Melbourne Archdiocese Catholic Schools

2025

Annual Report to the School Community

St Christopher's School

2 - 16 Doon Avenue, GLEN WAVERLEY 3150
Principal: Patrick Green
Web: www.scsyndal.catholic.edu.au
Registration: 1600, E Number: E1219

Principal's Attestation

I, Patrick Green, 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 21 May 2026

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

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

Vision and Mission

St Christopher's Primary School Vision

St. Christopher’s Primary School is a welcoming and caring community, guided by the Catholic Faith.

Embracing difference and diversity, we strive to empower students to experience success and become resilient lifelong learners.

We work collaboratively with our community to nurture the academic, spiritual, social, emotional and physical growth of each child.

Our students are challenged to engage with their local and global world to create positive change.

School Overview

St. Christopher's Primary School is a growing multicultural Catholic school, located in the eastern suburbs of Melbourne and is set in spacious grounds. St. Christopher's has a reputation for being a very high performing school with a strong sense of community spirit. These attributes are most noticeably reflected in a supportive community, active and engaged students, and dedicated staff. St. Christopher's has a family like feel where all students are known and staff take on a shared responsibility for all students. Our school is dedicated to the development of the whole child where all programs are underpinned by the Gospel values. We aim to challenge our students to reach their full potential through a broad and personalised contemporary curriculum, and we strive to provide excellence in all areas of school life. We aim to develop each child's self-esteem and to make our school community a happy, rewarding and enjoyable place to be. At St. Christopher’s Glen Waverley, there is a shared vision reflective of our Catholic identity in dialogue with our diverse community. Our school works collaboratively and uses feedback and data to maximize learning opportunities and improve outcomes for all. Our current focus as identified in the School Improvement Plan (2023-2026), is to implement a consistent, evidence based, whole school approach to learning and teaching. St Christopher's also aims to enhance student voice to promote engagement in faith and learning.

Principal's Report

St. Christopher's school is a Catholic Primary School located on Doon Avenue in Glen Waverley. This is near the intersection of High Street Road and Blackburn Road. St Christopher's is a small but growing school and currently has an enrolment of 154 students. The school has experienced significant interest from families over the last couple of years and is expected to exceed 160 students in the next two years.

Specialist staff support class teachers, teaching Music, Art, LOTE (Mandarin), Physical Education and Performing Arts. The Leadership team consists of Principal, Deputy Principal, Religious Education Leader, Learning and Teaching Leader, Learning Diversity Leader and Wellbeing Leader. In some instances the same person may hold multiple roles.

The school offers an out of school hours care program on site administered through MACSEYE (Melbourne Archdiocese Catholic Schools Early Years Education).

The school grounds are extensive and linked to St Christopher's Parish Church. The playground area consists of two basketball/netball courts, two adventure playgrounds, a field as well as two undercover spaces. There is one double storey classroom building. The downstairs Learning Area was recently refurbuished and provides a flexible learning space. There is a library, administration block and school hall. During class time all entrances are locked and access to the school is only via the school office.

In 2025 the extra curricular areas included;

- chess lessons
- Kelly Sport multisport program
- Soccer
- tennis lessons
- private instrumental lessons
- dance and drama lessons
- Robotics program

Students in Years Five and Six attended a two night, three day camp at Sovereign Hill. This camp was an extensive learning experience linked to the Humanities and Personal and Social Capability curriculum and Health. These students also competed regularly in interschool sport as part of the Syndal District Primary Schools Sporting Association.

Teachers at St Christopher's aim to personalise learning. They use assessment data and a strong knowledge of students to plan lessons and group students according to need. St Christopher's believes that our school must work collaboratively with parents and the wider community. Parents can be involved formally in the school through membership of the School Advisory Council or the Parents' Association. There are many other ways that parents may

support the children in the school. This could be by being involved in sporting programs, attending school events, assisting students in the classroom or becoming involved in in/ excursions.

