2011 ANNUAL REPORT TO THE SCHOOL COMMUNITY

St. Theresa’s Primary School
16 Drummartin St. Albion.

Registered School Number: 1499
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Our School Vision

St. Theresa’s is a Catholic School community that strives to teach and celebrate the Catholic faith and traditions that enable us to live the Gospel values.

We are committed to providing an education, which allows for individual needs to be catered for. We believe that learning should be promoted in a positive and relevant way. We accept the challenge to provide a diverse and developing curriculum, which caters for a variety of academic abilities and interests of our children. The promotion of self-esteem, self-confidence and self-discipline is held as an important characteristic of our school life.

We foster the understanding that education occurs between school and home. We share the responsibility for all the children in the school and work in partnership with the home to support the school vision.

We acknowledge the richness and diversity of each other. We foster respect, acceptance and understanding and encourage each other to live harmoniously and justly.
School Overview

St. Theresa’s is a Primary School in the Western suburbs of Melbourne. St. Theresa’s school is part of the parish of St. Theresa’s, Albion which has three churches and two schools. Mother of God Primary school in Ardeer is the other school in the parish. The school is a small school blessed with 170 students. It was built in 1950 and officially opened by Archbishop Mannix in August 1951. The school is named after St. Therese of Liseaux (The Little Flower).

At the end of the 2011 school year St. Theresa’s had 7 classes with 19 nationalities represented. The diversity of the different cultures represented in the school continues to provide great opportunities for the community to share the richness of many varied views and beliefs with each other.

The partnership between the school and every family that makes up our community is a priority at St. Theresa’s. Ensuring that every child has every opportunity to achieve the best educational outcomes possible is a commitment evident in both the staff and parent community. We strive to ensure that every child is supported as they develop socially, spiritually, emotionally, physically and academically. The support of the parent community has been very evident once again throughout 2011. Parents continue to be involved in their children’s learning by working in classrooms, coaching sports teams, coming to working bees, helping with fundraising activities and joining in social activities. They join us on school camps, help in the library, on excursions and wherever we ask. The School Board works to support the educational needs of the community and advises the principal and parish priest on needs and direction.

School improvement is continuing to drive all that we do at St. Theresa’s. Our Annual Action Plan clearly prioritises improvement in Literacy and Numeracy. The goals and strategies identified in this plan are clear and simply identify a pathway to better learning opportunities for the students based on accurate data collection, analysis and future action planning.

Wellbeing also remains a strong focus within the school. An emphasis on strengthening peer relationships and social interactions for the students establishes an environment where all are respected and encouraged in their endeavors. This respect and tolerance for the rights and needs of others fosters the great community feeling that permeates the school. All members of the school community are responsible for every other person.

St. Theresa’s continues to be a community that is focused, supportive and a great place to be. We celebrate the achievements of all of the students and enjoy the support and the relationships they share at the school. We are grateful for the achievements of staff and parents who work so closely to make this a special place to be.
Principal’s Report

2011 was once again a year which enabled us to celebrate many achievements. The conclusion of the BER Building works was certainly both a celebration and a relief. Our community is enjoying the use of fantastic facilities provided though the $2,125,000 grant provided by the Commonwealth Government. I thank the Commonwealth Government for its ongoing support of our school which has enabled these magnificent improvements and will enhance the learning opportunities of all in this community.

I once again thank the parish priest, Fr. Barry Hughes for his ongoing encouragement and support of all we do at the school.

St. Theresa’s is privileged to have the staff that it has. Every member continues to work tirelessly to enable the children to achieve the best possible outcomes in their learning. I congratulate every member of the staff and thank them for their ongoing professionalism and willingness to give whatever is required to improve the outcomes for children and families at our school. Students and teachers are well supported by aides and administration staff at the school and this helps us to ensure that the learning environment can promote excellence and is welcoming and supportive. Every member of our community is well supported by the Leadership Team and those who take on extra responsibilities to ensure ongoing improvement. So much time continues to be given so willingly to ensure the efficient organisation and ongoing School Improvement at St. Theresa’s and I thank each one of them for their ongoing support.

