



Annual Report to the School Community

2019

Registered School Number: 1987

54 Caroline Springs Blvd, Caroline Springs, 3023

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Minimum Standards Attestation

I, Adele Vesty, attest that Christ the Priest Catholic Primary 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 2019 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.

April 2020

Our School Vision

Inspiring learners to grow, learn and succeed within a dynamic Catholic community.

Our School Mission

At

Christ the Priest Catholic Primary School

We are committed to creating a community of service that reflects the teachings of Jesus Christ.

We **GROW** through:

Challenging one another to take measured and reflective risks in an environment where all learners are respected and nurtured to flourish.

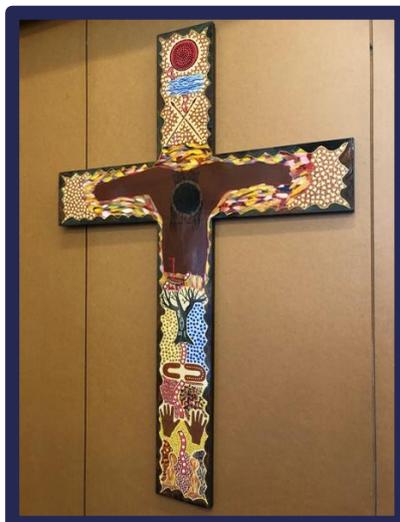
We **LEARN** through:

Exploring and inquiring in a safe, supported, flexible environment, celebrating the diversity and potential in our community and beyond.

We **SUCCEED** through:

Respecting ourselves, collaboration, goal setting and a rigorous commitment to learning.

We value Mercy, Service and Thanksgiving.



School Overview

Christ the Priest Catholic Primary School, Caroline Springs, is the first of two Catholic primary schools in the Caroline Springs parish of St. Catherine of Siena. It is located 22 kilometres west of the Melbourne CBD and within the Shire of Melton. Christ the Priest Catholic Primary School was established in 1999 by St. Peter Chanel Parish, Deer Park, in response to the rapid population growth in Caroline Springs and Burnside.

Our 2019 enrolments saw 477 children organised into 20 class groupings. The majority of our Year 6 children transition to Catholic Secondary Colleges, with most enrolling at our local Catholic Regional College, Caroline Springs.

Our children come from 31 varying cultural backgrounds and 45 different ethnic origins. 17% of students were born overseas and 47% have a language background other than English. Our school Socio-Economic Status is ranked as 100. 109 of our families were eligible to receive Camps, Sports and Excursions Fund (CSEF) in 2019.

Our staff comprised 58 members in 2019: 33 full-time teaching staff, 10 part-time teaching staff, 3 education support staff (administrative services), 10 learning support officers, 1 library technician and 1 school services officer. The following specialist programs were offered during 2019:- Physical Education, Performing Arts - Music, Performing Arts - Drama, Visual Arts, LOTE (Italian), Leveled Literacy Intervention.

We proudly value, acknowledge and explicitly promote the school's Catholic heritage and traditions. Displays throughout the school; the respectful manner of all interactions; and social justice in action are key features of Christ the Priest. Additionally, the welcoming nature of the school, the inclusiveness of its practices, the links to the parish and its commitment to supporting all families are evidence of this.

The school's facilities are of a high standard. All classrooms are well presented with colourful displays designed to support student learning. The school utilises Digital Technology across all aspects of the curriculum, with students having access to a variety of tools, including the use of individual Surface Pros or Chrome Books from grade 3 and banks of iPads for the junior school to access. The playground offers a variety of play experiences and opportunities for all students.

Our pedagogical philosophy hinges on the belief that we are all learners and teachers. To this end, we aim to develop inquiring and reflective minds through learning and teaching approaches, which empower our children to be lifelong learners. Experiential and 'hands on' activities underpin the school's approach to immersing students in their learning.

Our personal learning focus aims to differentiate learning, taking into account each child's needs, abilities and interests, so that they may realise their potential and grow as strong, contributing members to society.

Principal's Report

The 2019 school year saw many achievements at Christ the Priest.

