



Christ Our Holy Redeemer School Oakleigh East

2021 Annual Report to the School Community



Registered School Number: 1584

Table of Contents

- Contact Details2
- Minimum Standards Attestation2
- Governing Authority Report3
- Our School Vision4
- School Overview5
- Principal’s Report6
- Education in Faith7
- Learning & Teaching8
- Student Wellbeing10
- Child Safe Standards13
- Leadership & Management14
- School Community17

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Minimum Standards Attestation

I, Brendan Welsford, attest that Christ Our Holy Redeemer School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

29/03/2022

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

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

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

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

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

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

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

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

Inspired by the Spirit, we are a strong community, supporting and leading learners in a safe and inclusive environment.

School Overview

Christ Our Holy Redeemer School is located on the corner of Huntingdale Road and Ferntree Gully Road, Oakleigh East. It has a large oval, shaded play equipment, a large sandpit with a boat, an internal courtyard marked out with a variety of games, security fencing, tennis courts and a hall.

We are close to Oakleigh suburban shopping centre, the local library, swimming pool, recreation centre and parkland. There is easy access to Monash Freeway, with ample public transport including buses and rail service.

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 Brigidine Sisters came to the school in 1961 and remained until 1978.

For the first three years the school and the church shared the same building, then in 1961 the lower school building was opened and then extended in 1968 to include extra classrooms and a tuckshop.

Throughout the following decades there have been many building and refurbishment programs all focussed on ensuring access to a quality learning environment for all students. These have included the building and grounds, as well as shared spaces with the parish.

In 2020 a refurbishment and extension of the middle corridor was completed. This included a large open planned Library, a dedicated Performing Arts/multipurpose room, an additional upstairs classroom and shared space as well as a refurbishment of four classrooms with outdoor and open planned corridor access.

Our learning spaces include a Library, Performing Arts Room, Visual Arts Room, Italian Room, our quiet and reflective 'Loft' as well as large classrooms and our Community Hub.

We have a large grassed oval, shaded junior play equipment, senior play equipment, including a spider's web, shaded seating areas, a large hall and a multi purpose surface on the tennis courts which are also used as part of our playground for tennis as well as basketball and netball.

There is a large central courtyard covered in artificial turf, on which we gather as a community for assemblies and special occasions.

There is a reflective garden between our Church and School buildings offering a space of quiet and contemplation. We have a veggie patch alive with the freshest produce which we share with our community.

Christ Our Holy Redeemer Parish is a part of the Oakleigh Parishes with Sacred Heart, Oakleigh. Fr Raju Godavarthi, our Parish Priest, is very supportive of the school and its relationship with the parish. There are many active groups in the parish catering for a wide range of talents and abilities that focus on the mission of the Church.

Principal's Report

Like all schools in Australia and in particular Victoria, Christ Our Holy Redeemer was faced with another year of challenges with COVID 19 lockdowns and restricting people's movement in the community. Moving in and out of remote learning was again very challenging for our students, staff and families. Many families juggled working from home and assisting their own children with their learning - this was an amazing effort.

Moving into a remote learning space meant that students, teachers and parents had to adapt to the changes swiftly. We reviewed our home learning practices from 2020 and built on our practice to provide the best possible experience for our students. As we moved through the days and weeks we all made progress in learning to work in this new way. Teachers adapted, changed and improved the way they communicated the home learning expectations. The number of Google Meets increased through the week and individual and small group Meets were offered to those students requiring additional support.

Unfortunately, numerous school events were either cancelled, postponed or moved to an online event. Again, we were challenged to seek new ways to connect with our community. We attempted to keep our community informed at all times, via numerous Flexischools updates each week. We were able to offer twice weekly school assemblies, involving our student leaders who had pre-recorded their segments. Classroom teachers were in contact with their students on a daily basis via Google Meets and were available to them when and where required throughout the day.

The students did an amazing job and they are to be commended on their efforts. It was such a relief and delight to have them return to onsite learning in Term 4.

Despite the challenges of 2021, we have a very supportive, committed community. The response from our staff was outstanding and teams worked effectively together in an online environment. In a year when we attempted to provide meaningful learning in Literacy and Numeracy through our online Google Classrooms and See Saw app, we were also very mindful of individual's wellbeing and the capacity of families to engage with the remote learning program.

I am incredibly grateful to all members of our community for their resilience, cooperation and support as we worked through the challenges of 2021 together.

Education in Faith

Goals & Intended Outcomes

To build the capacity of all staff as teachers and leaders, empowering them to grow every student.

For all members of the community to engage in COHR's charism while recognising and respectfully acknowledging each person's spiritual journey.

Achievements

Opportunities to strengthen faith, parish and community were evident despite the challenges of COVID restrictions. Our Sacramental programs continued within the class program. In 2021 we were able to celebrate the Sacraments of Reconciliation and First Eucharist for our 2020 and 2021 cohorts of candidates. Fortunately the Sacrament of Confirmation was able to be celebrated with limited numbers in the church, with Fr Raju officiating at this ceremony. Feedback from parents highlighted that the reduced numbers in the church created a more meaningful, reverent and family focussed ceremony.