Catholic Identity and Mission

Goals & Intended Outcomes

To implement a consistent, evidence based, whole school approach to learning and teaching.

To enhance student agency and voice to promote engagement in faith and learning.

Achievements

Throughout 2025, St. Christopher's continued to promote and strengthen its Catholic identity through a variety of faith-based experiences, Religious Education opportunities and parish partnerships.

Students participated in regular prayer, liturgies, paraliturgies and whole school Masses throughout the year. These celebrations provided opportunities for students to deepen their understanding of scripture, Catholic traditions and the liturgical year, while strengthening connections between faith and everyday life.

Relevant students participated in sacramental preparation programs in partnership with the parish community. Family evenings, reflection days and sacramental celebrations supported students and families in developing a deeper understanding of the sacraments and their significance within the Catholic tradition.

Teachers continued to make explicit links between Catholic teachings and social justice issues through classroom learning experiences and school initiatives. Students were encouraged to live out Gospel values through participation in fundraising and outreach activities that supported local, national and global communities in need.

Staff engaged in formation opportunities and professional learning experiences designed to deepen their understanding of Catholic identity, faith development and Religious Education practices. These opportunities supported staff in fostering faith-filled learning environments and integrating Catholic perspectives across the curriculum.

Religious Education learning continued to be informed by the Religious Education curriculum and the "To Know, Worship and Love" program. Where appropriate, Religious Education was integrated across other curriculum areas to support meaningful and authentic learning connections.

MACSSIS Catholic School Identity data continued to demonstrate positive results in relation to students' understanding of faith, prayer, social justice and participation in the sacramental life of the school. The data indicated that students value the inclusive and welcoming nature of the school community and recognise the importance of respecting people of different faiths and backgrounds.

Value Added

- Religious Education Program from Prep to Year Six
- Online To Know, Worship and Love integrated with the Religious Education curriculum and other learning areas
- Regular whole school Masses, liturgies and paraliturgies
- Strong partnership between school and parish community
- Parish Priest's active involvement in Education in Faith initiatives
- Sacramental family evenings facilitated in collaboration with the parish
- Reflection and preparation days for sacramental students
- Student leadership opportunities promoting faith and social justice initiatives
- Active participation in social justice fundraising and awareness campaigns
- Prayer and reflection opportunities within classrooms and across the school community
- Integration of Catholic values and Gospel teachings into daily school life

Learning and Teaching

Goals & Intended Outcomes

Goal:

To embed ongoing feedback mechanisms.

Outcome:

That ongoing feedback processes are implemented, leading to improved teaching practice that positively impacts student learning outcomes.

Goal:

To build staff capacity to use data and evidence to inform planning for improvement.

Outcome:

That all staff are proficient in the use of data to differentiate, identify and target student needs, focused on growth.

Goal:

To implement a consistent, evidence based, whole school approach to learning and teaching.

Outcome:

That a whole school approach to learning and teaching is developed that utilises High Impact Teaching Strategies.

Achievements

Throughout 2025, St. Christopher's was part of a Flourishing Learners School Improvement Network. The focus of this network was to implement the Vision for Instruction and Vision for Engagement to build the capacity of teachers to use explicit teaching practices, analyse data and develop strategies to improve student learning outcomes.

St. Christopher's focussed on the following in order to gather data and provide feedback to teachers to inform their planning;

- Litracy assessment: e.g. DIBELS, Cubed (listening), Heggerty, Sparkle Kit, PAT, SoundWaves
- Mathematics testing: e.g. Maths Online Interviews, PAT, Acadience Maths, Essential Assessment.

- Professional Learning aligned with MACS Vision for Instruction and Flourishing Learners initative

Student Learning Outcomes

The 2025 NAPLAN data indicates that St. Christopher's was a high performing school. In 2025, Year 3 results in particular, were well above State and National scores. Both Year 3 and Year 5 students performed strongly in all areas, especially in Spelling and Numeracy when compared with all schools.

