2014 ANNUAL REPORT
to the School Community

REGISTERED SCHOOL NUMBER: 1584
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Contact Details

| ADDRESS          | 43 Ferntree Gully Road  
|                  | East Oakleigh VIC 3166 |
| PRINCIPAL        | Thomas Coghlan         |
| PARISH PRIEST    | Fr John Magri          |
| SCHOOL BOARD CHAIR | Mrs Nicole Firth     |
| TELEPHONE        | (03) 9569 8966         |
| EMAIL            | principal@cohroakeast.catholic.edu.au |
| WEBSITE          | www.cohroakeast.catholic.edu.au |

Minimum Standards Attestation

I, Thomas Coghlan, attest that Christ Our Holy Redeemer 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 2007 (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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our School Vision

At Christ Our Holy Redeemer Parish School, we aim to create and continue to build a safe, nurturing, inclusive school based on acceptance and respect for all and strong Gospel values.

At Christ Our Holy Redeemer Parish School, we encourage students to become independent and active members of the community who live their catholic faith and demonstrate a strong sense of social justice.

At Christ Our Holy Redeemer Parish School, families and staff are partners in learning, striving to create a challenging, collaborative and engaging learning environment that promotes life long learning skills.

At Christ Our Holy Redeemer Parish School, we aim to develop resilient, confident individuals who are capable of making a positive contribution to society.
School Overview

HISTORY
Christ Our Holy Redeemer Parish was formed in 1957 and the school was opened in the original Church building, which was constructed in 1958. The school and the Church shared the same building for the first three years. The Brigidine Sisters came to the school in 1961 and remained until 1978. Since this time the school has been staffed by lay teachers. Throughout the years various building and refurbishment projects have been undertaken, culminating in 2009, when the school was fortunate to receive funding from the Federal Government Building Education Revolution. A new classroom and hall have been built along with an upgrade of the administration block. These were completed in 2011 along with a new toilet block. We are now formulating a new Masterplan for the school, as the demand for enrolments continue to increase. In recent years the school has invested heavily in upgrading our technology, importantly spending $20 000 on improving the school’s wireless connectivity, as well as adding:

- 40 Apple iPads (acquired mid-2013) and December (2013)
- 60 Acer Iconic tablets (acquired mid-2013 & January 2014)
- 70 Desktops (16 Acer acquired in 2013) (23 past life expectancy)
- 40 Laptops (14 Acer acquired in 2012)
- Budgeting for further hardware purchases in 2015

LOCATION
Our school is situated on the corner of Huntingdale Rd. and Ferntree Gully Rd. in East Oakleigh. We have a large oval, shaded play equipment, a sheltered sand pit, an asphalt area marked out with a variety of games, security fencing, tennis courts and a hall. Our school is close to Oakleigh suburban shopping centre, a local library, swimming pool, recreation centre and parkland. There is easy access to Monash Freeway, with ample public transport including bus and rail service.

SCHOOL STRUCTURE
The school has grown considerably – from 241 students in 2010 to 306 students at the commencement of 2015. In 2014 the school had 302 students, representing 150 families in 13 classrooms. The majority of our students come from diverse cultural backgrounds. Approximately 21% of our students speak another language at home and therefore use English as their second language. The class groupings in 2014 were as follows:

- 2 Prep classes
- 4 Year 1/2 classes
- 4 Year 3/4 classes
- 3 Year 5/6 classes

These classes are supported by the following specialists and support staff:
- Religious Education Co-ordinators
- Learning and Teaching Co-ordinator
- Student Wellbeing Co-ordinator
- Classroom Support Teachers
- Information Technology Teacher and Co-ordinator
- Information Technology Maintenance Manager
- Librarian
- Library Technician
- Literacy Leader
- Reading Recovery Teacher
- Physical Education Teacher and Sport Co-ordinator
- Performing Arts Teacher
- Visual Arts Teacher
- Chaplain
- LOTE Teacher (Italian)

PARISH
Our Parish Priest, Rev Fr John Magri takes an active and genuine interest in the conduct and operation of the school. Fr Magri works to promote the development of a co-operative spirit between parish and school committees and thus aims to bring a deeper sense of community to the whole parish. The Parish Pastoral Council works to support and co-ordinate the work of all parish groups.

