CHRIST OUR HOLY REDEEMER
East Oakleigh

REGISTERED SCHOOL NUMBER: 1584

2012 Annual Report
TO THE SCHOOL COMMUNITY
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Contact Details

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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 when in 1961 the lower school building was opened and subsequently extended in 1968 to include extra classrooms and a tuckshop.

In 1976/77 a new hall was opened and in 1978/79 the library and staffroom were completed. The Brigidine Sisters came to the school in 1961 and remained until 1978. Since this time the school has been staffed by lay teachers.

The administration area was refurbished in 2000 along with the construction of a new library, information technology area and meeting room. In July 2004 the junior corridor was demolished and was rebuilt to allow more level and easier access. At the same time the three classrooms in the senior block were refurbished along with the construction of one new classroom and a storage area which has incorporated the old office area. In 2005 the senior classes and corridor were painted, interior blinds were replaced, air-conditioning was installed into the new classroom and a multi media sound system was installed in the hall.

In 2006 the tennis courts were re-surfaced with a synthetic grass placed on the courts allowing this area to be used by the children. In 2007, a new wireless computer network was installed throughout the school and the Information Technology room has been fitted with a permanent data show projector and a surround sound speaker system. A new toilet block was constructed in 2007. In 2007 the Masterplan for the school was finalised and in 2008 stage 2 was completed with the construction of two new classrooms. In 2009, 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.

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

In 2012 the school had 273 students, representing 150 families in 11 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 were as follows:
• 2 Prep classes
• 3 Year 1/2 classes
• 3 Year 3/4 classes
• 3 Year 5/6 classes

These classes are supported by the following specialists and support staff:

- Religious Education Co-ordinator
- Learning and Teaching Co-ordinator
- Student Wellbeing Co-ordinator
- Classroom Support Teacher
- 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)
- Integration Aides

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.

PARENT ORGANISATIONS

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 work to raise funds for a targeted project is set. In 2012 one of the highlights of the year was the Fete.
RELIGIOUS EDUCATION

The Religious Education program is based on the Religious Education Texts, “To Know, Worship and Love”. The Religious Education Co-ordinator leads 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

Students are actively encouraged to participate in liturgies, with arrangements being made for classes to attend Reconciliation and regular masses.

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.

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, birthday certificates and acknowledge those students that have displayed a positive attitude during the week. Parents are welcome to attend these assemblies.

SCHOOL LOGO

Our logo represents the identity of our parish school as one with Christ, the Redeemer King.
Principal’s Report

I am delighted to present this, my second Annual Report to the community since my appointment as Principal of Christ Our Holy Redeemer at the commencement of the 2012 school year.

Much has been accomplished over the past few years – the buildings and classrooms have been refurbished, along with the administration block. Funding from the Commonwealth Government’s Building the Education Revolution resulted in a new Hall, new classroom and refurbished toilet block. The school continued to update and maintain contemporary learning technologies with Interactive whiteboards are in every classroom, along with computers.

Enrolments at the school have been strong – increasing rapidly from 202 students in 2008 to 274 at the beginning of 2012. The school has developed a master plan and an application for Supplementary Capital funding was lodged with the Catholic Education Office in 2011. Presently we are considering the best way in which to accommodate the increasing numbers.

Of course the main aim of any school is to improve the learning outcomes of its students. To this end Christ Our Holy Redeemer has continued to work collaboratively for improved outcomes. Data gained from the NAPLAN and Literacy testing indicate some pleasing improvements. Data from our Post assessment of Prep has shown increasing improvement when viewing Text Levels. Last year’s post testing indicated that 40% of our children were reading at or above text level 20, as compared to 2011 – 13%, 2010 – 9% and 2009 – 17%. It is important to note the CEOM minimum standard for Year 1 is Level 15 with target standard of Level 20. That 40% of the 2012 Prep cohort has reached this target is an affirmation of the explicit teaching in our Prep level.

Research indicates that the most critical determinant of student achievement is the teacher. Therefore the school will continue to support and encourage teacher professional learning to enable teachers to assist our students to reach their full potential in an ever changing world. In 2012 there was an emphasis on developing consistent planning pro-formas with clear learning intentions outlined.

