



# Christ Our Holy Redeemer School Oakleigh East

## 2022 Annual Report to the School Community



Registered School Number: 1584

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## Contact Details

ADDRESS	43 Ferntree Gully Road Oakleigh East VIC 3166
PRINCIPAL	Brendan Welsford
TELEPHONE	03 9569 8966
EMAIL	principal@cohroakeast.catholic.edu.au
WEBSITE	www.cohroakeast.catholic.edu.au
E NUMBER	E1210

## 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

01/03/2023

**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](http://www.acnc.gov.au)

## Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

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

## School Overview

Our school is on the corner of Huntingdale Road and Ferntree Gully Road, Oakleigh East. It has a large oval, shaded play equipment, a large sand pit 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

The 2022 school year commenced with high hopes for the year ahead, free from lockdowns and home learning as experienced in the previous two years. We were a little anxious and walked cautiously as we navigated our way through Term 1. We looked forward to re-establishing routines within the school, the ones in place pre-pandemic. As the year progressed we enjoyed the easing of restrictions which allowed us to enjoy a year of learning, free from Covid restrictions. The main objective of 2022 was to continue with quality and robust learning & teaching with consideration to the wellbeing of students, staff and families.

I want to thank our amazing staff who are very dedicated and hard-working and who have a deep commitment to the school and its students, for the amazing work that they did to provide the best educational experience for our students as was possible. Their willingness to progress through the year with a positive and optimistic mindset reassured students they were in a safe learning environment.

I wish to congratulate the students for their remarkable efforts with their own learning and the resilience that they were able to draw upon to continue to progress with their learning.

In 2022, we entered the second year of Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of our school. With the assistance of MACS staff we continued to transition to a new policy suite to ensure our students are safe and which enhance the consistency and transparency of school decision-making.

We expanded our targeted interventions and a strong focus was on personalised and differentiated learning and teaching, clearer and more focused curriculum planning based on evidence and more rigorous regimes of accountability.

Our Religious Education Leader, Jo Cowan, must be thanked for her tireless efforts organizing and leading our RE Program this year. Her support and guidance for the teachers who were preparing their students to receive Sacraments was very much appreciated by the whole community.

The Learning & Teaching programs at the school have been well led by our Leadership Team who continue to challenge the teachers to achieve the best learning outcomes for our students. Final Literacy and Numeracy assessment results have been very pleasing as were the school's NAPLAN results. Christ Our Holy Redeemer also runs a number of intervention and support programs: Learning Enhancement, Maths Intervention, Levelled Literacy Intervention, Maths Olympiad and Talk Boost. All these programs have produced very good results for the participants and we have received excellent feedback from their classroom teachers about the positive impact these additional programs are having on the children's learning outcomes.

Student Wellbeing is always a major focus for our school. The school has participated in a number of special wellbeing days including Harmony Day and Wellbeing Week. Student safety is a priority at our school I wish to thank our Deputy Principal, Jo Cowan and our Wellbeing Leader, Jo Hunt, for leading the Student Safety and Wellbeing sphere of our school.

Closely linked to Student Wellbeing is Learning Diversity. Students with special needs at our school have individual learning plans and often need special allied health support such as speech therapists. The work to successfully coordinate this job requires a lot of effort and time. Suzanne Neil is our Learning Diversity Leader and so our thanks go to her.

I wish to thank our Administrative staff for their outstanding efforts. A great deal of work and consideration has been put into planning and organizational structures for 2023. Our financial

position is sound. I'd like to thank the School Leadership Team; Jo Cowan, Jill Palermo, Suzanne Neil, Nicole Russell, Karen Wakeling and Franca Paduano for their outstanding work for our school. Finally, I wish to thank our Parish Priest, Fr Maria Raju for his leadership, hard work and for his ongoing encouragement and support of all we do at the school.



## Catholic Identity and Mission

### Goals & Intended Outcomes

- To build the capacity of all staff as teachers and leaders, empowering them to grow every student.
- To strengthen staff and student capacity to activate learner voice, agency and leadership to enhance student engagement and empowerment
- To grow COHR as an outward facing school community

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

### Achievements

Developing COHR's charism has been a focus of our 2020-2024 School Improvement Plan. As a faith community it was lovely to be able to return to celebrate liturgies together in the church, Sacramental celebrations; special occasions and assemblies were also a part of our 2022 calendar following two years of restrictions. There continues to be a strong sense of community given the restrictions and this has been evident in the parents' enthusiasm to get back and involved in the life of the school. The Diocesan "Coming to Know, Worship and Love" core document forms the basis of our Religious Education program.

The school encourages teachers to work collaboratively to develop skills and knowledge that will enable them to provide highly engaging learning opportunities in Religious Education.

Throughout the year we continued to work collaboratively with our 'sister school', Sacred Heart in Oakleigh. We planned and prepared the Sacramental program together and held Family Sacramental evenings with families from both schools. Together with Sacred Heart Primary we also held our annual Combined Schools Mass and activity today. Christ Our Holy Redeemer were hosts this year and the children enjoyed a fun day celebrating mass, sharing a meal and one another's company.