We are privileged to have such a supportive and generous parent community. I thank each family for all they do in sharing the responsibility for the learning of all students in our school. The families are always so willing and ready to respond to the needs of others and be involved in the many opportunities that present themselves daily.

I particularly congratulate and thank the children who always do their best with a smile on their face. We are blessed with these amazing personalities that help to create the friendly atmosphere that exists within our community. The children continue to participate so eagerly and enthusiastically in all aspects of their schooling. They try their hardest to excel academically and are committed to their development in sporting, social, spiritual and extra curricula involvements.

St. Theresa’s continues to be well placed to continue with enthusiasm and excitement to move forward in embracing the challenges of the future. We are embracing the challenges that are obvious in the ever changing curriculum demands that seem to emerge. The National Curriculum and the ongoing change and improvement in approaches to learning and teaching can only serve continue to improve the outcomes of students. I remain very confident that St. Theresa’s will continue to be a place of great learning ready to meet the changing needs of our students and the families that are our community.
Education in Faith

Goals & Intended Outcomes

To strengthen the Catholic culture and identity of the school within parish community.

- That students' understanding of faith based values will be deepened and connected to real life.
- That students are engaged in all aspects of the Religious Education program.

Achievements

The message of the Gospel and the story of Jesus is an important part of the life of St. Theresa's school. We are very fortunate to have a community which is able to include many cultures and religious beliefs. We share these beliefs to help deepen our understandings of the catholic traditions within this context.

During 2011 we worked hard to ensure that there was a common approach to teaching Religious Education that was more in line with the good educational practices we use across other curriculum areas. We ensured that teaching in Religious Education was more integrated into the inquiry approach used across other curriculum areas. The responses we have seen from the students have been very encouraging in this area. Through a more integrated and whole school approach to planning we have certainly increased the engagement of the students and created a more consistent approach to the teaching of Religious Education.

We have continued to work hard to ensure that more practical experiences in Faith Education are an important aspect of the school. There is a structured approach to involvement in parish liturgical celebrations and students are taking more responsibility for their active participation in liturgy at both a school and parish level. We have encouraged students to become involved in creating religious icons which are prominently mounted around the school to remind us of the importance of our catholic identity. The prominence of visible signs of our faith in classrooms has been a priority and this serves to support the culture of prayer and reflection that exists in every room.
The sacraments were again a feature of the whole school curriculum during 2011. Children in grade 3 celebrated the sacraments of Reconciliation and First Eucharist and the grade 6 children celebrated the sacrament of Confirmation. As usual we make a point of celebrating the important feasts that are part of the liturgical calendar and the students were a part of the organisation and celebration of these important events. Ongoing planning with Mother of God Primary School in Ardeer ensured that there was consistency across both schools in the parish in regard to sacraments and sacramental preparation.

The principal met regularly with the parish priest and the principal of the sister primary school in the parish to ensure that there was a common approach to Faith development and the sharing of resources where possible. Two teachers continue to complement each other in the shared role of Learning Leader in Religious Education. There is a close relationship between the Religious Education Leaders in the school and the parish. Regular planning meetings ensure this ongoing link to the broader parish community. The principal is an important part of the Parish Leadership Team and is active in ensuring that there is consistent communication and interaction between the school and wider parish community.

Representative senior students from grade 6 once again attended the Catholic Education Week Mass at St. Patrick’s Cathedral to celebrate their faith with other schools in the diocese.

Parent education was an important part of the programs offered at the school. Families were a part of the sacramental preparation of students throughout the year. We worked with Maria Forde who was a great support to the families and staff in extending the view of our community beyond the school gates. Fortnightly assemblies organised by the children offered an invitation to parents within the community to share in prayer and reflection with the children.
St. Theresa’s offers a broad range of involvements as part of our Religious Education program. Some of the involvements and social justice actions the community are involved in include:

- Community charity support through an ongoing roster of collections for the local St. Vincent’s store. These include books, toys, clothing etc.