In 2012, the school undertook a School Review. This was a wonderful opportunity for the school community to reflect on our past achievements, but more importantly to develop our School Improvement Plan for the next four years.

The key findings of the Review are as follows:

<table>
<thead>
<tr>
<th>SPHERE OF SCHOOLING</th>
<th>ADVICE ON BROAD GOALS</th>
<th>INTENDED IMPROVEMENT OUTCOMES</th>
<th>FIRST ORDER KEY IMPROVEMENT STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education in Faith</td>
<td>To strengthen and reflect the school’s Catholic culture in its vision, pedagogy and contemporary practice.</td>
<td>That students will be reflective and active in their Faith and take positive action in light of the teaching of the Gospels and Catholic traditions.</td>
<td>Develop the instructional leadership capacity of individuals and teams within a clear vision and direction for the school. Ensure that our Catholic culture and values are enacted in all we do as a school.</td>
</tr>
</tbody>
</table>
| **Learning and Teaching** | To provide a learning environment based on contemporary practice that engages students and reflects their needs. | That standards in Numeracy will improve  
That standards in Literacy will improve. | Engage staff in developing their practice in contemporary teaching and learning which engages students and reflects their needs. |
| **Student Wellbeing** | To provide a safe and supportive environment for learning. | That students’ ability to self regulate their behaviour and learning will improve. |  |
| **Leadership and Management** | To develop and sustain a staff culture characterised by effective professional learning, honest communication and a strong sense of teamwork. | That clear directions in curriculum planning will be developed.  
That all staff will develop and demonstrate a shared understanding of effective professional practice.  
That all staff will have multiple opportunities to seek, receive and give effective feedback. | Ensure the analysis and rigorous use of performance and attitudinal data informs planning, programming and pedagogy. |
| **School Community** | To build capacity in the community so that students are supported in their learning both within and beyond the school. | That all families will engage in partnership with the school to support student learning and engagement.  
That the school will develop partnerships with the local and wider community to support learning and engagement. |  |
Education in Faith

Goals:
- To continue to promote and enhance the Catholic Identity of the school to all members of the school community.
- To continue to address inquiry based Religious Education through Professional Development for staff.
- To address Professional Learning in both the teaching of RE and teachers’ spirituality.

Intended Outcomes:
- That all families in the school become actively involved in the development of their Faith.
- That the Faith education offered to parents be broadened from Sacramental grades to include Prep and 1/2 level.
- That staff develop their capacity to keep abreast of the inquiry method.

Targets
- Catholic Culture survey (students) to achieve scores of at least 85 on the Importance and Behaviour variables.
- At least one staff meeting per term be dedicated to Religious Education professional learning.

Achievements

The Sacramental program of a Catholic school is one of the highlights during the school year. In 2012 this was certainly the case. Year 3 students received the Sacrament of Penance (Reconciliation). This was preceded by a Family Workshop evening.

First Eucharist was celebrated on Sunday 3rd July. In the week leading up to this important celebration, the children participated in a Reflection day – during which some parishioners joined the children to make and bake bread. Earlier in the program children and parents gathered in the Church to hear Fr John explain important aspects of the Mass.

Confirmation was administered by Bishop Elliott - our regional Bishop - on Wednesday 22nd August. Again this was preceded by a Parent information evening and a Reflection day for the candidates at the Salesian Retreat Centre (Lysterfield).

Throughout the year, staff continued to develop units of work in Religious Education based on the inquiry model, as well as trying to enhance our RE inquiry units by developing our planning process and working together in level teams.

Throughout the year there was a strong emphasis on Social Justice. During Assembly the Social Justice captains would speak to the school community about the various projects the
school was supporting – Caritas Australia, St Vincent de Paul, Project Compassion and the work of the Sisters of Our Lady of the Missions. The Mini-Vinnies visited Corpus Christi Aged Care residence and invited some of the residents to come to the school and view the Art Show.

Senior students lead the Monday and Friday morning Assemblies with prayer.