SCHOOL EDUCATION BOARD
The Principal and staff at Christ Our Holy Redeemer School are supported by an Education Board. The Board meets regularly to fulfil its role of responsibility for the school and parish community. The Board also has one sub-committee, namely the Parents’ Association.

PARENTS’ ASSOCIATION
Christ Our Holy Redeemer is also supported by an enthusiastic and dedicated team of parents who combine to form the Parents’ Association. The Association assumes responsibility for organising social and fund-raising events. Each year with the Education Board’s direction, a specific goal and outline for work to raise funds for a targeted project, is set. In 2014 our bi-annual Fete raised $30,000, providing much needed funds for our school.

ASSEMBLIES
The whole school meet for assemblies on a Monday and Friday morning. On a Monday morning there is a prayer led by our student leaders and the students are updated on events for the week. On a Friday morning the year 5/6 classes host the assemblies and each class is given the opportunity to present their work throughout the year. We also present merit awards, celebrate birthdays and acknowledge those students that have displayed a positive attitude during the week. Parents are welcome to attend these assemblies.

RELIGIOUS EDUCATION
The Religious Education program is based on the Religious Education Texts, “To Know, Worship and Love”. The Religious Education Co-ordinators lead the on-going formulation of a school based policy through a process of consultation and discussion with staff.
Current Sacramental classes are:
Year 3 - Reconciliation
Year 4 - First Communion
Year 6 - Confirmation
There is a well-established Sacramental program which actively encourages the involvement of parents. This program is assessed and evaluated in light of the changing needs of the parish/school community.
A catechetical program operates within the parish.
Students are actively encouraged to participate in liturgies, with arrangements being made for classes to attend Reconciliation and regular masses.
There are regular school events to strengthen the faith-life connections, such as Family Week, Catholic Mission Week or Grandparents’ Day.

SCHOOL LOGO
Our logo represents the identity of our parish school as one with Christ, the Redeemer King.

SCHOOL ANNUAL ACTION PLAN
The main foci for the year were:

- **Religious Education**: aligning our values program with Gospel values; engaging staff in professional learning in the use of contemporary practices in RE; and increase student engagement in RE

- **Learning & Teaching**: improve student outcomes in English & Mathematics; develop a new Inquiry Learning scope & sequence that embeds AusVELS; develop a planning protocol to be used consistently across the school; improve the assessment schedule; explore the use of learning technologies to further student engagement. Of particular emphasis in 2014 was the school’s development of curriculum documents relating to the Australian Curriculum. These documents were centred on our Design Principles:
  1. Personalised Learning that is targeted, engaging and has student voice.
  2. Shared ownership of the curriculum by all stakeholders through the use of learning intentions, success criteria and feedback.
  3. Being an outward facing community of learners that is connected locally and globally within and beyond the four walls of the classroom.
  4. A culture of feedback where we are all working collegially and collaboratively, sharing expertise and reflecting on our practice to create stimulating learning environments.
  5. Strong leadership that empowers and ensures all teachers contribute to building a community of learners where there is a strong culture of sharing, mutual support and where students lead their learning.

  - **English**: Reading & Viewing, Spelling, Grammar, and Writing
  - **Mathematics**: Measurement & Geometry, Number & Algebra, Statistics & Probability
  - **Visual & Media Arts and Performing Arts**
  - **Technologies**: Digital Technologies

  The staff also worked on the development of documents on Critical & Creative Thinking, Intercultural Understanding, and Personal & Social Capabilities

- **Student Wellbeing**: participate in the ‘Better Buddies’ program, train our Yr 5/6 students to use the Restorative questions

- **Leadership & Management**: conduct staff professional learning to gain a deeper understanding around instructional leadership for individuals and teams; investigate ways in which the use of feedback can enhance learning throughout the school
School Community: increase students’ understanding of what global thinking incorporates; make links between Catholic values and any outside agencies with whom we work.
Principal’s Report

