



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Resurrection School

402 Corrigan Road, KEYSBOROUGH 3173

Principal: Jane Dunstone

Web: www.reskeysborough.catholic.edu.au

Registration: 1737, E Number: E1286

Principal's Attestation

I, Jane Dunstone, attest that Resurrection School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 14 Mar 2025

About this report

Resurrection School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Resurrection School- Learning and Faith for Life.

At Resurrection School we are guided by Jesus who said, "I am the Way, the Truth and the Life. Follow Me." We are committed to being an inclusive community which promotes engaging learning based on high expectations. We focus on the well-being of all learners as they flourish in a nurturing, respectful environment. We value partnerships with families and authentic connections with the wider community.

Our welcoming, diverse school community has the Catholic faith as central to its endeavours. We strive to embody a shared vision of engaging, challenging learning and teaching. We provide opportunities for all to flourish with a strong emphasis on both the centrality of wellbeing and community engagement. At Resurrection School we are committed to providing an inclusive, safe and engaging environment in which all are empowered to reach their full potential.

School Overview

Resurrection Parish was founded in January 1974. The parish comprises the Parish Centre, the Learning Centre, Mission Outlet Shop, Freedom Club, Caroline Chisholm Terrace (residential units for the elderly) and Resurrection School which was founded in 1976. We are proud to have offered excellence in Catholic education in Keysborough for over 47 years. When parents select Catholic Education they are choosing to raise their children with Catholic values and practices.

Resurrection School has a close partnership with Fr Brian and the parish community which enables students and their families to participate in the life of both the school and parish.

Our students come from a range of cultural backgrounds. The multicultural nature of the school brings enrichment to our community with regular opportunities for celebrating this unity and diversity.

The staff, students, parents and wider community attest to the calm, welcoming atmosphere that exists at Resurrection School. Enrolments from Prep to Year 6 remain positive with areas of family housing and the reputation of the school as contributing factors.

Resurrection School offers all students a wide variety of educational opportunities and learning based on the Victorian Curriculum.

Resurrection School has undertaken various projects and initiatives in each of the five School Improvement Spheres, including: enhancing teacher collaboration and building professional capacity with a focus on improving Reading, Writing and Maths outcomes for all students, a community communication plan and enhancing student engagement in faith-based actions.

We have positive relationships with the preschools and secondary colleges in our area. Resurrection School continues to strive for excellence in all areas so as to achieve the highest possible standards for our students and school community.

Principal's Report

My ninth year as principal of Resurrection School has been extremely rewarding with many joys, success and challenges. It is a privilege to be a member of this welcoming community. At Resurrection School, we focus on maximising student learning outcomes with a strong wellbeing connection. We aim to ensure that authentic opportunities for student voice and leadership are embedded in the life of the school.

I would like to acknowledge, and sincerely thank, all staff for their commitment to our school community; their student-focus, care and dedication are exemplary and they ensure that all students have opportunities to thrive.

I would also like to thank the students and families for their partnership and positivity throughout the year.

My personal thanks goes to the members of the Leadership Team who undertake their roles with dedication and the sole purpose of ensuring that Resurrection School is a positive and empowering place for everyone.

Of particular significance for our school:

- Undertaking focused action in all areas of school improvement based on the report and recommendations of the 2020 Review which culminated in the 2024 Annual Action Plan
- Continued implementation of, and commitment to, the Child Safe Standards, Protect and Reportable Conduct Scheme
- Enhancing opportunities for student participation and leadership across many areas of school life
- Implementation of the research-based Science of Reading approach to teaching and learning of reading in Prep, Year 1 and Year 2 (focus on phonological and phonemic awareness)
- Implementation of research-based, explicit approaches to literacy in Years 3-6 and in learning intervention groups
- Continued focus to improve: teachers' content and pedagogical knowledge, collaborative team planning and consistent approaches to Maths and Writing learning and teaching

- Wellbeing programs based on social and emotional learning to assist students to be successful learners, including 'The Resilience Project'
- The staff of Resurrection School work collegially and with commitment for all members of the school community by constantly striving to improve their practice and the learning experiences and outcomes for all students.
- Heartfelt thanks to all members of the school community: parents, families and carers, who willingly give their time to actively engage with students to improve their learning and wellbeing experiences
- Fr Brian continued his support of the school this year. Our partnership with Fr Brian provides positive benefits for our students and their families. The relationship between the school and parish is a strength of our community

Future Directions

Resurrection School will continue to focus on key initiatives across all areas of school improvement. Our School Improvement Plan and Annual Action Plans are continuous reference points to ensure that improvement will occur. Some focus areas are:

- Ensuring that student growth is at the forefront of all endeavours
- Building teacher capacity in learning and teaching (focus on Numeracy content knowledge, planning and use of data) to ensure high teacher expectations across the school to foster a strong culture of success for every student
- Active participation in learning about, and embedding, the Science of Reading and The Writing Revolution to improve reading and writing outcomes

Use of data to personalise learning experiences

- Professional learning for all staff focused on excellence in practice, including: Further developing Maths content knowledge P-6, reading and writing growth, use of data to inform teaching, Christian meditation practices
- Excelling beyond targets from the 2020 School Improvement Review
- Exceeding the requirements of Child Safety
- Maintaining a positive school culture with a focus on learning and wellbeing
- Developing a range of authentic student committees that focus on empowering students as decision-makers for: wellbeing, learning, safety and community issues

- Engaging and empowering all learners and their families
- To build effective and positive communication with all families in the school community

It is a privilege to work with the students, staff and families of Resurrection School. The faith, learning and wellbeing of each and every student are our core purpose and focus. We are committed to ensuring that all students have opportunities for success throughout their school experiences. Our school offers a wide depth and breadth of learning, wellbeing and life experiences so that all students thrive and grow throughout their time at Resurrection School and into the future.

Catholic Identity and Mission

Goals & Intended Outcomes

- To enrich and deepen the personal and communal engagement of all members of the school community with the Catholic faith
- That students are engaged in Religious Education programs enacted through contemporary pedagogy in conjunction with student actions
- That opportunities for prayer and meditation for all are optimised
- That the links between the school and parish are strengthened and families are engaged in community life

Achievements

- Teachers focused on student knowledge, background and voice using specific provocations to design meaningful religious education units
- Inclusion of Christian meditation and various forms of prayer across the school community with planned professional learning for staff
- Documented and incorporated the Victorian Curriculum Learning Areas and Capabilities into planning
- Moderated assessment tasks across Levels to ensure learning progression for all students
- Partnered with the parish for liturgical celebrations in the school and the parish

Value Added

- Implementation of Christian meditation
- Partnership with Resurrection Parish St Vincent de Paul ('Mini Vinnies' initiatives)
- Moderated tasks to enhance student outcomes
- Professional learning based on prayer, meditation and liturgy
- Faith and Social Justice Leaders presented prayers at Assemblies
- Students read prayers during liturgies in their cultural background language
- Students planned Level Masses linked with RE units of work
- Social Justice projects: Catholic Mission and Caritas fundraising
- Reflection Day for Confirmation candidates

- Staff and Student Action Teams assisted at Liturgical celebrations
- Students lead prayer at Farm 2 Table family lunches
- Our Catholic identity was celebrated and shared through: RE Show and Share, church visits and displays, school and classroom displays
- Staff engaged in faith reflections at meetings and professional learning days
- Families were invited to be involved in liturgical celebrations and social justice projects
- Family engagement in core aspects of the faith program was supported through family/home tasks

Learning and Teaching

Goals & Intended Outcomes

To build teacher capacity in learning and teaching, focusing on cognitive load and retrieval in program planning and classroom delivery

To maximise student engagement across all learning areas

To enhance school structures to build student engagement, based on formal and classroom structures

Students are empowered through respectful and active participation in learning opportunities

Teachers use feedback as an integral part of the learning process

Teachers' high expectations across the school will foster a strong culture of success and full flourishing of every student.

Data will be used to direct learning and teaching

Students will be provided with a breadth and depth of school experiences

Achievements

- Enthusiastic learning and positive mindsets are evident in all students in all learning spaces Students articulate their learning and task goals
- Students formulate, evaluate and adjust their specific SMART goals for the short and long term
- Student goals are evident in reporting to parents
- Students lead committees, initiate projects and are proactive in undertaking actions with the support of staff
- A whole school approach to student empowerment and leadership is developed
Prep-Year 2 students engage in an explicit, evidence-based approach to reading (Science of Reading; Heggarty)
- Little Learners Love Literacy and The Writing Revolution are used to explicitly teach reading and writing
- Moderation tasks build consistent data analysis
- Effective feedback strategies with students promote personal learning goals
- Consistent, collaborative approaches to team planning and assessment are evident
- Developed whole school use of contemporary pedagogy and built staff capacity to engage students in quality learning experiences, especially in Maths, reading and writing
- Whole school analysis of data, including NAPLAN, to inform learning and teaching as part of every planning session
- Term planners are developed accounting for student input
- Linked Victorian Curriculum capabilities throughout the re-designed learning units