Students were involved in liturgies, prayer services and ceremonies that coincided with the liturgical year.
Learning & Teaching

Goals

- To fully engage each student in the Inquiry Process.
- To improve and maximize the learning outcomes of all students in Literacy and Numeracy as they move from the early years to the later years of their primary education.
- To promote and sustain high quality learning and teaching with a focus on student outcomes and high expectations.
- To identify and implement best practice through Inquiry Learning and Assessment and Reporting.
- To show an improvement in NAPLAN data from Years 3 to 5.

Intended Outcomes:

- That teachers develop programs to meet the needs of the students.
- That the school’s ICT is used as a tool to enhance teaching and learning.
- That teachers analyse and interpret data (e.g. SINE, NAPLAN and Literacy testing) to inform their teaching.
- That teachers co-operatively plan and moderate assessment tasks to monitor student progress.

Targets

- To show an improvement in NAPLAN data from Year 3 to Year 5.
- Promote and sustain high quality teaching and learning with a focus on student outcomes and high expectations.
- To develop an assessment policy.

Achievements

The strongest indicator that student outcomes have been improved can be seen in the gains made in Early Years’ Literacy data and in the growth in Numeracy results between Years 3 and 5 where growth exceeded that of the state. However, growth in Literacy results were below where we expected them to be, apart from those for Spelling, Grammar and Punctuation.

Early Years’ Literacy result have show a steady improvement, especially from 2010, where 100% of students reached the minimum standard, Level 15, exceeding the CEOM target. The CEOM target of 70-80% at level 20 was reached by 2011, while below Like (Catholic) schools. In 2012 the CEOM target was exceeded.

Literacy and Numeracy results in Year 3 fall reliably within the state-wide mean. According to NAPLAN data the proportion of students meeting minimum standards CEOM targets were exceeded in Writing, Grammar and Punctuation. Although scores for Numeracy are lower than for the state and statistically
similar schools, there has been a steady improvement from 2009-12, exceeding the results of Like schools (Catholic) in 2012.

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>YEAR 3 READING</td>
<td>100%</td>
<td>97.3%</td>
<td>-2.7%</td>
<td>93.2%</td>
<td>0%</td>
</tr>
<tr>
<td>YEAR 3 WRITING</td>
<td>100%</td>
<td>100%</td>
<td>0 %</td>
<td>97.7%</td>
<td>+10.8%</td>
</tr>
<tr>
<td>YEAR 3 SPELLING</td>
<td>100%</td>
<td>94.7%</td>
<td>-5.3%</td>
<td>97.7%</td>
<td>+5.4 %</td>
</tr>
<tr>
<td>YEAR 3 GRAMMAR &amp; PUNCTUATION</td>
<td>100%</td>
<td>100%</td>
<td>0 %</td>
<td>97.7%</td>
<td>-2.3 %</td>
</tr>
<tr>
<td>YEAR 3 NUMERACY</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>97.6%</td>
<td>-2.4 %</td>
</tr>
<tr>
<td>YEAR 5 READING</td>
<td>100%</td>
<td>100%</td>
<td>0 %</td>
<td>100%</td>
<td>0 %</td>
</tr>
<tr>
<td>YEAR 5 WRITING</td>
<td>100%</td>
<td>89.2%</td>
<td>-10.8%</td>
<td>100%</td>
<td>+10.8%</td>
</tr>
<tr>
<td>YEAR 5 SPELLING</td>
<td>100%</td>
<td>94.6%</td>
<td>-5.4%</td>
<td>100%</td>
<td>+5.4 %</td>
</tr>
<tr>
<td>YEAR 5 GRAMMAR &amp; PUNCTUATION</td>
<td>100%</td>
<td>97.3%</td>
<td>-2.7%</td>
<td>100%</td>
<td>+2.7 %</td>
</tr>
<tr>
<td>YEAR 5 NUMERACY</td>
<td>100%</td>
<td>88.9%</td>
<td>-11.1</td>
<td>100%</td>
<td>+11.1 %</td>
</tr>
</tbody>
</table>
Student Wellbeing

Goals:

- To enable every student to grow as a whole person, enjoy a strong sense of self-worth and develop positive relationships with others.
- To strengthen students’ relationships.
- To implement a P – 6 year long focus on student resilience which may incorporate different programs relevant to different year levels (e.g. ‘Bounce Back’).
- To ensure that staff are familiar with the National Safe Schools Framework and there is a consistent implementation of the key elements and a focus given to policies and programs for support.