I am delighted to present this Annual Report to the community. Throughout 2014 at Christ Our Holy Redeemer, there were numerous achievements, academically as well as socially. There were opportunities for staff professional development with decisions made to improve knowledge and understanding of the Australian Curriculum. There were opportunities for student learning and experiences with a focus on Mathematics and English as well as the Visual Arts, particularly due to the Art Show. There were opportunities for the school community to come together in unison for successful achievements, such as our school fete which produced the impressive fundraising total for a school fete. In conjunction with the parish, there were opportunities for faith development, including family faith evenings, sacramental programs and the building of our relationship with our other parish school, Sacred Heart. Decisions were made to consider the future growth of the school with a modular portable purchased to cater for the increase in numbers. Our Out of School Hours program continued to build strongly with higher numbers and a variety in activities presented for students. New staff and families were welcomed into our school community also. With our overriding theme of ‘shining our light’, 2014 proved to be such a year where examples of this light were shining in countless aspects throughout the school.
Education in Faith

Goals & Intended Outcomes
That our community actions will be based on the gospels

- Catholic Culture Survey – behaviour of students, Importance and Social Justice will be at least 90/100
- Strengthen the understanding of the school’s vision and goals for teaching and learning through staff professional learning sessions
- Fr. John (Parish Priest) to provide professional learning for staff and senior students on Matthew’s Gospel.
- Review Meditation practices and Inquiry in RE utilising RESA leaders.
- Incorporate Mindfulness Meditation with Georgina Manning
- Source PL to improve ‘Enabling the Learner’ target
- Continue to develop RE blog
- Continue to strengthen the P-2 Family Faith nights and Sacramental program, incorporate Meditation into these evenings
- Continue to update RE Resources
- PLT meetings to moderate RE assessments task
- Gather feedback on students perceptions for the teaching of RE
- Embed the use of ICT into Re learning experiences
- Align Social Justice, RE and the values program
- Make real connections between Justice and Restorative Practices
- Continue the development of ‘Min-Vinnies’

Continued guest speakers to align our Social Justice program e.g. Kevin Meese, speakers from St Vincent de Paul

Achievements

- Gospel values were intentionally linked with social and emotional learning of skills and strategies, such as honesty, compassion, hope
- Sacramental programs were well prepared and organised, in conjunction with Sacred Heart Primary School and Fr John
- The school symbol/theme of ‘light’ was incorporated through a multitude of avenues, including music (choir), visual arts, performing arts, social and emotional learning
- Staff professional development was included in the overview for staff meetings and PLT meetings each term
- The parish and schools link was strengthened with the inaugural Parish Schools Day, including Mass, lunch and a variety of activities (hosted by Sacred Heart)
- The use of the Religion blog was constantly updated throughout the year with links to interactive video clips, prayers, professional reading.

Value Added

- The use of Artful Thinking Routines to invite students to think deeply about faith and Scripture
- Thinking and questioning, as well as ICT, activities promoted through staff meetings (e.g. use of Pear Deck)
- Family Faith evenings (Prep and 1/2)
✓ Mission Week fundraiser for asylum seekers (Halal Day)
✓ Attend parish mass regularly, masses throughout the year, including Family Week, Grandparents’ Day
✓ Family Week activities
✓ Song used throughout the year Count on Me
✓ Prayers in Assemblies
✓ Development of RE unit planner, prayer scope and sequence, sacramental programs
✓ Andrew Chinn concert

Mini Vinnies visit to Corpus Christi Aged Care ~ 2014
Learning & Teaching

Goals & Intended Outcomes

GOAL 1: To build a learning environment based on contemporary practice

- That student engagement will improve.
  - Student Engagement - 84
- Ensure there is an agreed and consistent whole-school approach to contemporary pedagogy evident in classroom practice

That student outcomes in English and Mathematics will improve.

- 80% of Yr. 1 students will be at or above Reading level 20
- Ensure the analysis and rigorous use of performance and attitudinal data informs planning, programming and pedagogy

That student outcomes in English and Mathematics will improve.

- The percentage of students in the top two bands for Years 3 & 5 is greater than 60% in both Reading, Writing and Mathematics
- Strengthen expectations for each student based on the rigorous and consistent use of experience-informed conversation to drive student improvement

That student outcomes in English and Mathematics will improve.