- Collection to support as parish food bank operated through the presbytery.

- Parent education sessions with outside presenters including Maria Forde and Presentation Sisters sacramental program leaders.

- Visits to aged care facilities for specific events.

- Fundraising for major needs including earthquake support of a local school in Japan, Financial support for an orphanage and school in Vietnam and the building of a new library in a school in a poor area of India.

- Regular involvement in parish liturgy.

- Establishment of a training program and roster for new altar servers to help within the parish.

- Whole school liturgy celebrations including St. Theresa’s Feast day which is open to the parish community.
Learning & Teaching

Goals & Intended Outcomes

To develop a more personalised approach to learning.

- That Numeracy performance improves
- That Literacy performance improves.
- That students’ experience of learning is both stimulating and purposeful.

Achievements

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<td>+4.3%</td>
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<td>-3.4%</td>
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<td>YEAR 5 WRITING</td>
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<tr>
<td>YEAR 5 SPELLING</td>
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<td>YEAR 5 NUMERACY</td>
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Numeracy and Literacy were once again a priority focus during the 2011 school year. We have worked hard during 2011 to consolidate the great work done over recent years in the area of numeracy. The benefits throughout the school are becoming evident both for students and teachers and we look forward to continued improvement in teacher expertise and student outcomes.

We are now tracking cohorts of students over three years. Over the past 3 years reading results have remained consistent for individual children in a particular cohort against the National Minimum Standards. The 2009 cohort of students have gained consistent results again in the 2011 testing in both literacy and numeracy. 100% of these students have achieved the National Minimum Standards in all areas except for spelling. We have instigated a research project and have a team investigating better ways to work in spelling to improve our student results in this area.

There have been very consistent results in the writing area for both grade 3 & 5 students over the past 3 years. 100% of students have maintained results at the minimum standard in these levels at a cohort level and in individual classes.

Spelling results have continued to be an area of challenge for the students over this period. The grade 3 level results have fluctuated but remained at about 96.6% and the cohort from 2009 has remained consistent with around 96% of students achieving the minimum target. Spelling is continuing to be a targeted area for improvement across the school at present.

Grammar and punctuation results continue to fluctuate from year to year. In year 3 there was an improvement for 2009-2010 but this trend was reversed in 2011 with a poorer result for this cohort of students. There was a 4% improvement for the 2009 cohort of grade 3 students in the grade 5 testing. This was a pleasing result as it represented a reward for hard work by these students over the 3 years. 100% of the year 5 students achieved the minimum standard in 2011. The Literacy Assessment Project which targets the area of comprehension across grades 3-6 is beginning to give us quality data to help us in our planning to address individual needs of students in this area. We continue to be confident that this will impact positively on our results over the coming years.

Numeracy has once again been a particular focus in our school. We continue to work hard at a staff professional learning level to improve the results of students and improve teacher proficiency in this area. The results have been consistent for both grade 3 & 5 in Numeracy over the past three years with the exception of the grade 3 cohort for 2011. We are working to address this issue at the moment.

Parents, staff and students are regularly surveyed to gauge levels of satisfaction with the learning and teaching aspects of the school. Once again we have been very pleased with parent survey results which continue to indicate that our parent community is very satisfied with the progress of their children and the performance of the school in the teaching area. The results in these surveys indicate that St. Theresa’s has continued to perform at a high level for
all of the indicators in the 2011 surveys. These indicators included the areas of Learning focus, Provision of Stimulating Learning and General Satisfaction.

Staff survey results indicate a positive response to satisfaction both in the areas of their Position in the school and the Learning and Teaching they are involved in. Student survey results have continued to be pleasing. The surveys indicate that students are positive about school and are engaged in their learning. The 2011 student surveys showed a high level of satisfaction with the school experience but these results were slightly lower than in 2010. The school has included continued emphasis on student engagement, student involvement in decision making and the provision of a stimulating learning environment as a part of the 2012 Annual Action Plan.