Intended Outcomes:

- That the school community will continue to focus on student resilience through the Bounce Back program.
- That the school will review the Discipline Policy so it reflects the school Vision and participate in Restorative Practices readiness each year.

Targets:

- All staff will be active members of reviewing and re-writing the policy. The score on Student Misbehaviour and Classroom Misbehaviour variables to be no higher than 10/100.
- To consistently achieve scores of around 85/100 on the student survey in the areas of Connectedness to Peers and Student Safety variables.
Achievements

The above table indicates a very positive response from the students to the survey questions. The children feel a strong Connection to the School (82%) and Student Motivation (82%) is high, as is their perception of Student Safety at the school (78%). However, as reflected in our school Review, we would like to see Student Engagement rank higher. Our stated target of scores of around 85 in the areas of Connected to Peers (81%) and Student Safety (79%) variables, whilst not reached, were still at the higher end as compared to other Victorian school data.

During the year the school continued to embed the use of Restorative Practices throughout the school, having adopted the School Engagement policy which replaced the school’s Discipline Policy.

The Values program also was slightly altered to enable the values to be explored more in depth. At each Assembly children were nominated for SEL (Social and Emotional Learning) awards reflecting particular behaviours exhibited during the week and that reflected the particular value being focussed on in the classroom.

The school also provided opportunities for the children to be involved in various ways – computer club, aerobics clubs, running club, breakfast club, mini-Vinnies, choir and gardening club were ways in which the children could feel connected to the school.
AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>98.41%</td>
</tr>
<tr>
<td>Year 2</td>
<td>97.67%</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.48%</td>
</tr>
<tr>
<td>Year 4</td>
<td>98.16%</td>
</tr>
<tr>
<td>Year 5</td>
<td>97.07%</td>
</tr>
<tr>
<td>Year 6</td>
<td>97.43%</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>97.54%</td>
</tr>
</tbody>
</table>

The above table indicates that there is a strong rate of attendance. Students who are absent for more than two days are followed up with a phone call. In cases where there is a prolonged absence, or where there is a pattern of absence, the parents will be notified of the school’s concerns in writing. The child’s attendance record is also noted on both the Mid-Year and End of Year Report.

Prep buddy activity ~ 2013
Leadership & Management

Goals:
In the sphere of Leadership and Management the broad goal was to create a work environment with good staff morale. The following goals were included in the school improvement plans from 2008-2011

- To build leadership capacity by empowering all staff.
- To encourage ongoing PD for all staff based on SIP and teachers’ needs.
- To ensure the leadership structure reflects the vision and mission of the school.
- To allow opportunities for the development of skills based on the school succession plan to encourage those who wish to pursue leadership roles.

Intended Outcomes:

- That staff be given the opportunity to pursue leadership roles.
- That staff be given the opportunity to further develop their professional learning.

Targets

- An improvement on the staff survey with a score of between 75 and 80 out of 100 on the Appraisal and Recognition and Professional Growth variables.
- An increase in the School Morale variable to at least 75 out of 100.
- Develop a whole school focus on professional leadership and identify a clear sense of purpose for the school.

Contemporary Learning staff meeting ~ 2012
Achievements

The broad goal of our School Improvement Plan was to create a good work environment with good staff morale. As indicated by the table above, both Individual Morale (78%) and School Morale (77%) ranked highly in comparison with other Victorian schools. This is consistent with survey data from both the Student Attitudes and Parent Opinion surveys. The school has broadened its leadership roles by having Level Leaders in place and a strong leadership team. While the target in the School Morale item was reached, more work needs to be undertaken in the Appraisal & Recognition (68%) item to reach the target of over 75%. The school will also continue to develop the sense of Staff Engagement – especially in the area of Empowerment – the lowest score from the survey.