- Increased growth for all students across all learning areas was our goal. We actively used pre- and post-assessment data for each student. Data was collected using a wide range of tools, including: Elastik, teacher designed tasks, open-ended activities and Progressive Assessment Tests (standardised tests). Student assessments were used to gain valid and reliable evidence about teaching as well as to inform future learning.
- Focused on the learning needs of English As Additional Language learners with a particular focus on explicit teaching from the EAL Curriculum
- Whole school understandings about contemporary pedagogy continued to develop using the school-designed HITS (High Impact Teaching Strategies)
- The Seesaw platform and Google Classroom were employed as links between school and home to showcase student progress
- Literacy and Maths intervention to support student needs

Student Learning Outcomes

Our aim is for all students to experience growth across all learning areas. We actively use pre- and post-assessment data for each student to determine the next steps in learning. In order to effectively increase the growth of our students across all learning areas, we ensure that both summative and formative assessment drive our teaching and positively impact our students' learning. Data is collected via a range of tools, such as Elastik pre- and post-tests, teacher designed tasks, observations, open-ended activities and standardised assessments, including PAT and NAPLAN to set improvement targets for all students regardless of ability. We strive to embody a shared vision of engaging, challenging learning and teaching. We provide opportunities for all to flourish with consideration for EAL learners.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	390	54%
	Year 5	526	74%
Numeracy	Year 3	401	57%
	Year 5	494	71%
Reading	Year 3	405	67%
	Year 5	494	77%
Spelling	Year 3	399	69%
	Year 5	496	74%
Writing	Year 3	423	83%
	Year 5	502	82%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

- To create positive school and classroom environments which empower students to be independent, self-motivated, successful and resilient learners and leaders
- That wellbeing is a priority for all students
- That policies and protocols are aligned with compliance requirements, contemporary research and practice

Achievements

- School community members are continually up-to-dated about child safety compliance requirements
- School policies and protocols are aligned with Melbourne Archdiocese Catholic Schools Student Wellbeing policies. These documents are used for: auditing school practice, developing whole school approaches and planning & implementation sessions
- Explicit teaching of wellbeing was evident in weekly program/planning in classrooms, including The Resilience Project
- The Student Representative Council led and responded to school initiatives
- Students were support in a variety of well attended elective, lunchtime clubs based on wellbeing
- The Positive Behaviour for Learning rubric was explicitly taught in classes
- Small 'Peaceful Kids' groups were facilitated by staff
- All classes participated in a weekly Positive Education lesson based on several wellbeing programs designed to improve self-esteem, develop and maintain positive relationships and provide leadership opportunities
- Regular class meetings were based on Circle Time and Peaceful Kids to facilitate open, positive communication
- Restorative practices engaged students in recognising behaviour that impacted relationships with others and how to improve these relationships in future
- Child Safety is the first item on all meeting Agendas

- All staff undertake regular professional learning based on wellbeing
 - Online safety is regularly taught, discussed and monitored

Value Added

- Students presented options for their voices to be heard throughout the school
- A child-friendly version of the Child Safety Code of Conduct has been developed
- Circle Time and Mindfulness Meditation were evident across the school
- Students attend the start of each PSG meeting to provide their feedback
- Wellbeing teachers facilitated small groups based on a variety of identified needs
- The Wellbeing Leader liaised with students, staff, families and professional providers to provide the best outcomes in wellbeing
 - The Mental Health in Primary Schools Leader assisted staff in identifying and finding assistance for students in need

Student Satisfaction

Results from the annual MACSIS showed that in 2024 students in Years 4, 5 and 6:

- Felt that their teachers have high expectations of their effort, understanding, persistence and performance
- Felt a strong connection between themselves and their teachers both within and beyond the school
- Know that they are valued members of the school community
- Have a positive mindset about themselves as learners
 - Feel safe at school
 - Have positive perceptions about the Catholic identity of the school
 - Would like further opportunities to have an impact on the school through student voice

Student Attendance

Non-attendance is managed in the following way:

- School Leaders and Class teachers reinforce the importance of attendance directly with all families

- When staff report low attendance to the Principal the dates are checked. Concerns are reported at Leadership or Student Wellbeing Core meetings and strategies to improve attendance are discussed
- The school contacts the parents /guardian about any unexplained absences, on the same day, as soon as practicable. An SMS is sent when the Class Roll has been completed in the morning requiring a response from the parent/guardian as to the reason for absence. Discussions with parents/ carers about the reason for non-attendance are conducted. Assistance and guidance (re: attendance to occur) are provided as needed
- Office staff provide data as needed and conduct follow-up phone calls.

The school adheres to the School Attendance Guidelines which apply to all registered schools in Victoria and outline procedures for schools to record, monitor and follow-up student attendance in order to meet the requirements of the relevant Act and Regulations. Attendance is accurately recorded on student files and is published each semester on the Student Progress Report. Supervising teachers and Office administration staff are responsible for monitoring daily attendance.