These results reflect the extent to which teachers work to personalise and differentiate curriculum within the framework of the Vision for Instruction to meet the needs of students. The achievements in Writing, Spelling and Grammar indicates that staff professional learning linked to Writing moderation and the new spelling program Soundwaves, supported student growth.

Teachers use NAPLAN, PAT, Essential ASssessment and other school based data to drive student learning. Results are analysed so that areas of focus can be determined, and student learning reflects relevant needs.

Teachers use assessment data to plan lessons and group students. Assessment results also assist teachers to reflect on the effectiveness of teaching strategies. This reflection highlights strategies that have had a positive impact on student learning and also those that may need to be changed or discontinued.

Targets for individual students and cohorts are set by reviewing NAPLAN and other assessment data.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	**Year level**	**Mean Scale score**	**Proficient**	**Mean Scale score**	**Proficient**
Grammar & Punctuation	Year 3	569	96%	556	96%
	Year 5	540	83%	548	80%
Numeracy	Year 3	536	100%	505	98%
	Year 5	533	89%	542	95%
Reading	Year 3	531	100%	504	98%
	Year 5	494	72%	524	82%
Spelling	Year 3	538	96%	498	93%
	Year 5	534	89%	531	91%
Writing	Year 3	531	100%	524	100%
	Year 5	507	78%	523	85%

*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.

Student Wellbeing

Goals & Intended Outcomes

Goal:

To enhance student agency and voice to promote engagement in faith and learning.

Outcome:

That students will be provided with greater opportunities to provide feedback, codesign curriculum and contribute to community improvement

Achievements

Classroom meetings and the Grade 6 Student Leadership Team created meaningful opportunities to strengthen student voice. Wellbeing Leaders played a key role in establishing student-led lunchtime clubs, which were designed and run by students to increase engagement and foster responsibility. A buddy system program was implemented across the school, supporting connections between younger and older students and promoting a sense of belonging. The Social and Emotional Learning program was embedded across the school, both at an individual and class level, equipping students with strategies to regulate their emotions.

Professional learning focused on supporting students with specific learning and behavioural needs, as well as managing challenging behaviours, remained a priority. A weekly Principal's Award recognised students who consistently demonstrated the school's values, reinforcing positive behaviours and celebrating student achievement. Wellbeing Leaders also took responsibility for organising and leading whole-school events, including celebrations such as Harmony Day, as well as social justice fundraising and sporting events.

Value Added

Social and Emotional Learning Program

Student Representative Council

Buddy Program

Student Wellbeing focus at staff meetings

Lunchtime clubs

Cyber safety program

Instrumental Lessons

Tennis lessons

Bike Education

Year 5 / 6 annual school camp

Excursions and Incursions across all grade levels

Zones of Regulation program for specific students

Swimming Program

Student Satisfaction

MACSSIS 2025 data indicates that students generally feel safe at school. St Christopher's was rated most highly in Rigorous Expectations, School Belonging and Learning Disposition. Whilst Student Safety, School Climate and Student Voice rated similiarly to previous years, they remains similar to the MACS average. The data also highlights the connection that students have to the school and that students believe the school climate is a positive one.

Student Attendance

St. Christopher's Primary School regularly monitors attendance and absence patterns. Teachers review the explanations to determine students at risk of poor attendance or who may become disengaged. Attendance rates are managed by class teachers and monitored by the Principal, Deputy Principal and Wellbeing Leader. Absences are reported to parents on school reports each semester. Class teachers or members of the leadership team followup parents of children who have frequent absences from school. Parents communicate absences via email, Parent Access Module (PAM - SIMON), telephone calls or handwritten notes. If the school does not know why a child is absent then an SMS message is sent to the parent before 9.30am. If there is no reponse then there is a follow up phone call until there is a satisfatory reason provided.

Average Student Attendance Rate by Year Level	
Y01	90.82
Y02	90.62
Y03	92.82
Y04	92.51
Y05	92.04
Y06	91.18
Overall average attendance	91.67

Leadership

Goals & Intended Outcomes

Goal:

To embed ongoing feedback mechanisms.