Most pleasing, however, is the strong sense of Teamwork amongst the staff. This enables a consistent approach across the school.

There is also a clear commitment to ongoing professional learning (as listed in the table following).
TEACHING STAFF ATTENDANCE RATE

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff</td>
<td>97.12%</td>
</tr>
<tr>
<td>Non-teaching staff</td>
<td>98.65%</td>
</tr>
<tr>
<td>All staff</td>
<td>97.46%</td>
</tr>
</tbody>
</table>

STAFF RETENTION RATE

<table>
<thead>
<tr>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>78.95%</td>
</tr>
</tbody>
</table>

TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>15.63%</td>
</tr>
<tr>
<td>Masters</td>
<td>26.32%</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>52.63%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>15.79%</td>
</tr>
</tbody>
</table>

NO QUALIFICATIONS LISTED

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2012

Some of the professional learning activities staff undertook in 2012 were:

- Google Training (8 hours), Sustainable Mathematics (5 & 6 – Number and Algebra);
- ICON School Improvement;
- Leading for Contemporary Learning in a Catholic School;
- Leading the Implementation of the Australian Curriculum;
- the use of Blogs in the Primary classroom;
- Cued...
Articulation & Phonological Awareness; Assessment & Reporting – using data to drive student outcomes; Cybersafety: developing curriculum & policy; Primary Connection program (Science); Religious Education – using the Inquiry model in RE; First Aide (Level 2) training; various networks and cluster meetings.

School Closure days in 2012

- Using data to drive improvement (Phillip Holmes-Smith) - Monday 19\textsuperscript{th} March
- Reviewing school’s Vision Statement & Review - Friday 4\textsuperscript{th} May
- School Review planning and documentation - Friday 3\textsuperscript{rd} August
- Curriculum auditing and planning for 2013 - Monday 3\textsuperscript{rd} December

At Christ Our Holy Redeemer we believe that professional learning supports our overall school improvement and highlights the commitment of teachers to the growth of their own professional knowledge, practice and well-being.

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 21 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL   | $2380 |

<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:

- To develop a school community characterized by strong and active partnerships with parents and the wider community.
- To continue to acknowledge and celebrate the achievements of all.

Intended Outcomes:

- That parent connectedness and family partnerships within the school, in relation to student outcomes, will improve.
- That links between parish and school will be strengthened.

Targets

- Results from the parent survey are at least 75% for Communication from the school.
- Results from the parent survey on Parent Input and Reporting will increase to 80/100.
- Further strengthen ties between school and parish.

Achievements

One of the strengths of Christ Our Holy Redeemer is the strong sense of community that is evident around the school. The parents are very committed to, and supportive of, the school. In 2012 this was evidenced by the number of parents assisting in the classrooms, taking on roles within the Parents’ Association, the Education Board and the Fete Committee. Assistance at the Annual Sports day, Hot dog days, Second Hand Uniform, the Art Show and attendance at the weekly Friday Assembly are indicators of a supportive parent body. Each year our school surveys parent opinions. The parents are randomly selected and the data is sent to Insight SRC. The graph (below) is the results of last year’s survey. Generally the results are very positive showing relative high scores in School Improvement, Teacher Morale, Stimulating Learning, and Student Engagement. Although a lower score was recorded for Classroom Behaviour this was higher than other schools. However, areas that were lower – Parent Input, Reporting, and Homework are areas that the school will continue to work with parents. Early in 2013 an information evening was conducted. During the meeting the school outlined our approach to homework to clarify some of the feedback that we had received from parents. Another low score was in the Extra-Curricular sections. It is the school’s belief that we don’t communicate to the parents about the number of extra-curricular activities offered to the children.
The original target of increasing to 75% on the Communication item is no longer relevant as that item has been taken off the survey. However, items such as Approachability (71%), Parent Partnership (65%), Reporting (50%) and General Satisfaction (70%) are items that can be targeted in our School Improvement Program.