VALUE ADDED

- Daily Religious Education lessons
- Daily classroom prayer
- Regular classroom meditation
- Students involved in liturgies- readings, offertory
- Sacramental Reflection Days
- Involvement in social justice initiatives e.g. Project Compassion and Catholic Mission.
- Prayer at assemblies
- Gospel values visited regular at class and whole school level
- Attendance at parish masses
- Religion Family Prayer Packs sent home with junior students

Learning & Teaching

Goals & Intended Outcomes

To build the capacity of all staff as teachers and leaders, empowering them to grow every student.

To build a whole school culture of high expectation and data informed improvement.

To strengthen staff and student capacity to activate learner voice, agency and leadership to enhance student engagement and empowerment

Achievements

During remote learning, staff sourced, critically evaluated and implemented appropriately a range of online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. Some of our students coped well in the remote and flexible learning environment, others maintained their learning progress, and some have fallen behind (despite their best efforts and those of their families and teachers).

During remote learning, staff were able to work collaboratively to create and deliver content that continued to build our student's knowledge and understanding.

Practice was strengthened in the use of learning intentions and success criteria.

COHR has made some progress in achieving the SIP intended outcomes of improving Mathematics and Writing with a deliberate focus on professional learning, particularly in Writing. The school recognises that retaining students in the top two bands and ensuring sustained growth will remain a focus for improvement.

Teachers particularly valued the Grammar in Context professional learning model, appreciating support from leaders and provision of a clear pedagogical model.

Planning processes are consistent across year levels, and largely across the school, and team-based processes are strong.

STUDENT LEARNING OUTCOMES

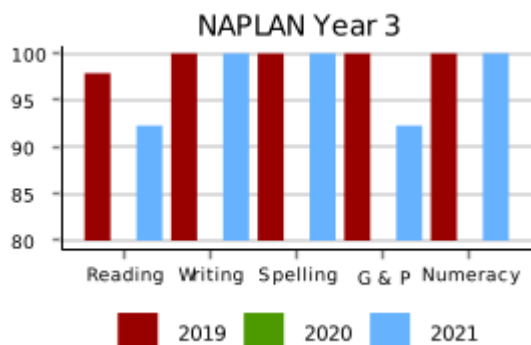
The school has established and is implementing a clear plan for the collection of student achievement data. Test data in literacy and numeracy are key elements of this schedule. nForma provides a central database that staff are able to access. Opportunities exist to establish consistent approaches to support classroom teachers in regularly recording, collating and interrogating formative data to inform point of need instruction and track student growth. Termly meetings are held with our Teaching and Learning Leaders to discuss student progress and provide support to students if required.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	92.3	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	97.9	-	-	92.3	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	98.0	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	95.7	-
YR 05 Writing	100.0	-	-	100.0	-

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

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

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



Student Wellbeing

Goals & Intended Outcomes

To strengthen staff and student capacity to activate learner voice, agency and leadership to enhance student engagement and empowerment.

For students to be active partners in our learning community.

To grow Christ Our Holy Redeemer School as an outward facing school community.

To empower all members of the Christ Our Holy Redeemer School Community to work in partnership to promote students' physical, social and emotional health and wellbeing.

Achievements

Christ Our Holy Redeemer School has continued to be a school with a strong emphasis on the wellbeing of the students and a clear commitment to the principles of inclusivity and belonging for students, staff and families captured in the school's vision statement. The school has taken a consistent and focused approach to planning and monitoring school improvement and progress has been made towards the achievement of its goals, advances being evident in both the schools physical and cultural learning environments.

The wellbeing of all members of our school community has always held a strong focus. With the continuation of home learning we were incredibly mindful of the need to take extra care of students, teachers and parents and the capacity of families to engage with the remote learning program.

Student engagement was vital in the remote learning process and student's online attendance was monitored daily. Vulnerable students and students of essential workers were able to attend on site learning during remote learning.

Teachers kept daily records of those students who attended the 'check ins' and monitored the uploading of all set tasks. Those students having difficulty completing work or having difficulty engaging in remote learning, had more frequent check in's with their teacher. Teachers also made telephone calls to parents, responded to emails and made sure the communication between home and school continued to be strong

Christ Our Holy Redeemer is committed to providing a safe, caring and supportive learning environment, which ensures that the experience of social, emotional and academic learning is positive for all students.

The school fosters a culture of positive and respectful relationships, which is modelled by Christ, the Redeemer. The Student Wellbeing Policy is based on the understanding that students have the primary responsibility for their behaviour and parents and staff, work in partnership to assist students to develop healthy social practices and personal wellbeing strategies.

VALUE ADDED

- 'O' week focus on kindness/inclusion/expectations
- Begin whole school implementation of levels of behaviour and expected actions
- 5 school expectations embedded
- Welfare meetings to support teachers and range of students
- Wellbeing Week in the last week of Term 2 to re-engage students and community
- Seasons for Growth Program
- Breakdown and audit of personal and social capabilities
- Student Wellbeing surveys termly
- Seasons for Growth Program
- LSO's introduced to restorative practice learning

STUDENT SATISFACTION

There was a marked increase in all 10 domains of our School Improvement Reports from our students between 2019 and 2021. The 'Rigorous Expectations' domain recorded the strongest positive response with an 89% positive endorsement from our Year 5 and 6 students.