Other involvements

St. Theresa’s has continued to be involved in the Literacy Assessment Project in partnership with the Catholic Education Office and Melbourne University. All teachers from grade 3-6 have attended professional learning at Melbourne University within this project. Further improvement in the area of comprehension is the expected outcome of this initiative. This project was extended from grade 3 & 4 to grade 5 & 6 during 2011.

All students are regularly assessed to drive their learning and teacher planning. Students are involved in CTLM interviews and SINE maths assessments aimed at ensuring accurate knowledge and current data in maths. The two maths Learning Leaders and the principal participated in the junior maths CTLM project with Australian Catholic University during 2011. Staff meetings and PLT’s are held twice each week to ensure consistent ongoing professional learning and data analysis in both literacy and numeracy.

Inquiry continued to be an important focus within the classrooms and each of the VELS Domains are covered in our curriculum plan. The school continues to implement the State Government mandated reports and has full implementation of all Domains.

During 2011 St. Theresa’s became a part of a research project supported by the Catholic Education Office. The Leadership for Contemporary Learning in a Catholic School project is offering the school an excellent opportunity to investigate contemporary learning in catholic schools and further our knowledge of contemporary practices in education. We are involved in extensive professional reading, discussions, school visits and classroom strategies to further our knowledge in this area.
Student Wellbeing

Goals & Intended Outcomes

To improve student wellbeing and connectedness to the school.

- That students become active resilient members of the school community.

Achievements

Providing the best possible learning situation for students is a priority for all at St. Theresa’s. We are committed to ensuring that the needs of the students and all who are part of our community are met as best we can. A whole school approach to developing self-efficacy and social skills is part of the culture at our school. During 2011 we continued to embed the practices and philosophy behind our anti bullying, pastoral care and discipline policies.

We have continued to be involved in the Active Afterschool Sports program which has been a very inclusive program aimed at providing active opportunities for students who would normally not be involved in afterschool sports programs. We have included opportunities to expand the experiences of students into areas that they would not normally see. These have included golf, circus skills, bocce and active movement ball skills programs. Attendance at this program is high and the students are always enthusiastic.

Outdoor Education and camping at the school has always provided children with fantastic experiences that extend their relationships with their peers and gives them opportunities to learn more about themselves and grow in independence. Camps continue to be well attended. All grade 3-6 students in 2011 spent time away at camp while all grade 2 students spent a night at school and all grade prep & one students stayed late at school and joined us for tea. We always have fantastic support from parents in these programs and work closely with parents to staff the camps. We thank these parents for their interest and commitment to this program and for the time they always so freely give.

The community is well supported by a 0.2 FTE Wellbeing Leadership position at the school. The areas of welfare and wellbeing are a priority for all. The school has continued to be able to employ two school counselors through Catholic Care to support the children and their parents in the social and emotional area of the schooling.

Emergency management is carefully monitored and regular practices ensure that processes in place are effective and well coordinated. We once again took advantage of the Brimbank Council “Streets Ahead” project and this has provided opportunities for us to be involved in walk / ride to school days, healthy breakfast mornings and outside hours sports activities at no cost to the children. We rode to the local Buddhist temple to be greeted by a monk and learnt lots
about another religious culture, we went skate boarding and participated in some great cyber safety sessions with parents taking the opportunity to come along and join us.

The Student Representative Council was very effective throughout 2011. The students took advantage of regular meetings with the principal and implemented many initiatives throughout the year. Students from other grade levels in addition to the grade 6 students were involved in a “Mini SRC” which gave an avenue for consultation across the school. The opinions and suggestions of the SRC were well received and appropriate action followed the vibrant discussions.

The school curriculum provided for Drug Education and Personal Development Programs to remain an important part of the learning opportunities provided at the school. Students participated in these programs as part of their normal class studies.

The school participated in parish celebrations and activities where this was possible. We hosted a Mass for the sick and elderly within our parish, collected donations of food for the poor at the Poor Man’s mass and collected donations for those affected by earthquakes in Japan and supported an orphanage in Vietnam as part of our social justice studies and practice.