Grandparents day ~ 2012
Smarter Schools National Partnerships

IMPROVEMENT TARGETS/MILESTONES

Key improvement targets/milestones identified in the School Improvement Plan which are aligned to National Partnerships.

IMPROVEMENT STRATEGIES

In 2012 we continued to

- plan, implement and evaluate programs and strategies to target improvements in classroom practice to improve student outcomes in Numeracy
- use student performance data to guide professional learning for school improvement
- interrogate school improvement targets in Numeracy to develop a shared school community understanding and commitment
- build and maintain high performing level planning with a shared focus and responsibility for improving student learning outcomes in Numeracy. Documentation of all sessions is a priority
- identify and focus on what teachers do that has the greatest effect on student learning
- develop skills in structured reflection, giving pertinent feedback and team learning
- improve teacher quality in the teaching of Numeracy
- build the capacity of all teachers to drive continuous improvement is critical, through identification and implementation of proven numeracy practices and the use of performance data
- Japanese Lesson Study - lesson plans that are observed, analysed, and revised, implemented throughout the school as a support tool for teachers
- focus on extending prompts with teachers to account and cater for higher achievers

2012 OUTCOMES

The 2012 NAPLAN data revealed improvement from the previous three years (see table below). The school also commenced using the ACER PAT-M tests to more accurately plot the children’s relative strengths and learning needs. With the assistance of our Maths coaches, students are benefiting from more targeted teaching relative to their needs. The school has also improved our planning for Maths lessons that include explicit teaching. With the aid of our Maths coaches, we have continued to build teacher capacity in using data to develop deeper understandings in planning for explicit student outcomes.

Throughout the year, various items regarding the children’s work (from different levels) was featured in the school's weekly Newsletter. We conducted a twilight Maths party for children and parents that was very well attended. A clearer Assessment schedule was developed incorporating various assessment strategies – the use of SINE testing, NAPLAN, Pre & Post assessment tasks, moderation of student work and the introduction of PAT-M standardised tests.

<table>
<thead>
<tr>
<th>Year &amp; Level</th>
<th>% students at or above expected VELS level</th>
<th>% students at ‘like school’ at or above expected VELS level</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>18.2</td>
<td>37.3</td>
</tr>
<tr>
<td>2010</td>
<td>33.2</td>
<td>38.6</td>
</tr>
<tr>
<td>2011</td>
<td>37.5</td>
<td>36.9</td>
</tr>
<tr>
<td><strong>2012</strong></td>
<td><strong>45.2</strong></td>
<td><strong>42.1</strong></td>
</tr>
</tbody>
</table>

| YEAR 5       |                                          |                                                         |
|--------------|                                          |                                                         |
| 2009         | 29.9                                     | 30.3                                                    |
| 2010         | 30.0                                     | 34.2                                                    |
| 2011         | 13.9                                     | 32.2                                                    |
| **2012**     | **40.7**                                 | **33.4**                                                |
### 2013 PLANNED PROGRESS

**In 2013 we plan to continue to:**
- plan, implement and evaluate programs and strategies to target improvements in classroom practice to improve student Numeracy outcomes
- use student performance data (NAPLAN, PAT-M, moderation and Pre & Post Assessment tasks) to guide professional learning for school improvement
- investigate school improvement targets in Numeracy to develop a shared school community understanding and commitment
- build and maintain high performing level planning with a shared focus and responsibility for improving student learning outcomes in Numeracy. Documentation of all sessions is a priority
- identify and focus on what teachers do that has the greatest effect on student learning
- develop skills in structured reflection, giving pertinent feedback and team learning
- improve teacher quality in the teaching of Numeracy
- continue to personally develop leadership capabilities that support ongoing system improvement in the future.
- build the capacity of all teachers to drive continuous improvement is critical, through identification and implementation of proven Numeracy practices and the use of performance data.
- focus on extending prompts with teachers to account and cater for higher achievers.

**What does it tell us, here at Christ Our Holy Redeemer?**

The most successful Mathematics programmes encourage pupil interaction.

The progress made has to be embedded and sustained throughout the whole school in terms of the unified approach to Numeracy.

Diagnostic use of data improves student outcomes.