In August a school closure day allowed all staff to gather for a staff faith formation day in a beautiful setting in Kalorama. Jo Cowan guided staff through a day of reflection centred on our Catholic faith

### VALUE ADDED

- Participation in Catholic Education week activities
- 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.
- Participation in 'The Loft' activities. The Loft is a separate room in the school specifically for quiet reflection, meditation and prayer.
- Combined School Day with Sacred Heart Oakleigh

## Learning and Teaching

### Goals & Intended Outcomes

- To build the capacity of all staff as teachers and leaders, empowering them to grow every student.
  - To strengthen staff and student capacity to activate learner voice, agency and leadership to enhance student engagement and empowerment
  - To grow COHR as an outward facing school community
- To build a whole school culture of high expectation and data informed improvement.
- Embed regular and effective feedback on performance, and improve practice through individual and collaborative learning for all.

### Achievements

At Christ Our Holy Redeemer the overall quality of teaching, and the teachers' commitment to deliver the school's agreed practices, reflects a real commitment to ongoing improvement.

Collaboration continued across the levels with regard to meeting the identified needs of students in the areas of Literacy and Numeracy. The Literacy Leader, Teaching and Learning Leader and Mathematics Leader continued to provide support to the teachers in the planning, preparation, assessment and delivery of lessons across all curriculum areas.

The school employs a number of part-time staff to ensure that a comprehensive curriculum is provided. The school is committed to successfully providing programs to support the delivery of the Australian Curriculum. In 2022 specialist programs offered included Visual Art, Performing Arts, Library/ICT, Physical Education, and Italian.

Again in 2022, there was a focus on using data to drive specific and explicit learning and teaching. Intervention programs were organised and put into place, which in turn showed pleasing results. Students were identified based on formal assessments, and they worked regularly in small group or 1-1 settings to reinforce necessary skills and strategies. Our Learning Diversity Leader continued to support teachers in identifying students who require additional assistance in their learning. Personalised learning plans were developed for the students and ongoing communication occurred with their parents throughout the year.

### STUDENT LEARNING OUTCOMES

According to our NAPLAN data our Year 5 cohort in both 2021 and 2022 continue to show good growth, exceeding the mean of government schools. The interruptions to student learning during the pandemic has affected student learning in various ways. While some students worked well in the home learning environment over the two years, others found it to be challenging.

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,

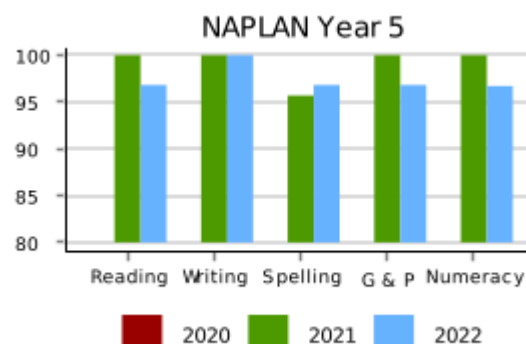
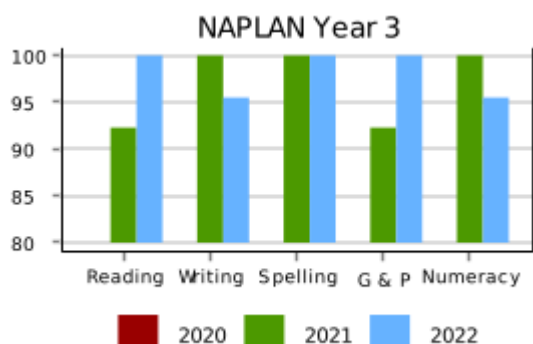
collating and interrogating formative data to inform point of need instruction and track student growth. Termly meetings are held with our Teaching and Learning Leaders to discuss student progress and provide support to students if required.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	92.3	-	100.0	7.7
YR 03 Numeracy	-	100.0	-	95.5	-4.5
YR 03 Reading	-	92.3	-	100.0	7.7
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	95.5	-4.5
YR 05 Grammar & Punctuation	-	100.0	-	96.8	-3.2
YR 05 Numeracy	-	100.0	-	96.7	-3.3
YR 05 Reading	-	100.0	-	96.8	-3.2
YR 05 Spelling	-	95.7	-	96.8	1.1
YR 05 Writing	-	100.0	-	100.0	0.0

\* 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 build the capacity of all staff as teachers and leaders, empowering them to grow every student.
  - To strengthen staff and student capacity to activate learner voice, agency and leadership to enhance student engagement and empowerment
  - To grow COHR as an outward facing school community
- For students to be active partners in our learning community
- To empower all members of the COHR Community to work in partnership to promote students physical, social and emotional health and well-being.

## Achievements

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 well-being strategies.

At each assembly children were nominated for SEL (Social and Emotional Learning) awards reflecting particular behaviours exhibited during the week which reinforced a particular value being focused on in the classroom.

