



Christ the Priest Catholic Primary School Caroline Springs

2021
Annual Report to the School Community



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Contact Details

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|---------------------|------------------------------------------------------------|
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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 2021 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 Schools.

04/04/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

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 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 2021 enrolments saw 484 children organised into 20 class groupings. 21% of our students have a language other than English as their main language spoken at home from 15 different languages. 22.6% of students were born overseas. Our school Direct Measure of Income (DMI) is ranked as 95. 102 of our families were eligible to receive Camps, Sports and Excursions Fund (CSEF) in 2021. Our staff comprised 61 members in 2021: 43 teaching staff, 3 education support staff (administrative services), 13 learning support officers, 1 library technician and 1 school services officer. The following specialist programs were offered during 2021:- Physical Education, Performing Arts - Music, Performing Arts - Drama, Visual Arts, LOTE (Italian), Leveled Literacy Intervention, MiniLit and MacqLit.

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 3-6 and banks of iPads for the junior school to access. The three playgrounds offer a variety of play experiences and opportunities for all students.

Throughout 2021 the two main elements of the school's annual action plan were; • To develop a shared pedagogical approach to learning and teaching to enable effective differentiation and student engagement. • To devise an approach to social and emotional learning for all learners. These two focus areas drove all professional learning and resource allocation decisions and were adapted to remote learning and an online mode of professional learning delivery to ensure that we continued to work in these areas throughout the year. The focus on differentiated learning was driven by the school's vision so that learners may realise their potential and learn, grow and succeed.

Principal's Report

The staff at Christ the Priest are proud of the achievements made in 2021. 2021 was a review year for the school, along with many other achievements, not to mention delivering learning to our students remotely through four different lockdowns.

In February the tone was set for our students' "way of being" by celebrating 'Bully No Way Day'. Across the school we developed a shared language to discuss bullying and supported students to identify, manage and seek assistance for any instances of bullying.

Georgie Manning from 'Wellbeing for Kids' presented to a number of parents in early March, focussing on the social and emotional aspect of students' learning. This was one of the last events for the year that we were able to gather in person. Due to COVID-19 lockdowns and restrictions, many of our parent sessions were held online. It was great that we were able to continue to reach out to our families and that the buy in for attending online sessions was so strong.

In March and April our Grade 5 and 6 students were able to attend their camps. Grade 5 students attended Sovereign Hill Dress School for two days and experienced first hand what life was like on the gold fields of Ballarat in the 1850's. Grade 6 students attended an adventure camp at Lady Northcote in Glenmore. This camp allowed our students to develop as the leaders of the school and challenge themselves and one another through fun, team oriented activities.

The four yearly review of Christ the Priest took place in August. This review gave us the opportunity to reflect upon our journey and celebrate our achievements. It also allowed us to identify next steps when looking to 2022 and beyond. As a result the recommendations and subsequent focus for the school over the next four years are;

- Continues to build the capacity of teachers to differentiate learning to target the needs of students,
- Facilitates student agency by encouraging students to take responsibility for their learning, creating independent and self-regulating learners,
- Enhances opportunities for leaders to be more proactive and more effective instructional leaders.

Towards the end of 2021 our students participated in a swimming program. This was a new initiative for the school and a great opportunity for our students to gain water safety skills. A new playground was installed for the middle school (grades 3 & 4), which was very excitedly received and our long anticipated renovation of two portables to house a dedicated space for OSH club was completed.

I look forward to continuing to work with Fr Richard and Fr Simeon, the dedicated Christ the Priest staff and the newly appointed School Advisory Committee in 2022 and beyond.

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

We were blessed to be able to celebrate and live stream our Masses, Liturgies and Supernova Assemblies throughout the year enabling family and friends to join us remotely.

After many postponements it was with great joy we were able to celebrate the Sacraments of Year 3 First Reconciliation, Year 4 First Holy Communion, Year 5 First Holy Communion and Year 6 Confirmation.

Many Masses were organised to cater for the changing needs of our students and their families. We were wonderfully supported by Fr Richard and Fr Simeon who helped us run Spirituality Days with these students as part of their preparation to receive the Sacraments.