Average Student Attendance Rate by Year Level	
Y01	87.3
Y02	87.4
Y03	85.6
Y04	86.7
Y05	85.9
Y06	87.1
Overall average attendance	86.7

Leadership

Goals & Intended Outcomes

- To embed a vibrant, empowering professional culture based on innovation, creativity and collaboration
- That feedback procedures will lead to enhanced staff professional learning and professional growth
- That all roles reflect the school's Vision
- That leaders meet regularly with staff
- That induction processes are clear and enacted for new and returning staff

Achievements

- Staff are consulted to develop clear role descriptions, including School expectations and Commitment Frameworks
- Role descriptions are clear, regularly referenced and reviewed to maximise collaboration and accountability
- Management of workload is recognised in role descriptions
- Staff and leaders openly engage in meeting opportunities
- Clear and effective staff induction procedures are in place
- The Professional Conversations and Annual Review Meeting (ARM) process enables teachers to align their goals with professional learning and the AITSL Standards and be supported by the school in achieving these
- The Leadership Team and teachers have worked on the analysis and rigorous use of performance data to inform the planning and development of responsive learning programs and pedagogy
- A comprehensive whole school professional learning plan is developed
- Effective communication structures and processes have been a priority with and between all staff
- Team building has been a focus to ensure staff voice and foster staff ownership and commitment

- Staff are focused on core priorities to ensure that professional learning is translated into consistent and sustainable classroom practice
- Leaders are collaborative and visible

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Staff members participated in Professional Learning which included: Religious Education and Faith Formation, Catholic Identity, Child Safety, Improving Maths Outcomes, Literacy, Digital Education, Assessment and Reporting, Feedback, Curriculum, First Aid, Student and Staff Wellbeing, Learning Intervention, Inclusive Education, Student Diversity, Finance, Leadership, School Improvement, Pedagogy (learning and teaching), Capabilities across the curriculum, Administration.</p> <ul style="list-style-type: none"> • All teaching staff: Vision for Instruction; meditation; The Resilience Project; Victorian Curriculum 2.0 • Whole staff professional learning- School Improvement, Child Safety; Wellbeing 	
Number of teachers who participated in PL in 2024	33
Average expenditure per teacher for PL	\$579.50

Teacher Satisfaction

Staff overall positive view of the school was well above the average on the MACSSIS Survey results. Staff perceptions that the school has what it takes to improve instruction were well above the MACS average as were their perceptions about the quality and coherence of professional development. They feel that the social and learning climates of the school are overwhelmingly positive. Significant growth was noted in the survey results for staff perception about physical and psychological safety and particular dimensions of Catholic identity in school life.

An area for growth is the amount and quality of feedback staff receive. Staff survey responses:

Positives:

- Making wellbeing a priority for staff, students and families
- Communication has been consistent, clear and concise, ensuring that all staff are kept up to date

- Leadership Team meetings are regular, purposeful, critical for decision-making (consultative)
- Fair and equitable distribution of workload, student supervision, duties

Future Considerations:

- Designing specific and improved staff feedback
- Maintaining our clear and well-timed communication protocols

Teacher Qualifications	
Doctorate	0
Masters	5
Graduate	3
Graduate Certificate	1
Bachelor Degree	33
Advanced Diploma	6
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	45
Teaching Staff (FTE)	37.03
Non-Teaching Staff (Headcount)	17
Non-Teaching Staff (FTE)	12.07
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

- To develop dynamic community partnerships which support and enhance student opportunities and experiences, including learning and wellbeing
- That a strategic plan be developed for family engagement in school life
- That effective communication occur between families and the school
- That every opportunity be taken to encourage parent, student and community voice

Achievements

- School communication is clear, timely and cognisant of our multicultural community
- A focus on our English as an Additional Language community is the basis for all communication
- A wide variety of opportunities was planned to encourage parents and students to engage in, and contribute to, improving school experiences
- Community engagement is encouraged through events, such as Playgroup, Farm 2 Table, family gatherings, classroom activities and learning

Family members attended incursions, excursions and assemblies

- A Welcome Night for all families was held in February
- The Farm 2 Table program continued throughout the year

Mothers' and Fathers' / Special Persons' Day Breakfasts were wonderful community events

- Families were invited to all liturgies and Masses
- Community outreach was employed to positively impact enrolments
- Built strong connections with preschools and secondary colleges

Parent Satisfaction

Families have an overall positive view of the school equal to the average for MACSSIS Survey results. Family perceptions about the social and learning climates of the school were positive in comparison to the MACS average as was the perception about the safety of

students at school. A significantly positive improvement was for how well families perceive the school matching their child's developmental needs. Families' perceptions of, and engagement with, the Catholic identity of the school are also positive. Areas for investigation and growth are factors that can hinder a family's interaction or involvement with their child's school.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.reskeysborough.catholic.edu.au