**STUDENT ATTENDANCE RATE**

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<thead>
<tr>
<th>VALUE ADDED</th>
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<tbody>
<tr>
<td>Active after school sports program operates 2 nights per week at no charge to the students from 3.15 – 4.30. Students receive fresh fruit as part of the program.</td>
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<tr>
<td>Walk to school breakfast days each term provide another opportunity for students to interact together in a different forum</td>
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<tr>
<td>National Partnerships funding helps to provide child care for parent meetings and parent education programs at the school.</td>
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<tr>
<td>English classes are organized for parents who wish to improve their English so that they can better support the learning of the children. This is well attended on a weekly basis.</td>
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<tr>
<td>A Family School Partnership Convenor is employed through the Catholic Education Office to support the parents in being partners in their children’s learning and providing opportunities for interaction between families and the school.</td>
</tr>
<tr>
<td>Parent education forums and morning teas on educational issues provide avenues for parent learning and input at many levels. Morning teas were held 3 times each term in 2011.</td>
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<tr>
<td>Two student counsellors were employed through Catholic Care to support families and students.</td>
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STUDENT SATISFACTION

Over recent years we have had a very positive response from students in the annual student surveys. Students continue to enjoy their classes and attendance rates are good. Student attendance averages at 94% and there are many students who consistently record no absent days for the year. Our student surveys indicate that the students are very happy and enthusiastic to be at school with their results placing our school in the top 25% of the state in the areas of student motivation and connectedness to school. There continues to be a great atmosphere of co-operation amongst the students and this makes for a learning environment that can provide excellent supportive learning opportunities for all students.
Leadership & Management

Goals & Intended Outcomes

To strengthen the professional learning culture of the school.

- That staff are empowered to become leaders of their own learning.
- That Appraisal and Recognition processes improve

Achievements

All building works related to the Building the Education Revolution program initiated by the Commonwealth Government were completed during 2011. $2,125,000 in capital grants enabled the school to develop a new classroom learning space, extend our multipurpose room and refurbish a new learning and resource centre in the school. The new facilities have proved to be an asset to the community.

There was no staff movement during the 2011 school year and no staff members left the school at the end of the year. At the end of the year as usual we were able to make new allocations of hours to part time staff and there were a number of teachers who were interested in new roles for the 2012 school year. Increased funding for staffing due to the movement to global budgeting allowed a number of teachers to increase their time allocations at the school to take on new roles as required.

During 2011 with the support of the Catholic Education Office we reviewed leadership structures and altered the way we work as a leadership team at the school. New structures were trialed throughout the second half of the year and have improved the efficiency of the Leadership team. The School Leadership Team continued to meet regularly to monitor and drive improvement across all areas of the school.

Staff attendance has continued to be high and sick days are minimal for all staff including those teaching. Many teachers once again took no sick days this year. The average staff attendance is at 89%. We need to take into account that this figure is affected by the number of teachers who accessed Long Service leave throughout the 2011 school year. A total of 5 staff accessed 15 weeks of Long Service Leave during 2011 and this is reflected in the staff attendance figures.

Professional Learning is valued at St. Theresa’s and all teachers are involved in Professional Learning programs across many curriculum areas to improve their own expertise and therefore offer the best opportunities to the students. During 2011 there were 3 teachers involved in tertiary study at University Masters level in literacy and numeracy through both Monash and
Melbourne University. One teacher is studying at Australian Catholic University to update her qualifications and attain Accreditation to teach Religious Education in a Catholic School. All teachers are well qualified to teach the children. In 2011 all teachers had at least a Bachelor Degree. There is diversity in the institutions from which the teachers have attained their qualification and this ensures a diversity of experiences which can be reflected in the teaching at the school. The involvement of teachers and support staff in many other study courses and professional learning programs reflects the dedication of the teachers and their willingness to commit to very demanding time requirements in participating.