- The percentage of students in the bottom two bands for Years 3 & 5 will be less than 13% in Reading, Writing and Mathematics
- Build teacher capacity to ensure purposeful pedagogy and high quality personalised learning outcomes through professional learning opportunities within the school

GOAL 2: To develop a culture of feedback with all stakeholders.

That all stakeholders understand how feedback can strengthen the learning culture of our school.

- The Learning confidence of all stakeholders will be in the top 25% of schools
- Build a professional culture that ensures high levels of feedback, professional learning and a strong sense of collective efficacy

Achievements

2014 was a year of considerable achievement for our school. In particular, data from our Literacy assessments, PAT testing and NAPLAN indicate solid growth and the attainment of our goals. Importantly, the staff are committed to ensuring on-going growth as we strive to achieve the best learning outcomes for our students.

- The implementation of Google drive in the 5/6 level and Google Classroom in the 3/4 level
- Students become more active in their learning with greater awareness of the intention of the lesson
- Staff development in professional understanding and application of the revised Australian curriculum, and giving and receiving feedback from peers
- Catering for variety of needs with resources available
Provide variety of activities and experiences to engage and support students

Tracking AusVELS – in Mathematics, English, Science and History

Reviewed implementation of AusVELS to avoid gaps in the curriculum

Explicit teaching in reading comprehension – embedded into classroom practice

Focus on Literature component of English AusVELS for staff professional learning - staff read parts of PETA Literature book

Improved data in achieving our reading target for year 1 students

Continued to embed ICT into learning and teaching under guidance of outside personnel

The use of Learning Intentions and Success Criteria across the school

Planning documents, Work Programs readjusted for better cohesion across levels

Looped students in multi-age classes, so students have two years with the same teacher to avoid delay time in learning

Changed Parent Teacher interviews for senior students to student led conferences

Developed PAT analysis guide for levels; 5/6 level to encourage greater use of data and results

Reviewed student portfolios so they are assessment and reporting work samples

STUDENT LEARNING OUTCOMES

READING – Foundation – Year 2

Foundation:
The end of year Text levels for the 2014 Foundation cohort indicate pleasing data and a sound foundation for the students moving into Year 1 in 2015. The minimum text level for end of year for Foundation students is level 5. The following table provides a snapshot of our students’ Text levels in December:

<table>
<thead>
<tr>
<th>Text level</th>
<th>Percentage of students at level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 4</td>
<td>0</td>
</tr>
<tr>
<td>5 – 9</td>
<td>9</td>
</tr>
<tr>
<td>10 – 14</td>
<td>30</td>
</tr>
<tr>
<td>15 – 19</td>
<td>21</td>
</tr>
<tr>
<td>20 – 24</td>
<td>30</td>
</tr>
<tr>
<td>25 – 28+</td>
<td>10</td>
</tr>
</tbody>
</table>

Year One:
The school’s target for end of year Yr 1 students was to have 80% of students at or above text level 20. Pleasingly, 87% of our Yr 1 students achieved this target. The following table provides information about text levels and growth between February and November:

<table>
<thead>
<tr>
<th>Text level</th>
<th>Percentage of students at level (February)</th>
<th>Percentage of students at level (November)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 4</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>5 – 9</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>10 – 14</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>15 – 19</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>20 – 24</td>
<td>20</td>
<td>49</td>
</tr>
<tr>
<td>25 – 28+</td>
<td>9</td>
<td>38</td>
</tr>
</tbody>
</table>
**Year Two:**
Similarly, the results of our Yr 2 November testing, indicated similar and pleasing outcomes, as illustrated in the following table:

<table>
<thead>
<tr>
<th>Text level</th>
<th>Percentage of students at level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 4</td>
<td>0</td>
</tr>
<tr>
<td>5 – 9</td>
<td>2</td>
</tr>
<tr>
<td>10 – 14</td>
<td>4</td>
</tr>
<tr>
<td>15 – 19</td>
<td>10</td>
</tr>
<tr>
<td>20 – 24</td>
<td>43</td>
</tr>
<tr>
<td>25 – 28+</td>
<td>41</td>
</tr>
</tbody>
</table>

In the latter part of the year the school implemented an intensive reading intervention program for those students in Years 1 and 2 who were not making the headway that we believed they were capable. This involved small groups of around 5 students working 4 days a week on the explicit needs of the students.