Throughout Term 1 we began the year with a Family Picnic Night, cleaning and clearing the grounds of the school, introduction of CareMonkey and launching a social media presence. As a staff we went on retreat, which allowed us the time required to refocus and re-establish our school's identity. From our work on retreat, we came away with a clear sense of the school's vision, we consulted with students and parents and then settled on;

'Inspiring learners to grow, learn and succeed within a dynamic Catholic community.'

With our vision established, a 'Mission Committee' of volunteer staff was formed to work on developing a new mission for the school. A similar process and community consultation followed. Our school's mission moving forward is;

At

Christ the Priest Catholic Primary School

We are committed to creating a community of service that reflects the teachings of Jesus Christ.

We GROW through:

Challenging one another to take measured and reflective risks in an environment where all learners are respected and nurtured to flourish.

We LEARN through:

Exploring and inquiring in a safe, supported, flexible environment, celebrating the diversity and potential in our community and beyond.

We SUCCEED through:

Respecting ourselves, collaboration, goal setting and a rigorous commitment to learning.

We value Mercy, Service and Thanksgiving.

With a new vision and mission, we were inspired to align our school logo, which has resulted in an update to the logo that serviced Christ the Priest well for 20 years. We look forward to wearing and sharing our new logo in 2020.

In Term 2 we celebrated our inaugural Feast Day and set our focus on preparing to relaunch Positive Behaviour Learning (PBL). PBL will become one of two major focuses for Christ the Priest in 2020.

Term 3 was celebrated with our very first Art Show. This was a great success with many of our families visiting the school to view their child/ren's artworks and share in activities and treats organised by the School Community Group.

I would like to take this opportunity to thank our Deputy Principal, Mr Justin Hilton for all he has done in his time at Christ the Priest to support the wellbeing and care of students and staff. We wish him well in his new role as Principal at Our Lady of the Southern Cross School.

I would also like to take this opportunity to thank all the staff at Christ the Priest and our Parish Priest, Richard Rosse for their support of CtP during 2019.

Adele Vesty.
Principal

Education in Faith

Goals & Intended Outcomes

To explicitly embed and promote the Catholic identity of Christ the Priest as a living faith community within a contemporary context

Achievements

This year new School Vision and Mission statements were developed, with input from staff, students and parents. A new school logo and mantra were also designed.

The Inaugural Feast day of Christ the Priest was celebrated with a whole school Mass at St Catherine of Siena Church.

The Religious Education Curriculum Team developed a P-6 scope and sequence of lessons on Christ the Priest, which will be implemented next year. This will help to develop an understanding of the school and community's Catholic Identity. This was the culmination of two years' work.

Religious Education planning was facilitated by the Education in Faith Leader attending planning with each team to support and guide the planning process. Planning processes are continually updated and adapted to suit staff and students' needs and this year the school began following the Pedagogy of Encounter process. CtP follows the revised Religious Education Framework, developing a big question to guide units of work.

Dedicated Religious Education staff meetings are held at the end of each term to enable staff to begin planning new units of work, and to provide formation in Scripture. Although explicitly taught in its own right, Religious Education permeates all areas of the curriculum.

In 2019, whole school Masses were held at both school and St Catherine of Siena Church. Year levels attended the Parish morning Mass at St Catherine of Siena Church once or twice a year. Liturgies were held at school to celebrate special days in the Liturgical Year. The Parish Priest, Fr Richard Rosse, visited the school and heard the Confessions of our Year 4, 5 and 6 children throughout the year. Each year level chose a Social Justice project to focus on throughout the year, as part of their Religious Education program. This has helped to raise the profile of Social Justice at Christ the Priest.

Prayer is an integral component of the daily classroom practices, school assemblies and staff meetings, promoting and keeping alive the Catholic identity of Christ the Priest Catholic Primary School.

VALUE ADDED

Families are supported in preparing their children to receive sacraments through Parent and Child workshops e.g. Reconciliation (Yr 3), Eucharist (Yr 4) and Confirmation (Yr 6). The community celebrates whole school liturgies or Masses for Easter, Christmas and important Feast days. New Prayer and Liturgy resources were purchased to support the development of the Religious Education Program. The school has a focus on living the faith not just learning about it in class. Data for staff, students and parents places our school in the mean range for Australian Catholic schools in regard to the school's Catholic culture.