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<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
<th>89%</th>
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<tr>
<td>STAFF RETENTION RATE</td>
<td>93.33 %</td>
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**TEACHER QUALIFICATIONS**

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<tr>
<td>GRADUATE</td>
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<tr>
<td>CERTIFICATE GRADUATE</td>
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<tr>
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<tr>
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**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**DESCRIPTION OF PL UNDERTAKEN IN 2011**

All teachers attended Professional Learning during 2011 in a wide variety of curriculum areas. Teachers attended professional learning programs in IT, Wellbeing, Contemporary Learning in IT, LOTE, Physical Education, Religious Education and Sacramental Preparation, as well as Network Meetings for Religious Education, Deputy Principal, Principal, Librarian, IT Leader, Reading Recovery, Wellbeing, Literacy and Maths.

Two days were spent as a staff investigating contemporary learning and contemporary practices in schools. In groups we visited 3 other schools to gather information. All staff attended this program including teacher aides.
### TEACHER SATISFACTION

THE 2011 School Improvement Surveys indicated a good level of teacher satisfaction particularly around the areas of School Morale and Teamwork. The results of the surveys were a little lower than in 2010 for Appraisal and Recognition and Role clarity. These areas of concern have been built into the 2012 Annual Action Plan as areas for further investigation. The results for most areas of the staff School Improvement surveys fall into the middle 50% of schools.
School Community

Goals & Intended Outcomes

To continue to build a school community in which all members work together in positive partnership.

- That students’ learning is improved through enhanced partnerships with families and the wider community.

Achievements

During the 2011 school year every effort was made to be a part of the local community and to extend our learning out into the community where it was relevant to do so. The students took their studies and investigations down to the local creek with the support of Brimbank council and we continued to be a part of the "Streets Ahead" program through the local council. Students were fortunate to be able to access quality programs including cyber safety, outdoor recreation and skateboarding. A visit to the local Buddhist temple and bike education sessions were also a part of this program. All of these sessions were aimed at investigating the local community and opportunities to be involved in what the community has to offer.

Parents continued to be involved in so many aspects of the school on a day to day basis and for special occasions. We were very well supported in classrooms where students accessed the expertise of our own community in the areas of cooking, sports coaching, involvement in camps and ongoing support in literacy and numeracy sessions in the classrooms. Parents attended information nights and parent education programs facilitated by the school and outside providers. Parents were invited to join literacy parent education sessions and have become fantastic classroom supports in the learning programs of the students. Parent volunteers are an important part of the school outdoor education and camping program as well as the sports program. As usual we were fortunate to always have many more volunteers than we could possibly use for these activities. Seven parents joined us for camps in 2011, both mums and dads.

Interschool sports provides the opportunity for the students and teachers to interact with the other schools in our local area. St. Theresa’s participates in the local and regional sports programs and has continued to find this a very valuable chance to interact and create links with other schools and families. The children find this a valuable way to increase the size of their local networks and it certainly has a positive impact on their social skills and abilities to interact with other children and adults. We were also fortunate to be involved in educational programs at
our local Catholic Secondary Colleges both at Marian College and Caroline Chisholm Catholic College. Students from the junior school participated in a science program at Marian and the grade 5 & 6 students were involved with Caroline Chisholm Catholic College in both educational and Arts programs throughout the year. We will continue to encourage this interaction.

We continued to encourage involvement from local secondary students in the work experience programs and had many students join us throughout the year. We also welcomed students from Australian Catholic University and Victoria University as student teachers in our school. Our Physical Education program included Tafe students who worked alongside our teacher to provide tennis and football clinics for the students. These sessions were very successful and linked us closely with local initiatives at a tertiary and secondary level.

St. Theresa’s has continued to work closely with Mother of God Primary School which is part of St. Theresa’s parish. We shared common parent meeting nights related to the sacraments and met as one at common staff meetings when it was relevant to do so. Resources and equipment were shared where possible. The parish leadership team was an important part of the interactions that occurred between the school and parish. The principal was an important part of this team throughout the year. The parish priest continued to encourage and support this relationship at all times.