Robust teaching programs and practices are essential.
## FINANCIAL

### SMARTER SCHOOLS NATIONAL PARTNERSHIP FUNDING

<table>
<thead>
<tr>
<th>The National Partnership (NP) your school is participating in</th>
<th>Literacy and Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Direct SSNP funding</td>
<td>N/A</td>
</tr>
<tr>
<td>2012 Indirect SSNP funding</td>
<td>N/A</td>
</tr>
<tr>
<td>2012 State NP actual allocation</td>
<td>N/A</td>
</tr>
<tr>
<td>2012 School Co-investment</td>
<td>$172,400.00</td>
</tr>
<tr>
<td>2013 Notional SSNP budget allocation</td>
<td>N/A</td>
</tr>
<tr>
<td>2013 Notional State NP budget allocation</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- 2012 Direct Commonwealth funding distributed to schools for the implementation of Smarter Schools National Partnerships (SSNP) initiatives and salary and related employment costs, incurred by the system, for specialist staff employed to work directly in participating SSNP schools (e.g. literacy and numeracy coaches and Family School Partnership Convenors).
- 2012 Indirect Commonwealth funding refers to central costs incurred by the system on behalf of schools participating in SSNP (e.g. professional learning and development, consultancy fees, research projects, travel expenses, and administration expenses).
- 2012 State National Partnership (NP) actual allocation refers to funding received by schools participating in the Literacy and Numeracy program in 2012. This may not be applicable to all schools.
- 2012 School Co-investment refers to a combination of existing and new funding which was provided to schools in 2012 to assist with school development. Co-investment funding is separate from National Partnership funding and sourced from additional recurrent grants.
- 2013 Notional State National Partnership (NP) budget allocation refers to notional funding to be received by schools participating in the Literacy and Numeracy program in 2013.

Please note expenditure at the school level may not have been spent in the year the direct support was received.
# Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>$106621</td>
</tr>
<tr>
<td>Other fee income</td>
<td>$109959</td>
</tr>
<tr>
<td>Private income</td>
<td>$43324</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>$577443</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>$1559087</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>$2396431</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>$1627261</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>$416057</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>$2043319</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>$173928</td>
</tr>
<tr>
<td>Other capital income</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>$173928</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>$86715</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>$1546845</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>$1372941</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

The next few years are a critical time in the life of Christ Our Holy Redeemer. The External School review that was undertaken last year has provided the school with a clear direction for school improvement for the next four years. The school has a number of challenges. We will continue to strive to improve the learning outcomes for our children. We will continue to develop common planning pro-formas to ensure that the curriculum is delivered in a systematic and sequential manner. This curriculum delivery will also be utilising the new Australian curriculum. We will continue to work with our wonderful parent community and aim to involve parents more in the on-going learning program of their children. We aim to personalise learning where students monitor their own learning and teachers are explicit with the learning intentions for each and every lesson. To ensure that learning goals are embedded in all teaching sessions, they need to be communicated between teachers, parents and students. We believe that such an approach will build the level of student engagement. We will also aim to continue to unpack contemporary learning thinking and approaches. We need to build protocols of tools and strategies for analysing, synthesising, comparing and contrasting data. This will enable students to have tools and strategies to call upon to negotiate the curriculum. All of these approaches will assist to improve and maximize the learning growth of all students in Literacy and Numeracy across the school and to increase and maintain growth to be in line with the State growth, National growth and Like Schools growth. We will aim to monitor and show an improvement in NAPLAN trend data from Years 3 to 5 by continued collaboration with staff on the means to achieve student learning goals as this will indicate to us what teaching and learning strategies need to be modified or improved. Both students and staff need to monitor and evaluate teaching programs and the school curriculum.

The other imposing challenge is to provide learning spaces for the increasing school population. It is expected that the school’s enrolment in 2014 will be close to 300 students. This will require the provision of more classrooms. The school has a building permit to enable school and parish traffic to exit via Huntingdale Road. However funding for this project is still being considered.

The school community can look forward with a great deal of confidence, assured that the goals of our School Improvement Plan can be met.