Learning & Teaching

Goals & Intended Outcomes

To empower and challenge every student to be a successful and engaged learner by further developing a differentiated, rigorous, contemporary learning environment

That student outcomes in Literacy and Numeracy improve

That students have increased responsibility for, and ownership of, their learning

Achievements

In 2019, staff had professional learning in the value and use of the Fountas & Pinnell 'Literacy Continuum'. All classroom teachers were provided a copy of this resource and now use this in planning specific foci for all areas of English, with the intent of growing all students in their literacy skills. All new staff were trained in the use of the SMART Spelling resource. This drives the Spelling program which is implemented across Prep-6 at Christ the Priest. Our Year 4 staff participated in Reading Comprehension Workshops facilitated by Catholic Education Melbourne. The workshops unpacked how to look at picture story books through different lenses to understand the author's message and intent for us, the readers.

In 2019, a new teacher was trained in Levelled Literacy Intervention (LLI) to assist in providing specific assistance to small groups of children who find literacy learning a challenge.

Support for 'new arrival' students, in order to assist them in developing their English skills was developed. These students participated in group activities that assisted them in engaging in speaking, reading and writing with the assistance of a teacher to facilitate.

Book Week began with a visit from Michael Gerard Bauer, an award-winning author, who not only entertained learners but demonstrated how authors take simple events to create ideas for entertaining stories. A Family Day, where parents were invited to join us in participating in a variety of activities related to the Book Week books made up part of the celebrations.

The parent community was once again generous with their time and eager to help out in the classroom and around the school. Training for parents and grandparents, who wished to volunteer in our classrooms, including most of our Prep parents took place.

In the area of Mathematics, Christ the Priest continued implementing the PASMAT program and assessment tool in partnership with Catholic Education Western Regional Mathematics coaches. Staff were supported in the development of Mathematics across P-6 with the facilitation of Mathematics planning each fortnight.

Professional development took place in the area of multiplicative thinking for Grade 4-6 teachers. Scaffolding numeracy in the middle years assessment and point of need teaching took place in Grade 6. Additional Maths resources were purchased for teaching fractions, shape and measurement.

STUDENT LEARNING OUTCOMES

Literacy

Year 3

The Summary report shows that our data is above the state mean in Writing & Spelling, is level with the state in Reading & is just below the state mean in Punctuation & Grammar. In all areas, we have fewer students falling in the lowest percentile area than the state. Our trend data shows we are showing growth in most areas.

Numeracy

Year 3

Summary Report shows that CtP (403) is below the State mean score in Numeracy (421) with girls performing just above the boys. The data also shows an upward positive trend from 2018 - 2019.

Literacy

Year 5

The summary report shows that we are just below the state mean in Writing & Spelling. However, it shows that we are further below in Reading & Punctuation. The data also shows that our boys are currently performing a little better than the girls in Reading. However, in Writing the girls are out-performing the boys.

Numeracy

Year 5

The Summary Report shows CtP to be lower than the state mean with the girls performing significantly lower than the boys. Also, our high performing boys are at a much lower level than the State.

In general, growth in Numeracy is almost at expected level.

Directions for 2020

Literacy

In 2020, CtP will have a major focus on teaching to 'at the point of need' in order to improve our data in all areas. We are aiming to improve growth for all students in all areas. We will continue our work in developing the reading comprehension skills of our students using the Fountas & Pinnell Literacy Continuum. We will also engage in work around vocabulary in order to improve both reading & writing skills.

Numeracy

Next year CtP will have a major focus on teaching to the 'point of need' in all year levels across the school. Prep to Grade 2 will continue with the PASA Program supplemented with SNMY assessments in 'Trust the Count' & Place Value; Grade 3s will focus on extending the PASA Program and use Common Assessment Tasks to assess and measure student growth; Grades 4 - 6 will use the Scaffolding Numeracy in the Middle Years (SNMY) to assess students' and measure their understanding of multiplicative thinking concepts.