Our school gathered many times throughout the year for special events. Our school concert attracted over 600 guests to the children’s performance and this was a fantastic celebration of the talents of the children at St. Theresa’s. Weekly assemblies continued to showcase the talents of the children who took turns in organizing these. Parents always joined us for these assemblies. We met at liturgical celebrations regularly throughout the year and joined with the parish community often as a school and in grades to celebrate the Eucharist. Fundraising meetings, twilight sports, excursions, graduation and end of year celebrations provided many opportunities for the parent community to join with us and share in the spirit of involvement in the school. Casual meetings in the yard before and after school every day were an important part of the staff and parent interactions that we ensured were a part of our normal practice.

We involved the local kinder at Albion in a transition program which encouraged the preschool children and their parents to participate in meetings and induction activities towards the end of the school year. Albion Kindergarten took the opportunity to visit the school and interact with the existing preps to broaden their experiences. We were involved in the “Kinda Kinder” program in partnership with Vic University and facilitated a free playgroup open to any families in the area. This was very successful and provided fantastic opportunities for families to meet other locals and get to know the school a little better.

The School Board met eight times and continued to be a great support in discussing important emerging educational issues that are challenging every school community.
PARENT SATISFACTION

We were extremely pleased with the results of the Insight SRC surveys conducted in 2011. The results indicated a very high level of satisfaction from parents and students. All areas of the survey showed improvement from last year and the results were generally in the top 25% of schools in the state. Parent general satisfaction was high and the areas around Connectedness to the school rated in the top 25% of the state as well. The extremely high level of parent involvement and enthusiasm that we have at the school is also a good guide as to the satisfaction of parents within our community. We will continue to target the area of parent partnership in the 2012 Annual Action Plan.
Smarter Schools National Partnerships

**IMPROVEMENT TARGETS/MILESTONES**

There will be an upward trend in the level of achievement in NAPLAN test results for Literacy and Numeracy. Students will have an increased level of engagement in their learning as indicated in the School Improvement Surveys. The school will strengthen the partnership with parents and the wider community to support the students’ growth and learning. Student Literacy outcomes in comprehension will improve and this will be reflected in the NAPLAN data which drives future planning.

**IMPROVEMENT STRATEGIES**

Improvement strategies the school developed in 2011 to meet the improvement targets.

| National Partnership initiatives are included as an important part of the Annual Action Plan for the year. | The achievements in 2011 in relation to these improvement strategies. |
| A strategic approach to improved family – school partnerships to be developed with Family School Partnership Convenor from CEO | The Family School Partnership Convenor attends relevant Leadership meetings to ensure that the Parent Partnership areas of school improvement are always considered in the establishment of the Annual Action Plan. This is followed up regularly throughout the year at a Leadership level. There is a constant involvement by the FSPC in organising parent activities and involvements in the school. We have seen an increase in the consistency of parent contact throughout the year. Parents have attended a wide variety of events, activities and learning sessions at the school and this is allowing us to ensure that parents are more involved in their children’s ongoing formal learning. |
| Two Numeracy Leaders will work closely with the Learning Leader to ensure improved student learning and teacher expertise in the area of Numeracy. | The two Numeracy Leaders work well together in providing staff Professional learning, mentoring and planning support. This is working very effectively and efficiently at the moment. |
| The school will continue to support the two maths leaders to attend Monash University under sponsored study leave through CEO at a Masters level. | Both Numeracy Leaders completed their studies at Monash University in 2011. They are both considering further study at this level in 2012. |
| Team teachers will work alongside classroom teachers to provide Literacy / Numeracy expertise at key times daily in classrooms to ensure better learning opportunities for students. | Our students benefitted greatly for extra expertise provided at key Literacy and Numeracy times through the provision of Team teachers to work in classrooms. Improved group work and access to teachers in small groups was very successful. |
| Numeracy Learning Leaders will complete the CTLM course through Australian Catholic University along with the principal to ensure a P-6 understanding of this area of learning. | Both the principal and the Numeracy Leaders completed the Junior part of the CEO Contemporary Maths Project course at Australian Catholic University in 2011. All staff members have now been part of this project over the past four years. |

| Commitment to the Literacy Assessment Project through Melbourne Uni with the Lit Leader involved in study at a Masters level and grade 3-6 teachers in involved in this study. | |

| |
| | |
The Literacy Leader continued study at a Masters level in the Comprehension area through Melbourne Uni. All teachers involved in grades 3-6 also were part of this study through Melbourne University and this is supporting their planning and teaching greatly in the area of Reading Comprehension.