Staff formation at the MacKillop Heritage Centre:

To celebrate the 10-year anniversary of the canonisation of Saint Mary of the Cross, Australia's first Saint, we reflected on the qualities and actions that set Mary apart, and how her legacy continues to be relevant today, and this can be lived out at Christ the Priest..

Staff Formation around using the Pedagogy of Encounter to plan and implement investigations into Church Teachings including Pope Francis' Letter- Laudato Si- Students explored the call for us to respond to the cry of the Earth and the cry of the poor. We celebrated whole school liturgies around the teachings.

School House Colours were renamed to recognise our 4 School Saints: St Catherine of Siena (yellow)

St Therese of Lisieux (red)

St Mary of the Cross MacKillop (blue)

St Thomas Aquinas (green)

Staff member and Artist Mrs Audrey Cardona designed logos for each of the Saints in consultation with Mrs Vesty Principal and Mrs Skinner Religious Education Leader.

An inspirational quote by each of the Saints was selected and implemented as part of units of work in Religious Education.

Our school community was part of the Caritas Project Compassion program. Through the school community's generosity we raised almost \$2000 for disadvantaged people around the world.

Caritas offered a small group of our senior students the opportunity to connect with other students from around Australia via Zoom to share their experiences of Lent and ideas about social justice.

5 of our Year 6 students created a slideshow explaining to other schools what they learnt about Project Compassion and its work. They also spoke about the Year 5 & 6 Rice Day initiative they participated in to raise funds for Project Compassion.

We thank God for the many opportunities we had to inspire our learners to grow, learn and succeed within a dynamic Catholic community throughout 2021.

VALUE ADDED

We are proud to support Connection the St Vincent De Paul Conference in Caroline Springs. Once again our school community was very generous in their response to 2 initiatives.

In June we organised a Food Drive. We collected 22 52litre baskets of nonperishable food. The food was distributed to the needy both in the parish of St Catherine of Siena and the local area.

In November we organised a Christmas Project. We raised funds to purchase 55 \$50 Coles Vouchers. These were distributed to the needy both in the parish of St Catherine of Siena and the local area. Our Student Liturgy Leaders presented the vouchers to Mr George Stacey, Chairman of the St Vincent DePaul Conference at our end of year Mass.

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 a shared pedagogical approach to learning and teaching is developed through facilitated planning by curriculum leaders to enable effective differentiation and student engagement
- That student outcomes in Literacy and Numeracy improve
- That students have improved engagement and increased agency over their learning

Achievements

2021 began with students and staff onsite with exciting goals and outcomes to achieve. The reality of another year impacted by COVID unfolded with a combination of onsite and remote learning at home throughout the year. The staff, students and families worked together to maintain consistency in planning, delivery and implementation of learning programs and to support our students' academic, social and emotional needs.

During periods of Remote Learning, our Staff and the Diversity Team continued to provide support for students and families to ensure that the wellbeing of our students remained at the centre of our work. This included recorded lessons and daily slide decks to provide quality lessons for our students. Teachers provided instructional videos for the students to view and refer back to, to support their learning. Student work samples were uploaded to SeeSaw or Google Classroom through which teachers checked and offered feedback for specific tasks. Learning Support Officers continued to support those students who required extra assistance and Intervention programs continued. To support new arrivals families, packs of modified learning tasks were sent home so these students had access to tasks they could complete independently or with minimal support. These students were also provided with individual online sessions with New Arrivals teachers.

The newly formed Curriculum Team met each fortnight to discuss goals, student data and implement new initiatives across the school. Facilitated planning was structured and focused with the use of data central to developing teaching and learning programs. With the goal to improve engagement and student agency across the school, the team ran a professional development day at the end of Term 1 to develop teacher knowledge and skills in this area. This work continued to be developed through staff meetings. All curriculum leaders ran after school professional learning teams to focus on data analysis and building teacher capacity to cater for the diverse needs of our students. Curriculum leaders supported classroom implementation by modelling lessons and being an active presence in classrooms.

The promotion of student agency was developed through the implementation of student goal setting and reflective practice. Students were supported to identify goals that they wanted to achieve. The use of checklists and rubrics were introduced so that students could identify steps they could work towards to achieve their goal. Teachers and students engaged in learning conversations where the students could reflect on their learning, give feedback to each other and receive feedback from their teacher. During parent, teacher and student chats in Terms 2 and 4, students were able to showcase their goals and provide evidence of their achievements. Teachers also provided students with a range of reflection tools so that they could understand themselves as learners and set new goals.