Student Wellbeing

Goals & Intended Outcomes

To empower students to be confident, independent, respectful and resilient learners and leaders

Achievements

As a whole school, there was a significant focus on Positive Behaviour for Learning (PBL). This was an initiative introduced at Christ the Priest a number of years ago and this year it was revisited, with staff going ‘back to basics’ to ensure a whole staff understanding was developed. Staff were involved in a number of professional learning sessions (including staff meetings and a whole-school closure day) related to PBL. A PBL team was developed and will continue to lead this initiative in 2020.

Throughout professional development, some elements of the initiative involved:

- reviewing the STAR expectations
- development of a matrix which outlines expectations in various locations around the school
- numerous discussions to clarify ‘major’ and ‘minor’ behaviours

A small group of staff participated in SWIS (School-wide Information System) training. This system will be introduced next year as the key method for tracking student behaviour. The data will inform the decisions/direction of PBL teaching at Christ the Priest.

The whole school participated in “Day for Daniel” through the Daniel Morecombe Foundation, to raise child safety awareness.

17% of students were identified in the Nationally Consistent Collection of Data (NCCD) on School Students with Disability and meet criteria under the Commonwealth Disability Discrimination Act 1992 and the Disability Standards for Education 2005. All of these students require adjustments to be made to access the curriculum and participate in school on the same basis as their peers. The level of support varies for each student. Throughout 2019, Christ the Priest staff dedicated a significant amount of time to building teacher knowledge of NCCD to ensure shared understandings of obligations, expectations and processes in catering for the needs of students with disability.

During 2019, there was a strong focus on strengthening partnerships between home and school and a key element of this was scheduling regular conversations with parents of students who have a Personalised Learning Plan (PLP), Behaviour Support Plan (BSP) or Student Health Support Plan (SHSP). The aim of this consultation was primarily to regularly provide feedback to parents about their child’s progress and to set and review goals.

VALUE ADDED

- Transition Program - Pre-Prep School Experience Program & Year 6 to Year 7
- Development of a Wellbeing Curriculum Team
- Interschool sport to provide opportunities to shine.
- Quiet play monitored in the school library at first break to encourage co-operative play

- Twice termly supernova awards to recognise student achievement
- Grade 6 Camp program

STUDENT SATISFACTION

The Catholic Education Melbourne School Improvement Surveys (CEMSIS) showed that our students have confidence in their ability to learn. This survey also showed that students feel that they have a voice when it comes to their own safety and they can raise concerns about their own safety with adults in the school. Students also feel that teachers are interested in their views and about what matters to them. Students at Christ the Priest have a strong sense of Catholic identity, scoring above CEM average in all questions relating to Catholic identity.

An area for further consideration is the school climate with male students scoring this area low. This includes fairness around rules and the type of energy felt at the school. Our challenge will be to work with students in this area, particularly around respect and personal responsibility for behaviours.

STUDENT ATTENDANCE

Parents are required to notify the school of any absence via written note, school app message or email. Our school uses the “Every Day Counts” resource to support compulsory school attendance. Any unexplained absence is followed up by the school office each day. This is done via SMS and if required, a follow up phone call to the parent to ascertain the reason for the child’s absence.

When a child is absent, parents are expected to:

- provide a written explanation to their child’s teacher or
- phone the school office to inform of the absence or
- verbally let their child’s teacher know prior to the absence

or

- submit the notification contained within Christ the Priest’s Skoolbag Application

Teachers have a professional duty to follow up on extended or unexplained student absences and are asked to inform the Principal or Deputy Principal should they have difficulties in obtaining these.

Child Safe Standards

Goals and Intended Outcomes

To further our commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountabilities for people working with our students

Achievements

A large majority of families at CtP have undertaken Childsafe induction as part of the Parent Prep Orientation Program and have a Working with Children Check. This means that we have a large pool of parents able to help in classrooms, at School Community Group (SCG) functions at school and to accompany excursions. Every adult, other than parents, who enters the school and has contact with students is inducted, agrees to abide by the Child Safe Code of Conduct.

