advent celebrations
- Hosting 'Parenting in the Digital World' workshops to give parents/carers the skills and strategies to support and guide their children at home confidently
- Engage our parents and carers in school events such as the annual Book Week Parade, Junior and Senior assemblies and Grandparents Day
- Further developed our school volunteer training via an online platform
- Parent Teacher Interviews and Parent Support Group meetings now have an option for face to face or online, to support parent engagement.

### Parent Satisfaction

Our MACSSIS 2025 survey reflected that parents felt more engaged as partners in their child's learning at St. Christopher's.

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## Financial Performance

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

For more detailed information regarding our school please visit our website at [www.stcapw.catholic.edu.au](http://www.stcapw.catholic.edu.au)