In Literacy, teachers focused on the structure of reading lessons and small targeted teaching groups. Teachers used a range of data to identify student needs. Data such as PAT Reading, Fountas and Pinnell BAS assessments, ongoing running records and focus teaching observations and anecdotal notes. In the Senior school, Literature circles were introduced through book clubs, to develop and extend the comprehension skills of students.

A new writing initiative was implemented in 2021 called VCOP and The Big Write for students in years 3-6. This approach saw the introduction of performance writing opportunities where the students reflected on their writing samples using a checklist of skills and identified their strengths and formulated goals to develop their writing skills further.

Assessment practices were refined and a new assessment schedule was developed and implemented. Students who did not meet the expected level in Grades 1 to 6 completed targeted assessments to screen their eligibility for intervention programs.

2021 Literacy Intervention programs included: MinLit (P-2 program focusing , MacqLit (3-6 program focusing on phonemic awareness and Leveled Literacy Intervention (3-6) was implemented which targeted reading and comprehension skills.

In Mathematics, the focus for grades 5 & 6 was to continue working on multiplicative thinking and to introduce the framework in Number to identify specific Growth Points for P-4 students.

Mathematics intervention for highly able and less able students continued to be a focus at CtP as well as differentiation of the curriculum in classroom lessons.

The decision was made to support our work on multiplicative thinking by ensuring that the lower and middle grades concentrated on acquiring the Growth Points in Number. Therefore The Mathematics Interview (MOI) from Prep to Grade 4 was introduced. This is an online interview that tracks student progress of mathematical understanding by using Growth Points. The Interview is accessed through the Insight Platform and has the capacity to track all the students to Grade 4.

To develop improved engagement the new initiative of Discovery Learning in the Junior school; Prep and Year 1, was introduced. This provided the opportunity for students to enter into a variety of learning experiences where they had choice and could be creative. Throughout the Discovery Learning, students were able to develop their oral language skills and social skills by interacting with each other and learning from each other. The variety of activities provided, were also print rich experiences to develop their literacy knowledge and skills. In the middle and upper grades students were engaged in the design and creative thinking cycle where they had choice and voice in different stages of the cycle. Feedback through student motivation, google forms and post assessments from the students, showed evidence of their strong engagement.

STEM, demonstrated through the design thinking process, continued to be unpacked and explored within Inquiry units. Teachers worked to develop an understanding of the design thinking process and how this can be used to solve problems. STEM as a problem solving cycle, was visible within the school and supported students in the development of creative and critical thinking skills. Students were introduced to a variety of technology tools for learning and engagement with the intention for such tools to be used across all areas of the curriculum. Tools introduced and explored were: Adobe Spark, Google Workspace tools, Micro:Bits and robotics.

STUDENT LEARNING OUTCOMES

In the area of English the school used Alpha Assess to summarise reading progress in Years P-2.:

This assessment completed in November identified that 57.4% of Prep students are at or above expected level, 74.3% of Year 1 students are at or above expected level and 87.3% of Year 2 students are at or above expected level.

In the area of Reading, NAPLAN showed both grade 3 & 5 marginally lower than the state mean. In grade 3, Writing and Spelling were above the state mean and grammar and punctuation was below. In grade 5, all areas of Writing, Spelling and Grammar and Punctuation were below the state mean.

In the area of Mathematics NAPLAN showed that both grades 3 & 5 are operating below the state mean. More than 50% of grade 5 students are operating below the state mean. 50% of Grade 3 students are marginally closer to the state mean.