**NAPLAN DATA**
Both in Year 3 and 5, students have achieved higher scores than National or State levels in the areas of Reading, Writing, Spelling, Grammar and Punctuation. Year 3 students achieved this with Numeracy and year 5 students were just above the National level in this area. Over the past five years, our data shows an increase in results for students in Year 3, which is pleasing to note, particularly in 2014. The same is evident for students in year 5, again with a higher increase in 2014. In the area of Numeracy, there is data to suggest variations with consistent increase and therefore we see this as a need throughout the school. In 2015 we plan to create a Maths team as well as a leadership position for a Maths leader.
The table above indicates the 2014 NAPLAN data. It clearly indicates the school is achieving outcomes greater than both National and State levels. The table following shows the 2014 NAPLAN data. Again it illustrates that the school is tracking positively against National and State outcomes, although the Numeracy median is slightly lower than the State median.
The following two tables illustrate the outcomes in a slightly different format:
The next two tables track the NAPLAN data in the past five years in both Reading and Numeracy. Importantly for our school, it indicates a consistent upwards improvement.

The following graph indicates the relative growth of our students between Yr 3 and Yr 5. This is possibly the most pleasing of all the NAPLAN data as it illustrates positive student growth between the Yr 3 and Yr 5. In the areas of reading, Spelling and Grammar and Punctuation the school has exceeded National and State growth.
Visual Art program ~ 2014
The following table, which shows the proportion of students meeting National minimum standards & changes in National minimum standards from the previous year. 97.6% of Yr 3 students in Reading, Writing, Spelling and Numeracy meet the National Minimum Standard and 95.2% meet the National Standard in Grammar & Punctuation, while in Yr 5 100% of students met the National Minimum Standard in Reading, Writing, Spelling, Grammar & Punctuation and 97.5% in Numeracy.

**Proportion of students meeting National minimum standards & changes in National minimum standards from the previous year:**

<table>
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<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 03 Reading</td>
<td>93.2</td>
<td>97.7</td>
<td>4.5</td>
<td>97.6</td>
<td>-0.1</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>97.7</td>
<td>100.0</td>
<td>2.3</td>
<td>97.6</td>
<td>-2.4</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>97.7</td>
<td>97.7</td>
<td>0.0</td>
<td>97.6</td>
<td>-0.1</td>
</tr>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>97.7</td>
<td>100.0</td>
<td>2.3</td>
<td>95.2</td>
<td>-4.8</td>
</tr>
<tr>
<td>YR 03 Numeracy</td>
<td>97.6</td>
<td>97.6</td>
<td>0.0</td>
<td>97.6</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 05 Reading</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 05 Writing</td>
<td>100.0</td>
<td>94.1</td>
<td>-5.9</td>
<td>100.0</td>
<td>5.9</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
<td>100.0</td>
<td>97.1</td>
<td>-2.9</td>
<td>100.0</td>
<td>2.9</td>
</tr>
<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>100.0</td>
<td>97.1</td>
<td>-2.9</td>
<td>100.0</td>
<td>2.9</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>100.0</td>
<td>94.1</td>
<td>-5.9</td>
<td>97.5</td>
<td>3.4</td>
</tr>
</tbody>
</table>

*Family Maths Night ~ 2014*
Student Wellbeing

Goals & Intended Outcomes
- To continue Respect in Action through the School Engagement policy with an added focus on Justice
- To implement the Better Buddy program in Foundation and 5/6
- To continue extra-curricula program – veggie garden, Art Show, Chess, Computer club
- To review Circle Time/Solutions
- To continue with Restorative Practices with Student Leaders and establish protocols for class meetings
- To allocate regular times at PLT/Level planning to discuss students with needs
- To embed the use of Learning Intentions, Success criteria and feedback into all learning experiences including specialist areas
- To office a Parent Information evening – ‘The 5 Secrets’ around resilience
- To Include learning intentions and learning goals as part of the Home Task Grid as a way of communicating with parents
- To move formal parent/teacher interviews to the beginning of Term 2 and 3.