Contractors go through this process as well and as far as possible, work at school outside of school hours to minimise risk to students. A Risk Audit is conducted for each incursion, excursion, guest speaker, school camp, Swimming, Athletics and Sporting activity. All staff and regular Casual Relief Teachers complete the e-learning module on Mandatory Reporting each year. This teaches them to recognise and report child abuse. All staff and regular CRTs sign the ChildSafe Code of Conduct each year.

Leadership & Management

Goals & Intended Outcomes

To grow and sustain a staff culture that is characterised by shared vision, distributed leadership and a focus on continuous learning and improvement for all

That the staff climate is characterised by a strong sense of collegiality, teamwork, engagement, empowerment and accountability.

Achievements

At the beginning of 2019 grade level teams participated in a number of team building tasks and activities to establish a sense of teamwork for teachers in each grade level. Each team created a Code of Conduct that they used and referred to throughout 2019 to ensure that professional conversations were had within their teams.

Professional development, collaboration and work continued around the Christ the Priest vision and mission. A staff retreat was held early in the year, which gave all staff members a chance to reimagine the vision of Christ the Priest Primary School and articulate the essence of this for the wider school community. Following the retreat, students and parents were consulted around their ideas for the vision and mission of the school. Having established a new vision and mission, the Leadership Team worked with a consulting company to create a new logo for the school that represented this new way forward.

2019 marked a new leadership structure that included Level Leaders, representing teachers from each grade level. This team met regularly, providing an additional avenue of communication and voice for staff with Leadership. The two major projects that the team worked on were streamlining the school assembly process and redesigning a new Student Leadership structure for 2020.

Annual review meetings were held for each staff member, which was a culmination of Individual Professional Learning Time that had been allocated to staff to allow them to work on specific goals.

Work in the PASMAPP space continued, with new staff members taking part in professional development and the Maths Leader working with Western Regional Office to expand the program to include Grade 3 with a focus on Geometric Reasoning.

All staff participated in professional learning about the Child Safe Standards. Compliance sessions were provided as part of Prep 2020 orientation sessions for parents to inform them of the Child Safety Standards. Christ the Priest worked closely with Safesmart solutions to set up a cloud-based portal that contains all relevant policies, procedures, risk management and compliance training.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Fountas & Pinnell
 PASMAP
 Levelled Literacy Intervention
 Mandatory Reporting
 CPR First Aid
 Manual Handling
 Diabetes Training
 Anaphylaxis
 Asthma
 Emergency Management
 PBL
 Autism Spectrum Disorder
 Vision and Mission creation

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

35

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2437

TEACHER SATISFACTION

Teachers at CtP have identified Catholic identity and support for teams as their highest areas of satisfaction. The result in the area of support for teams is pleasing as 2019 marked the first year of facilitated team planning.

Areas for improvement include feedback and school leadership. The challenge moving forward will be to develop a whole school approach to feedback, embedding this into the culture of the school and providing role clarity around leadership roles.

School Community

Goals & Intended Outcomes

To support student learning and wellbeing through the development of strong family and community partnerships.

That students' learning enables them to engage with, and contribute to, the wider community.

Achievements

In 2019 ten new members of staff were welcomed. This was across teaching, learning support, leadership and administration areas. In the first few weeks of school, a Family Picnic night was hosted that allowed the whole school community the opportunity to get together and meet new and existing staff.

In the area of communication, two newsletters were distributed per term, a social media presence and CareMonkey were introduced. Instagram and Facebook were the social media platforms introduced and 95% of our parent community signed up to receive all student notes and information online through CareMonkey. Seesaw continued to be an important platform for parents, teachers and students, where learning was showcased.

Whole school assemblies were held three times per term. Junior and senior assemblies were held twice per term and each grade level had fortnightly awards assemblies, all of which parents were welcome to attend.

September 11 & 12 marked the inaugural Art Show. This was a fantastic couple of days where student artwork was displayed and shared with our whole school community. The art show also featured interactive art activities and refreshments service by the School Community Group. There was much community support for our Art Show, which allowed us to have a number of raffles throughout.

The School Community Group continued to plan for & organise special school events e.g. Colour Fun Run, Easter Raffle, Mother's Day afternoon tea and Father's Day breakfast. They also hosted the Book Week Book Fair and provided funds for the school to have a defibrillator on site.