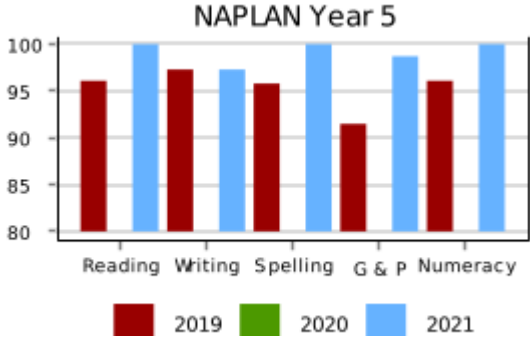
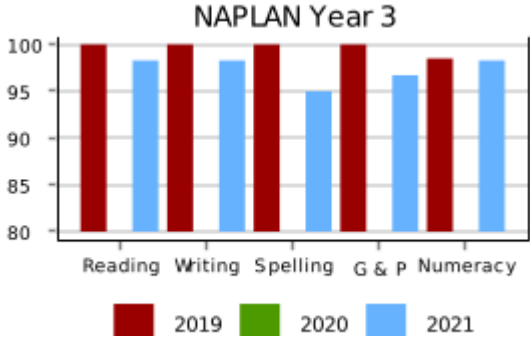
In the NAPLAN assessed areas of Reading, Writing and Numeracy, Christ the Priest grade 5 scores have steadily improved since 2017. Grade 3 scores in these areas have also improved since 2018.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|------------------------------------------------------|-----------|-----------|-----------------------------|-----------|-----------------------------|
| NAPLAN TESTS | 2019 % | 2020 * | 2019 – 2020 Changes * | 2021 % | 2020 – 2021 Changes * |
| YR 03 Grammar & Punctuation | 100.0 | - | - | 96.7 | - |
| YR 03 Numeracy | 98.5 | - | - | 98.3 | - |
| YR 03 Reading | 100.0 | - | - | 98.3 | - |
| YR 03 Spelling | 100.0 | - | - | 95.0 | - |
| YR 03 Writing | 100.0 | - | - | 98.3 | - |
| YR 05 Grammar & Punctuation | 91.5 | - | - | 98.7 | - |
| YR 05 Numeracy | 96.1 | - | - | 100.0 | - |
| YR 05 Reading | 96.1 | - | - | 100.0 | - |
| YR 05 Spelling | 95.8 | - | - | 100.0 | - |
| YR 05 Writing | 97.3 | - | - | 97.3 | - |

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

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

Achievements

Throughout 2021 one of our two key goals as a school was to devise an approach to social and emotional learning for all learners. In 2020 Positive Behaviour Learning (PBL) systems and structures were put in place and this was further built upon and embedded in 2021. The PBL approach sees the explicit teaching of expected behaviours. To enhance this approach and greater social and emotional awareness of our students, these explicit teachings were paired with an SEL focus. The 2021 SEL focuses included character strengths, being an upstander, grit and resilience, growth mindset, problem-solving, kindness, gratitude, persistence, coping strategies, confidence, friendship, empathy, generosity and change.

The layered reward system as part of the PBL approach was further developed. House points were distributed across the school and STAR Cards were introduced to acknowledge positive student behaviour in the yard. Each year level developed a consistent reward system with their students. At the beginning of the year, each class created a code of conduct to provide further clarity to classroom expectations.

In a year when there were four instances of remote home learning, the PBL/SEL focus and lessons continued and were highly valued by the whole community. Through regular surveys and the use of SWIS behaviour data, explicit PBL/SEL learning was adapted to the needs of the community at the time.

During periods of remote learning, the community participated in initiatives such as the run/walk challenge, talent quests and book cover challenges all in an effort to unite and provide opportunities for the community to continue to engage with the school and one another.

Each newsletter in 2021 contained a Wellbeing focus and a message from Dr Michael Carr-Greg to support parents and give more information about issues of Wellbeing at CtP.

The CtP Wellbeing team continued to meet fortnightly throughout 2021 monitoring wellbeing initiatives, students and goals. A 2021 PBL Team was established and continued to meet throughout the year, analysing student data and making changes to improve teacher practice.

Towards the latter half of the year Wellbeing and Learning and Teaching focussed on learning routines and student agency through the use of rubrics, goal setting and learning conversations to provide students with greater learner efficacy. Creating safe, structured and predictable learning routines for students was aimed at increasing both wellbeing and learning outcomes.

VALUE ADDED

- Grade Prep/5 and 6/1 Play and Buddy Program
- Grade 5 Camp - Sovereign Hill
- Grade 6 Camp - Lady Northcote

- Student Leadership Program
- Grade P-6 Swimming Program
- SWIS Data Tracking of Student Behaviour
- Twice per term Supernova Awards to students
- Participation in Bullying No Way National Day against violence

STUDENT SATISFACTION

The following MACSSIS data shows is the percentage of CtP students who gave a positive response to questions in relation to each of the following survey domains:

- Rigorous Expectations - 85%
- School Engagement - 63%
- School Climate - 70%
- Teacher-Student Relationships - 81%
- School Belonging - 77%
- Learning Disposition - 77%
- Student Safety - 57%
- Enabling Safety - 53%
- Student Voice - 66%

Each of these areas saw an increase from the previous survey in 2019.