Achievements
Throughout the year, we continued to focus on the wellbeing of the children. The community centred on the theme of ‘lanterns’, challenging the student and members of our community to be a ‘light for our community’ – to show the way forward by taking on messages from Gospel passages and relating them to everyday experiences. The children were supported in developing strategies for reaching out to others and, in return, recognising when others are doing likewise. Our values program was embedded and a focus on ‘Respect in Action’ was explored. In order to enhance consistency, the whole school focussed on the same value in the same time period, and this was further promoted during Friday Assembly when social-emotional awards were presented. Resources were provided for staff to be able to reinforce this aspect with consistency. The school hosted a parent evening based on developing Resilience in our children and a parent program emphasising positive parenting techniques.

The school community welcomed the year with ‘O Week’ activities, including the compilation of classroom structures and procedures, in addition to developing social skills and expectations. Children met their buddies for the first time – activities and opportunities were organised throughout the year for students to mix with others. For example, buddies met during Family Week and Bookweek, planted seedlings together as well as meeting for prayer times, lunch eating times, reading together or for additional special activities. Other opportunities for students to promote their learning, and their self-confidence, are through their class presentations in Assembly, where senior students who take on the responsibility of hosting.

With a talented and committed staff at our disposal, we continued to provide opportunities for students to excel and display their talents. For example, we ran a Computer club, Choir sessions, Gardening group and Library club. Another addition to our school was the creation of our veggie garden, allowing students to share their interest and skills in this setting. Some of our senior leaders took on the responsibility of selling our produce after school. At different stages, students were also invited to help with maintenance and care of the school-parish Reflective Garden. Chess lessons were provided for students in Years 3 and 4 and a Chess lunchtime club established partway through the year.
✓ Continue to develop consistency with whole school planning and reinforcement
✓ Provide opportunities for students to strengthen friendships, relationships
✓ Promote strengthened relationships and connections throughout the school
✓ Parent PD on Resilience
✓ ‘O’ week
✓ Values program and focus on Respect in Action
✓ Lunchtime clubs
✓ Chess for year 3/4
✓ Veggie Garden
✓ Care/maintenance of Reflective Garden
✓ Prep Buddy program (planting seedlings)
✓ Art Show – giving students opportunities

Attendance
The table below illustrates excellent overall attendance, an indicator of high student satisfaction. Some reasons for non-attendance include illness and family holidays. The school actively promotes attendance and highlights the importance of regular attendance in the parent handbook. Staff are encouraged to follow up students who are away on consecutive days. Parents of students who are away for 9 days within a term are contacted to encourage better attendance.

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>95.54</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.55</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.08</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.80</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.39</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.39</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>95.29</td>
</tr>
</tbody>
</table>

VALUE ADDED
✓ Selected values allocated for set periods throughout the year and throughout the school
✓ Better Buddies program - additional training for year 5/6 buddies to support their prep buddy; more planned opportunities for buddies to get together and this has flowed over into the 1/2 and 3/4 levels
✓ ‘O’ Week to develop relationships, class routines and school expectations based on respect for self, others and community
✓ Flow Club
✓ Chess Club
✓ Veggie Garden – developed, enhanced, veggies sold within the community etc.
✓ Mindfulness – incorporation, development, staff PD
✓ Building resilience to cope with bullying (research program linked with Melbourne University)
STUDENT SATISFACTION

The table below – 2014 Student Experience – indicates the very positive attitude students have of their school. The table shows that in nearly all areas, student response is near or at the top of the Primary mean. Especially pleasing are the high responses in ‘Engagement in Learning’, ‘Emotional Wellbeing’ and ‘Teacher Relationships’.