Outcome:

That ongoing feedback processes are implemented, leading to improved teaching practice that positively impacts student learning outcomes.

Goal:

To build staff capacity to use data and evidence to inform planning for improvement.

Outcome:

That all staff are proficient in the use of data to differentiate, identify and target student needs, focused on growth.

Goal:

To implement a consistent, evidence based, whole school approach to learning and teaching.

Outcome:

That a whole school approach to learning and teaching is developed that utilises High Impact Teaching Strategies.

Achievements

Activities completed during 2025 to develop a collaborative culture that supports and empowers all staff to enact the school's vision for ongoing improvement.

- The school continued to provide staff with opportunities for peer-to-peer feedback and learning walks and a conducive climate of professional trust was evident
- Staff continued to work as part of a MACS Learning Collaborative that aimed to implement the MACS Vision for Instruction
- Teachers learned more about the science of learning and explicit teaching principles and practices
- Leadership and management functions were shared across most staff

- School leaders were highly valued for their strong, supportive, and visible presence across all levels of the school.
- Leaders continued to participate in all planning meetings and learning discussions
- School leaders fostered a culture of collaboration between learning support officers (LSOs) and classroom teachers. This is particularly important in the junior years where there is a higher proportion of students with additional needs
- School leadership continued to provide planning time for teachers to differentiate learning. This involved using school based and other assessment data

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
CPR First Aid CPR & Anaphylaxis Data analysis, school planning Flourishing Learners School Improvement Network (MACS) Participation in leadership networks by relevant staff - Curriculum, Learning Diversity, Literacy, Education in Faith, Numeracy, ICT, Student Wellbeing National Consistent Collection of Data - requirements and acknowledgement of adjustments Mandatory Reporting - eLearn module Disability Standards For Education - including eLearning modules	
Number of teachers who participated in PL in 2025	17
Average expenditure per teacher for PL	$328.65

Teacher Satisfaction

The 2025 MACSSIS Data indicates the highest rated catergories on the survey were:

- Staff - Leadership relationships
- Collective efficacy
- School Climate
- Student Safety
- Collaboration around an improvement strategy

Results in most relevant domains were higher than MACS average. The data specifically demonstrates that staff feel safe and supported by school leadership. It also shows that staff believe that the school leadership is supportive of teamwork and collaboration. This survey also highlights the need for school leadership to work on the type of feedback that they give to staff members. It also demonstrates a strong improvement in the coherent approach to professional learning.

Teacher Qualifications	
Doctorate	0
Masters	1
Graduate	2
Graduate Certificate	1
Bachelor Degree	10
Advanced Diploma	3
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	18
Teaching Staff (FTE)	11.85
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	8.85
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal:

To enhance student agency and voice to promote engagement in faith and learning.

Outcome:

That students will be provided with greater opportunities to provide feedback, codesign curriculum and contribute to community improvement

Achievements

Throughout 2025, the following activities were completed in order to collaborate with the school community;

- Cyber Safety Parent Evening
- School Advisory Council meetings - twice each term
- Parents' Association meetings - twice each term or as required
- establishment of parent communication platforms via apps
- Parent-teacher meetings (twice formally)
- Numerous social events such as Christmas Party, family picnics, parent evenings
- Use of technology to share student learning and other details
- Sharing of relevant MACSSIS survey data with community
- Marketing through print media, school website, and online forums
- Class excursions and incursions
- Regular masses and paraliturgies both with the parish or where families are welcome to attend.
- Year 4 Secondary School Experience Day (Avila College and Salesian College)

Parent Satisfaction

Data from the 2025 MACSSIS survey indicates a strong parental endorsement of the St Christopher's social and learning climate. Parents also perceive the school to be a physically and psychologically safe place as well as having timely, frequent and quality communication. Although survey results receded in some areas, all areas except for two were above the

MACS average and in Student Safety and School Fit and School Climate significantly above the MACS average.

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.scsyndal.catholic.edu.au