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

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.

The Student Wellbeing Team monitors and follows up on extended student absences.

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | |
|-----------------------------------------------|-------|
| Y01 | 74.6% |
| Y02 | 77.2% |
| Y03 | 77.3% |
| Y04 | 77.6% |
| Y05 | 74.9% |
| Y06 | 76.5% |
| Overall average attendance | 76.4% |

Child Safe Standards

Goals & 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

- Codes of Conducts for Staff and School Community were revised and signed by all staff, contractors and volunteers.
- A version of the Child Safety Policy in 'child-friendly language' was revised and promoted within the school.
- All teaching staff completed the Mandatory Reporting Training Module.
- Teachers planned and taught 'Child Safety Awareness' units through Positive Behaviour Learning lessons, with the aim of promoting the participation and empowerment of all students.
- The whole school participated in the National 'Day for Daniel' to further promote child safety awareness.
- The whole school participated in the National 'Bullying No Way' day to promote positive student relationships and confidence.
- Child Safety matters were discussed at Wellbeing Team meetings, Leadership Team meetings, Staff meetings and through school newsletters.
- Cyber-safety lessons were taught to all students P-6.
- Employment practices continued to include questions about child safety.
- Child Safety matters were considered, discussed and planned for throughout Remote Learning.
- Regular student leadership meetings to discuss school concerns.
- Twice yearly bullying surveys were conducted from Grades 1-6.

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

Throughout 2021, the new leadership structure that was co-designed by staff at the end of 2020 was implemented. This structure involved the appointment of two Deputy Principals and the formation of junior, middle and senior school communities with dedicated leaders and lead teachers. A Leadership Team was established to focus on the school from a big picture perspective and the Curriculum Team was established to focus on curriculum and pedagogical development.

The two main goals for the school, as documented in the school's Annual Action plan, were;

- To develop data literacy skills of leaders and teachers to enable effective differentiation of learning and wellbeing.
- To enhance and develop effective relationships to support student learning and wellbeing.

These goals guided all professional development and decisions made throughout 2021. In term one there was a strong focus on lesson structure and routines to provide students with calm and optimal learning environments. As the year progressed a strong focus developed around student agency. Students were introduced to learning journals, rubrics and learning goals were introduced into at least one area of the curriculum. This allowed students and teachers to have learning conversations that focussed the discussion on where the student was in their learning and what their next steps were.

Throughout the year Lead Teachers in the junior, middle and senior school supported teachers in the following areas;

- Support the development of morning routines
- Learning routines and target teaching
- Spending equal amounts of time in classes
- Developing and supporting the implementation of the assessment schedule
- Supporting the planning of Literacy and Maths
- Mentoring
- Coaching

The Literacy, Maths and Lead Teacher teams all undertook GROWTH coaching with an external consultant. This allowed leaders across the school to develop and be accountable for their own goals and experience the coaching experience provided by a professional mentor.

The four yearly VRQA and School Improvement Framework (SIF) Review was undertaken in August and September. Christ the Priest successfully passed VRQA requirements with 100% accuracy. The inclusion of an independent reviewer was key as she was able to seek feedback from all stakeholders in the community including staff, students and parents. As a school we found this process to be highly effective and valuable and look forward to implementing our next steps over the next four years.

| EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Description of Professional Learning undertaken in 2021 | |
| Advanced Women's Leadership | |
| External GROWTH Coaching | |
| School Review Process - AAP PD with Wayne Richard | |
| Positive Behaviour for Learning | |
| Emergency Management | |
| First Aid Training, Anaphylaxis, Asthma, Diabetes Training | |
| SafeSmart Inducation Modules | |
| Mandatory Reporting | |
| NCCD Modules | |
| Principal & Deputy Principal Network & Conference Religious Education Leader, Student Wellbeing Leader, Student Diversity Leaders, Learning and Teaching Leader, Literacy Leaders, Math Leaders and STEM Leader all attended their respective network meetings. | |
| Intervention Framework - Modules 4-6 | |
| School Based Fath Formation - Sacramental Focus | |
| EAL Curriculum - Rebecca Paic | |
| Information Sharing & Family Violence Reforms: Practical Workshop for Professionals | |
| Student Agency | |
| Pedagogy of Encounter | |
| VIT Graduate Professional Development | |
| Number of teachers who participated in PL in 2021 | 43 |
| Average expenditure per teacher for PL | \$1820 |