A uniform committee was formed with staff and parents and from this a new uniform was developed for CtP, which will be phased in over the next three years. This uniform will align with the new vision, mission and logo of the school.

Relationships with our local kindergartens were strengthened with an orientation program provided by Christ the Priest to students to be immersed in STEM, PE, Music, Drama, Literacy and Maths games. This also aligned with a weekly library program that was held in Semester 2 for pre-school students. Later in the year the Prep Transition Program (4 sessions) was run once again to encourage questions, discussions that develop social connections. These include guest speakers from OSH (Outside School

Hours), Grade 6 School Leaders and current parents. Interpreters were employed to support & welcome new arrival families.

The end of the year concluded with a Carols evening, which was blessed with perfect weather to share in the fellowship and merriment of the festive season.

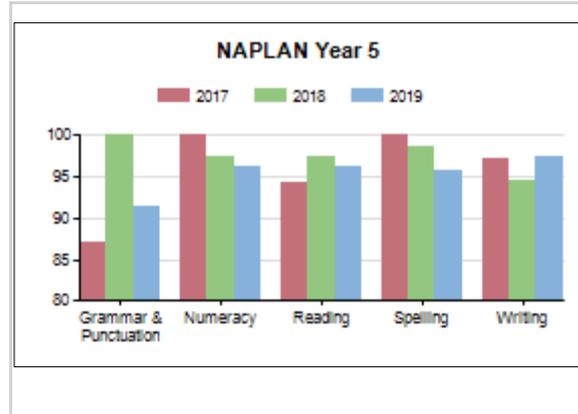
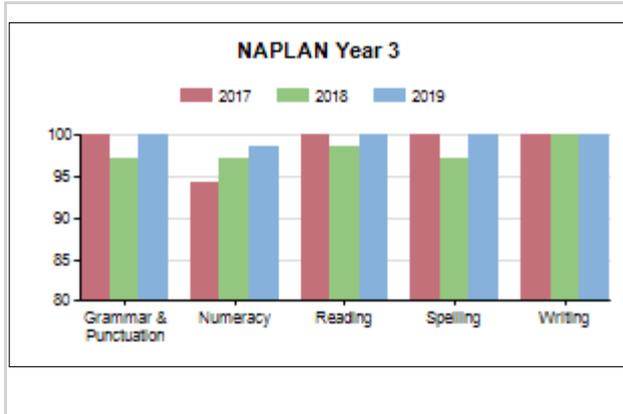
PARENT SATISFACTION

CEMSIS data used to gauge parent satisfaction had a response rate of 20%. Barriers to engagement scored 86% which is a positive score indicating that the large majority of parents at CtP feel that they have the ability to engage in the school community in some way. In the area of family engagement, parents responded positively to opportunities to visit their child's school and indicated that there was a 93% likelihood that they would recommend the school to prospective parents. School climate is also an area that scored highly at 82%. This includes areas of student evaluation and staff approachability.



School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	97.1	-2.9	100.0	2.9
YR 03 Numeracy	94.2	97.1	2.9	98.5	1.4
YR 03 Reading	100.0	98.6	-1.5	100.0	1.5
YR 03 Spelling	100.0	97.1	-2.9	100.0	2.9
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	87.0	100.0	13.0	91.5	-8.5
YR 05 Numeracy	100.0	97.4	-2.6	96.1	-1.3
YR 05 Reading	94.2	97.4	3.2	96.1	-1.3
YR 05 Spelling	100.0	98.7	-1.3	95.8	-2.9
YR 05 Writing	97.1	94.5	-2.6	97.3	2.8



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	94.1
Y02	91.9
Y03	94.1
Y04	93.6
Y05	92.2
Y06	92.2
Overall average attendance	93.0

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	82.1%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	76.6%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	32.4%
Graduate	8.8%
Graduate Certificate	14.7%
Bachelor Degree	88.2%
Advanced Diploma	35.3%
No Qualifications Listed	2.9%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	43
Teaching Staff (FTE)	36.9
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	10.0
Indigenous Teaching Staff (Headcount)	0

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