2014 student experience – actual scores ...
Leadership & Management

Goals & Intended Outcomes
- Review the COHR roadmap for clarity around protocols and processes
- Add non-classroom teaching roles to staff handbook for clarity around role description
- Make use of Google calendar app for school events, assessment schedule, network meetings and sport events etc.
- Establish a staff blog for communication purposes
- Develop a culture of feedback stemming from Change² action
- Review AAP at the end of each term

Achievements
- Beginning to implement Google drive at staff level
- Constant professional learning and exploration of suitable programs/initiatives
- Organisation and staff communication
- Promote school community through various mediums
- Plan and prepare structures for the new year

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
DESCRIPTION OF PL UNDERTAKEN IN 2014
- Mindfulness (whole day)
- Giving and Receiving Peer Feedback (whole day)
- Unpacking the Australian Curriculum
- Curriculum development
- GAFE summit
- Mathematics
- Epipen training
- EMQ Emergency training
- Data collection & storage
- Admin Conference
- CAM staffing & IR Beginning to Resignation
- CEOM Leadership Conference
- Privacy Seminar
- National Consistent Collection of Data
- Conferencing & Learning Blogs
- ICT P-6 Scope & Sequence
- Learning Support program
- Religious Education ICON Web 2.0 course
- Student Safety Online Learning course
- Various Networks: Deputy, REC, Maths, LOTE, Literacy, Principal, Student Service, Learning & Teaching

At Christ Our Holy Redeemer, ongoing learning is seen by staff as an essential element of their professional development. As such all staff participated in a number and varied professional learning activities.
The average expenditure on Professional Learning, excluding the cost of external providers, for staff was just over $1790 per staff member.

TEACHER SATISFACTION
The table below – 2014 School Climate – indicates that the staff, overall, have a very positive sense about the school and direction in which we are heading. The scores for many of the items are above the top of the Primary mean, with the area of ‘Staff Wellbeing’ and ‘Teaching & Learning’ high, while areas such as ‘Engagement’ indicate that the school leadership needs to work with the staff to improve outcomes in the area. This indicates a staff who are highly committed to the task of providing high quality learning experiences for our students.
Staff at Christ Our Holy Redeemer

Christ Our Holy Redeemer is fortunate to have an enthusiastic, committed and professional staff. Not only are they willing to explore professional learning activities but they are committed to achieving the best outcomes for the students of Christ Our Holy Redeemer. In 2014 the staff was made up of 24 teaching staff and 7 non-teaching staff. The average attendance rate among the staff in 2014 was 92.48%.

<table>
<thead>
<tr>
<th>STAFF RETENTION RATE</th>
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</thead>
<tbody>
<tr>
<td>Staff Retention Rate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
</tr>
<tr>
<td>Masters</td>
</tr>
<tr>
<td>Graduate</td>
</tr>
<tr>
<td>Certificate Graduate</td>
</tr>
<tr>
<td>Degree Bachelor</td>
</tr>
<tr>
<td>Diploma Advanced</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAFF COMPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
</tr>
</tbody>
</table>
School Community

Goals & Intended Outcomes

That the school will build connections with local and global communities to enrich learning and engagement
- Parent Satisfaction - 80
- Ensure that current partnerships have an explicit link to learning

That the school will build connections with local and global communities to enrich learning and engagement
- That the parent satisfaction index will be 80+
- Develop and promote an inclusive and outward facing school community

That all families will engage in collaborative partnerships with the school to support student learning and engagement.
- Community Engagement target - 82.6
- Develop personalised multiple modes of communication to engage parents in a deeper understanding of their child’s learning

Achievements

✓ Active participation in classroom programs and in the school’s Parents as Partners program
✓ High attendance at Family Faith Nights, Sacramental Family Workshop evenings, Sacramental Commitment Masses
✓ Attendance at assemblies/school events e.g. Grandparents’ Day, Running Club, Breakfast Club
✓ Connection through Education Board, Parent Association, Night Market, Corpus Christi visits
✓ Wide spread parents involvement and participation in the school’s bi-annual Fete
✓ Parent participation with the Concert, Graduation, Sports Day, Interschool sports

Without doubt, Christ Our Holy Redeemer promotes a strong sense of community. It is wonderful to be able to see parents, families, students and staff working together for the good of the school and parish.