STUDENT ATTENDANCE

At Christ Our Holy Redeemer we believe that by regularly missing days of school, students are at risk of missing out on key learning activities and may experience long-term difficulties with their learning. We believe regular attendance helps children develop social skills such as teamwork and communication, which lead to healthy relationships. Student attendance is recorded twice daily by staff. If a child is absent from school without being given a reason for their absence the school will contact the student's parents/ carers.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	96.7%
Y02	94.0%
Y03	97.1%
Y04	96.2%
Y05	96.8%
Y06	96.2%
Overall average attendance	96.2%

Child Safe Standards

Goals & Intended Outcomes

We have continued to monitor and develop our Child Safety practices over the course of 2021.

Achievements

- Professional learning for teachers has been updated through Mandatory Reporting modules and at team meetings throughout the year. As there were no volunteers in 2021 there have been no training sessions or briefings for families and volunteers.
- PROTECT has been implemented and is reviewed regularly to ensure staff are aware of procedures. Posters are available throughout the school and there are also posters up advising children of how to report if they feel unsafe.
- Child safety team operates under the direction of the Wellbeing Leader and meets regularly to discuss new information and staff updates.
- Respectful relationships is taught throughout the school with children participating in awareness of empowerment strategies and discussions around inclusion of all children.
- Human resource practices are in compliance with both the Ministerial Order and MACS guidelines.
- Risk management is ongoing and during 2020 much of our risk assessment was around cyber safety of children. This was dealt with through sessions with both children and families around being cyber safe

Leadership & Management

Goals & Intended Outcomes

To build the capacity of all staff as teachers and leaders, empowering them to grow every student.

To embed regular and effective feedback on performance, and improve practice through individual and collaborative learning for all.

Achievements

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 our students.

Christ Our Holy Redeemer School promotes a collaborative approach that fosters professional learning and teamwork. Despite the challenges of home learning, staff continued to meet regularly to plan, develop, implement and evaluate our teaching programs, via Google Meets.

When onsite, closure days, back-to-back planning and weekly School Improvement Meetings (SIM's) were in place to ensure ongoing evaluation and development of programs. The Leadership Team continued to meet regularly to address the strategies in our Annual Action Plan and to work through the school review process with support from staff from Melbourne Archdiocese Catholic Schools.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

The following professional learning was offered to staff in 2021;

- Restorative Practices
- Asthma, Anaphylaxis, CPR and First Aid
- Feedback
- Mandatory Reporting
- Completion of the AITSL - Self Assessment Tool
- Moderation
- Disability Modules - Part 1
- Positive approach to behaviour management

Number of teachers who participated in PL in 2021	20
Average expenditure per teacher for PL	\$600

TEACHER SATISFACTION

School Improvement Surveys were collected from staff, both teaching and non-teaching. Of the fourteen domains, twelve were above the Melbourne Archdiocese Catholic Schools average.

A 100% positive endorsement from staff was recorded in the domain of 'Collective Efficacy' i.e Teachers perceptions that staff at the school have what it takes in improve instruction.

A 91% positive endorsement from staff was recorded in the domain of 'Collaboration around an improvement strategy' while a 90% positive endorsement was recorded in the domain of 'Catholic Identity' i.e Teacher's perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	95.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	86.5%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	38.5%
Graduate	15.4%
Graduate Certificate	7.7%
Bachelor Degree	69.2%
Advanced Diploma	46.2%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	17.1
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	6.5
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To grow Christ Our Holy Redeemer as an outward facing school community.

To empower all members of the Christ Our Holy Redeemer Community to work in partnership to promote students physical, social and emotional health and well-being.

Achievements

Christ Our Holy Redeemer is proud of the strength of participation and support demonstrated by families. High levels of respect and trust are apparent across the school community.

The school is encouraged to continue to focus on strengthening parent's understanding of learning at school and at home, building upon gains made during the COVID -19 lock down period. There is the potential to increase dialogue between school and parents and develop deeper and more authentic home-school learning partnerships. Plans to extend the use of technology to enhance parent learning partnerships into the future, will require careful management of resources to ensure adequate time, infrastructure and stakeholder capacity development and will benefit from clearly articulated objectives and measures of success. The school is aware of the need to move from engagement to involvement and partnership to fully realise their intention that 'parents will be more actively engaged and have a greater understanding of their child's learning.

PARENT SATISFACTION

School Improvement Surveys collected from families indicated extremely positive responses from parents. In all seven domains, except for Barriers to Engagement, Christ our Holy Redeemer performed above the MACS average. In all domains our school performed above our own 2019 data.

In the domain 'School Climate' i.e. Families perceptions of the social and learning climate of the school, our school recorded a 94% positive endorsement.