TEACHER SATISFACTION

Three out of twelve of MACSSIS Staff Survey Data was above Catholic Education Melbourne Average:

- 1. Student Safety - 68%
- 2. School Climate - 79%
- 3. Staff-leadership relationships - 89%
- 4. Instructional Leadership - 59%
- 5. Feedback - 44%
- 6. School Leadership - 72%
- 7. Staff Safety - 76%
- 8. Psychological Safety - 70%
- 9. Professional Learning - 60%
- 10. Collaboration around an improvement strategy - 74%
- 11. Collaboration in teams - 78%
- 12. Support for Teams - 71%
- 13. Collective efficacy - 76%
- 14. Catholic Identity - 85%

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 85.2% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 84.6% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 29.0% |
| Graduate | 3.2% |
| Graduate Certificate | 6.5% |
| Bachelor Degree | 77.4% |
| Advanced Diploma | 29.0% |
| No Qualifications Listed | 12.9% |

| STAFF COMPOSITION | |
|---------------------------------------|------|
| Principal Class (Headcount) | 3.0 |
| Teaching Staff (Headcount) | 47.0 |
| Teaching Staff (FTE) | 39.2 |
| Non-Teaching Staff (Headcount) | 22.0 |
| Non-Teaching Staff (FTE) | 17.8 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

School Community

Goals & Intended Outcomes

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

Achievements

Throughout 2021 in the area of school community, communication to families was continued through the use of Operoo. Remote Learning saw families and staff use of SeeSaw continue to support learning and communication between home and school. The school utilised many features of Google Meet to run online live lessons and record lessons for students. This platform also provided an avenue for the school to run the Prepping for Prep program for future Prep students of Christ the Priest. Activities were shared with parents through email and, with parent permission, photos of student work were posted to the school social media accounts. Google Meet also allowed for regular online social sessions for teachers during COVID and the presentation of assemblies and awards to students. Fr Richard Rosse regularly attended assemblies, along with the Grade 6 Liturgy Leaders.

Once back onsite, Christ the Priest was able to engage with the school community through a variety of ways, including the Parish Playgroup and an onsite Prep Transition Program. Although assemblies and Masses were still limited in capacity, students and families engaged in these activities through live streaming via YouTube. Christ the Priest also began a lunch order program in conjunction with a local cafe to provide students with the option to have a lunch order once a week. The school, in partnership with St Vincent de Paul Society was able to raise \$2750 for their Christmas Appeal at the end of 2021.

PARENT SATISFACTION

MACSSIS 2021

That Christ the Priest is inclusive, engages families and appeals to families;

Parent engagement - 50% positive responses

School enrolments - 484

School enrolments in Prep - 70

Retention of students in Prep - Year 3 - 95%

Enrolments of students with disability - 16.9%

School Fit - 72% positive responses

Future Directions

We have developed a series of recommendations to guide future directions according to advice given in the school review. The two major goals for 2022 are;

- To develop and embed a shared approach to learning and teaching.
- To support students to be agents of their own learning.

In alignment with these goals the following initiatives will be implemented;

- Develop a Learning and Teaching Statement.
- Design, document and embed a whole school instructional model for learning and teaching and lesson approach
- Establish an agreed approach to facilitated planning
- Provide opportunities for Leaders to meet and develop a shared understanding of Instructional Leadership
- Develop consistent practises to plan for and cater to the needs of learners with diverse needs.
- Develop a whole school understanding of goal setting and routines for all learners
- Establish a shared understanding, process and routines for student/teacher learning conversations
- Develop structures and capacity to strategically sequence learning experiences that are supported by learning intentions and success criteria
- Integrate aligned PBL and SEL approaches across all curriculum areas
- Develop a whole school understanding and approach to Catholic Social Teaching