Attendance by parents, families and extended families is evident at school assemblies, Grandparents’ day, the running club, assisting with breakfast club, school picnics, prayer liturgies and school masses. The Education Board meets regularly and is represented by diverse members of the community as is the Parents’ Association. In 2014 our parent body organised events to raise funds for our school, including hot dog days, icy-pole days, Mother’s Day and Father’s Day stalls or offering to cook pancakes for all students on Shrove Tuesday.

One of the big functions was the COHR Fete. This was an amazing community event, drawing on the support and people power of our community. The Fete was by far the most successful in terms of parental and wider community support, participation and of course the funds raised.

Parents were supportive through class activities, the school Sports day, Interschool sports events and other class excursions or incursions. The Yr 6 Graduation was organised by staff and parents, including a wonderful Graduation Dinner following Mass.
Opportunities to strengthen faith, parish and community are evident, such as faith-building evenings, Sacramental preparation evenings, support of the Sacraments, liturgies or Mass. Classes are invited to attend parish Mass to build and strengthen faith. Through the avenue of Mini-Vinnies, a number of students, parents and staff visited the local residential community at Corpus Christi. Here they were able to give joy to the residents, who in turn, were able to share their knowledge and experiences. Our school choir sang Christmas Carols at the local community event, representing our school with pride and with an extremely high level of talent.

Our school Art Show was a perfect example of community – from the organisation, preparation, assistance with set up, to their attendance. The hall was full and it was wonderful to see the smiles on people’s faces and the pride in their eyes viewing the wonderful art pieces that were on display.

Parent Satisfaction
The table below – 2014 Parent Opinion – indicates a particularly strong relationship parents have with the school. As the graph indicates, most of the responses from our parents are at or above the Primary school mean. Parents are our greatest asset and as highlighted in the report are very supportive and involved in many aspect of school life. The table indicates high response in all areas – especially ‘Community Engagement’, ‘Learning Opportunity,’ ‘Staff Engagement’ and ‘Student Engagement’.

2014 parent opinion – actual scores ...

![Graph showing Parent Opinion scores]

*Comparisons based on Victorian Catholic schools only (Indicator 19).
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>29,894</td>
</tr>
<tr>
<td>Other fee income</td>
<td>109,938</td>
</tr>
<tr>
<td>Private income</td>
<td>69,439</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>568,560</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1,892,662</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>2,670,493</strong></td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>1,947,231</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>355,327</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>2,302,557</strong></td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>305,745</td>
</tr>
<tr>
<td>Other capital income</td>
<td></td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>305,745</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>209,966</strong></td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>1,201,727</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>1,035,323</td>
</tr>
</tbody>
</table>

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

Next year, 2016, Christ Our Holy Redeemer will undertake a school review as part of the School Improvement Cycle. The Review will present the school with a wonderful opportunity to look back over the achievements of the past 4 years, but more importantly to look forward to plotting our path to continued improvement and development.

Although we can look back with a certain amount of satisfaction as evidence by our data (refer to the Learning & Teaching section of this document) we are determined to maintain this improvement.

Therefore we will use data to drive future planning, promote initiatives to allow students to control their learning by setting goals and reflecting alongside success criteria. We will continue to develop professional understanding of the AusVELS curriculum and practices to enhance actions for personalising learning and maintain consistency throughout the school. Professional Learning with IT, including Google Apps for Education (GAFE) and the appropriate management of feedback, will be scheduled.

We aim to continue to reinforce social and emotional learning through the buddy program, including Better Buddies, regular class meetings, Circle Time activities, the implementation of Mindfulness practices and through lunchtime activities, such as coding club, chess or ‘flow time’ sessions. The Student Leadership program has proved to be a strong way to engage the Year 6 students in the life of the school.

The school’s strong parent body will be enhanced and through major events such as the school Fete in October next year.

As indicated in the Financial Performance table (page 27) indicates that while the school is in a relatively sound position, it is to be noted that there are still a number of loans that have been taken out for previous capital works, so future borrowings without assistance may place a burden on the schools ability to meet our financial obligations.

The school community is looking forward positively, as we continue to improve and develop.