The school also provided opportunities for the children to be involved in various ways – Running Club, Choir, Chess, Guitar and Art Club were ways in which the children could feel connected to the school.

Throughout 2022 one of our aims was to improve student voice in the school. Students were given the opportunity to discuss upcoming events and offer suggestions with a view to give an opinion from a collective student perspective. Plans are in place to establish a Student Representative Council in 2023 to further develop student voice in the school.

### 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
- School counselling service offered through the Chaplaincy Program

**STUDENT SATISFACTION**

In 2022 our Year 4 students showed positive results in all domains of the MACSSIS data. The Learning Disposition domain i.e. the students' mindset about themselves as learners was above the MACS average in all years levels. Wellbeing surveys will again be conducted in 2023 to help us further understand students perceptions of school life.

**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	90.7%
Y02	88.2%
Y03	87.4%
Y04	90.5%
Y05	91.5%
Y06	91.2%
Overall average attendance	89.9%

## Child Safe Standards

### Goals & Intended Outcomes

Child safety continues to be integral to our practices here at COHR. We aim to empower all members of the COHR Community to work in partnership to promote students' physical, social and emotional health and wellbeing.

### Achievements

- Professional learning for teachers has been updated through Mandatory Reporting modules and at team meetings throughout the year.
- 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 about inclusion of all children.
- Human resource practices are in compliance with both the Ministerial Order and MACS guidelines.
- Risk management is ongoing and during 2022 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

### Goals & Intended Outcomes

- To build the capacity of all staff as teachers and leaders, empowering them to grow every student.
- To strengthen staff and student capacity to activate learner voice, agency and leadership to enhance student engagement and empowerment
- To grow COHR as an outward facing school community

### Achievements

- The school implemented the School Improvement Plan developed in 2020-2024 and developed a 2022 Annual Action Plan under the three priorities; Student Wellbeing, Student Learning and Student Engagement.
- Our Leadership Team met weekly and where necessary held extended meetings depending on the demand of the agenda.
- School Improvement Meetings (SIMs) were held twice weekly for all staff. Term meeting schedules were established prior to each term commencing and communicated to all staff at the beginning of each term.
- Staff focused on core priorities to ensure that professional learning is translated into consistent and sustainable classroom practice.
- Team building has been a focus to ensure staff voice and foster staff ownership and commitment
- The capacity of key leaders to support contemporary professional learning is continuously developed.
- The Annual Review Meeting (ARM) process enables teachers to align their goals with professional learning and the AITSL Standards.
- All members of staff proactively support one another both professionally and personally.
- Christ Our Holy Redeemer Staff, Families and Students participated in the 2022 MACSSIS Surveys. Policies were reviewed by leadership and the staff.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2022

The following professional learning was offered to staff in 2022;

- Restorative Practices
- Respectful Relationships
- Luke's Gospel and the Charism of COHR
- Asthma, Anaphylaxis, CPR and First Aid

- Feedback - Student to teacher
- Mandatory Reporting
- Regular Moderation
- Disability Modules - Part 2
- Understanding the new Child Safety Standards

Number of teachers who participated in PL in 2022	17
Average expenditure per teacher for PL	\$500

**TEACHER SATISFACTION**

School Improvement Surveys were collected from staff, both teaching and non-teaching. Of the fourteen domains, thirteen were above the Melbourne Archdiocese Catholic Schools average. The following examples representative staff responses at our school;

Instructional leadership - The extent to which the school leaders set the conditions for improving teaching and learning at the school.  
 MACS Average - 54%      Christ our Holy Redeemer Average - 78%

School climate - Perceptions of the overall social and learning climate of the school.  
 MACS Average - 74%      Christ our Holy Redeemer Average - 92%

Collaboration around an improvement strategy - Perceptions of the coherence of the school's improvement strategy.  
 MACS Average - 65%      Christ our Holy Redeemer Average - 93%

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	81.4%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	76.5%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	30.0%
Graduate	20.0%
Graduate Certificate	10.0%
Bachelor Degree	60.0%
Advanced Diploma	60.0%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	18.6
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	9.2
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### 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

In 2022, we commenced the year cautiously as the pandemic restrictions began to ease. In the previous two years we had, unfortunately been unable to welcome parents and visitors onsite. Returning to 'normal' was a challenge for all in the community and the positive community we had built up prior to COVID was going to take a while to rebuild. As the year progressed we had an increasing number of parents coming onto the school grounds, and it was encouraging to see them interacting socially with one another.

As restrictions lifted we were able to offer the following activities that encouraged parent involvement;

- Attendance at weekly assemblies
- Assistance at Interschool Sports
- Hot Dog Days
- Mother's Day and Father's Day Stall
- School Fete
- Art Show
- Family Faith Nights
- Parent Teacher Interviews

### PARENT SATISFACTION

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

In the domain 'School Climate' i.e. Families perceptions of the social and learning climate of the school, our school recorded an 87% positive endorsement.