



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Christopher's School

34 Roberts Road, AIRPORT WEST 3042

Principal: Colleen Mahoney

Web: www.stcapw.catholic.edu.au

Registration: 1620, E Number: E1229

Principal's Attestation

I, Colleen Mahoney, 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 2023 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 08 May 2024

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

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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 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. 2023 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.

Principal's Report

It gives me great pleasure to present the 2023 Annual Report to the School Community in my current role as Acting Principal.

In 2023, Adrian Glasby was the Principal of St Christopher's Primary School and he continued to lead our school in an environment that was calm, gentle and respectful. St Christopher's School Community continued to focus on differentiated learning and high expectations in the areas of Mathematics and English, set within our Catholic faith context.

In 2023 we continued to focus on our opportunities to engage with our community and to end each term with Prayer services and family gatherings. A new initiative was the introduction of a special 'Grandparents (or special person) Day' and it was one of the community highlights of our year.

St Christopher's Primary School is made up of a wonderful group of children who make each and every day an absolute pleasure for us to come to school. We are supported by their families who help us build the connection between school and home.

The staff at St Christopher's are an exceptional group of committed and dedicated team members who strive to make our school the best it can be, and I thank them on behalf of our community.

Kindest regards,

Colleen Mahoney (Acting Principal).

Catholic Identity and Mission

Goals & Intended Outcomes

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
- Introduced a new leadership role and opportunity for our Year 6 students with two representatives from each class to be known as Faith Captains
- 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.

Value Added

- Professional Learning leading to staff faith development
- New 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

Learning and Teaching

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 reading fluency and writing
- Updated whole school assessment schedule to include the use of evidence-based assessments such as DIBELS
- Continued development of pre and post-assessment tasks in English and Mathematics linked to the school's curriculum plan
- Students continued to track and measure their learning through the use of rubrics and goal setting
- Embedded the use of Learning Intentions and Success Criteria as part of our pedagogical approach to teaching and learning
- Students and teachers continued to co-construct success criteria where appropriate
- Improved the Prep to Year 6 testing schedule and teacher analysis of data to discuss progress towards the set targets and to plan for future learning
- Continued to provide opportunities for students to reflect on their learning and self-assess, and with support identify their next steps
- Revisited agreed protocols for feedback and feed forward based on success criteria
- Provide opportunities for students to develop voice and agency through feedback on their learning and their engagement with the learning through the use of a variety of tools
- Continued to develop more video WAGOLLS in Mathematics
- Moderation of all key assessments and rubrics in and across teams and with students where applicable
- Provided ongoing professional learning and dialogue around Student Voice and Agency
- Began to design learning activities that incorporated student interests and extended learning beyond the school
- Continuation of school-wide, evidence-based teacher/student and student/teacher feedback strategies and protocols
- Continued to upskill teachers and students to use Seesaw to show real-time learning and

assessment

- Implemented digital student learning portfolios through the online platform Seesaw, Year 1 - 6
- Continued to have ICT leaders, experts and lunchtime clubs to recognise student leadership and capacity in this area
- Provide extension programs within Mathematics and Reading.

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 very a small number of students in the lower proficiency levels in these areas. This trend continued into 2023.* NAPLAN 2023 saw the introduction of new proficiency standards with 4 levels of achievement for each year level that replaced the previous 10-band structure that covered all 4 levels tested. The new proficiency standards are: Needs Additional Support, Developing, Strong and Exceeding. If a student has reached Strong or Exceeding they are said to have reached proficiency. Over 75% of our students fell in either the Strong or Exceeding proficiency levels in Reading, Writing and Numeracy. A particular highlight is that 97% of our Year 3 students are in the top two proficiency levels for Writing and 80% of our Year 5 students are in the top two proficiency levels in Numeracy.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	434	67%
	Year 5	507	72%
Numeracy	Year 3	426	78%
	Year 5	512	80%
Reading	Year 3	423	76%
	Year 5	510	85%
Spelling	Year 3	410	63%
	Year 5	505	77%
Writing	Year 3	440	97%
	Year 5	519	86%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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

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

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

- Continued the learning journey of developing the capacity of the Wellbeing Science Team through a structured plan for professional learning
- The whole staff engaged in professional learning with David Bott, an expert in the field of Positive Education
- The use of 'Tactics' by teachers was introduced from Positive Education learning, to enhance the wellbeing of the school community
- In addition to a specialist Positive Education lesson, each class teaches a weekly Positive Education class lesson
- Introduction of facilitated planning for the classroom Positive Education program
- Development of Class Positive Education overviews and lessons that align with the Positive Education Program (PEEC)
- Training was provided for a number of staff with the MPower and Revved Up Programs
- Introduction of MPowered as an intervention SEL target program
- Data from Yard Behaviour forms and Student Class Removal sheets is regularly shared with teachers to best support students

- Introduction of 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 professional learning based on the Child Safety Standards and the implementation of strategies and supports

Value Added

- Strengthened communication between teachers and members of the Wellbeing Team in order to best support students
- A strong emphasis on the PEEC program, not only as a specialist subject, but a weekly lesson in class
- Continued development of well-being 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 the Learning Diversity Role as part of the NCCD process
- Continued refining of the Student Wellbeing Team's mechanisms to ensure that no student slips through the cracks
- Further develop staff confidence in implementing positive education in everyday practices and learning.

Student Satisfaction

Results from the MACSSIS 2023 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.

Average Student Attendance Rate by Year Level	
Y01	92.1%
Y02	91.9%
Y03	92.9%
Y04	91.4%
Y05	90.7%
Y06	90.3%
Overall average attendance	91.5%

Leadership

Goals & Intended Outcomes

To develop highly effective teachers through engaging in reflective practice by ensuring that:

- a culture of coaching is embedded
- teacher and leader efficacy improves

Achievements

- Continued whole staff professional learning and team learning around coaching and reflective practice
- Continued collaboration with coaching professional Katrina Bourke
- Continued the momentum of coaching on a fortnightly basis as part of the staff meeting process
- Development and continued refinement of the Engaging in Reflective Practice at STC tool
- Implementation of the use of the school online teacher platform 'Engaging in Reflective Practice' to support professional discussions at the Annual Review Meeting with the Principal
- Implementation of High Impact Teaching Strategies as a stimulus for Coaching sessions
- Provided an individualised professional learning day for teachers to reflect on their practice and act upon their teaching and learning goals.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
During 2023 the school provided a range of professional learning opportunities, some of which included: -Teacher Faith Formation -Coaching and Reflective Practice -Australians Together -Positive Education -Wellbeing Science.	
Number of teachers who participated in PL in 2023	67
Average expenditure per teacher for PL	\$537.00

Teacher Satisfaction

Our MACSSIS 2023 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.

Teacher Qualifications	
Doctorate	0.0%
Masters	10.0%
Graduate	14.3%
Graduate Certificate	14.3%
Bachelor Degree	47.1%
Advanced Diploma	12.9%
No Qualifications Listed	1.4%

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	67
Teaching Staff (FTE)	55.6
Non-Teaching Staff (Headcount)	29
Non-Teaching Staff (FTE)	24.2
Indigenous Teaching Staff (Headcount)	0

Community Engagement

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, Gala Ball 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 2023 survey reflected that parents felt more engaged as partners in their child's learning at St. Christopher's.

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.stcapw.catholic.edu.au