2012 PLANNED PROGRESS

The Family School, Partnership Convenor will continue to be used as an important resource in developing an even closer relationship with parents in the learning of students. Teachers will continue to work closely on improving educational outcomes through better avenues of communication with parents. Teachers will be encouraged to continue studies at a University level in 2012.

Parent / student education programs will continue to be an important part of the school calendar. Sessions are planned with George Otero from the University of New Mexico, Sharon Butler, Maggie Farrer and ACMA who will educate us further on Cyber Safety. This level of expertise will be very beneficial to both parents and staff.

We have planned improved access for parents to Adult English classes to ensure that parents have every opportunity to be able to work alongside their children in their education. We will continue our series of parent discussion morning teas aimed at introducing parents to educational practices that are occurring at the school to keep them informed and better able to support their children. Guest speakers will work with us on this.

We will be extending the Team teaching program introduced in 2011 to ensure that we have the best possible ratios available to children during the literacy and numeracy times throughout all classes in the school.

Numeracy and literacy leaders will attend planning more often with teachers to provide support and expertise as well as expert coaching.

We will continue with the LAP Project and support all teachers to utilise the skills gained in this project.
## FINANCIAL

### SMARTER SCHOOLS NATIONAL PARTNERSHIP FUNDING

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>The National Partnership (NP) your school is participating in</td>
<td>Low SES</td>
</tr>
<tr>
<td>2011 Direct SSNP funding</td>
<td>$ 179,553</td>
</tr>
<tr>
<td>2011 Indirect SSNP funding</td>
<td>$ 32,564</td>
</tr>
<tr>
<td>2011 State NP actual allocation</td>
<td>$ N/A</td>
</tr>
<tr>
<td>2011 School Co-investment</td>
<td>$ 161,945</td>
</tr>
<tr>
<td>2012 Notional SSNP budget allocation</td>
<td>$ 232,683</td>
</tr>
<tr>
<td>2012 Notional State NP budget allocation</td>
<td>$ N/A</td>
</tr>
</tbody>
</table>

- 2011 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).

- 2011 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).

- 2011 State National Partnership (NP) actual allocation refers to funding received by schools participating in the Literacy and Numeracy program in 2011. This may not be applicable to all schools.

- 2011 School Co-investment refers to a combination of existing and new funding which was provided to schools in 2011 to assist with school development. Co-investment funding is separate from National Partnership funding and sourced from additional recurrent grants.

- 2012 Notional State National Partnership (NP) budget allocation refers to notional funding to be received by schools participating in the Literacy and Numeracy program in 2012.

*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>$50475</td>
</tr>
<tr>
<td>School fees</td>
<td>$29730</td>
</tr>
<tr>
<td>Other fee income</td>
<td>$522,576</td>
</tr>
<tr>
<td>Private income</td>
<td>$1,164,553</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>$1,767,334</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td>$1,226,462</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>$272,914</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>$1,499,377</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>$19,416</td>
</tr>
<tr>
<td>Government capital grants</td>
<td>$77,681</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>$97,097</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>$149,053</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td>$1,000</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

Constant improvement in student opportunities and outcomes will continue to be the focus for all at St. Theresa’s. The School Improvement Plan is constantly monitored and Annual Action Plans are altered to suit the changing learning environment at the school. The Leadership team will continue to drive this improvement by closely working alongside every teacher at the school to ensure ongoing improvement.

Professional Learning remains a focus for 2012. St. Theresa’s is involved in a CEO project which is driving investigations into improved contemporary practices at the school and this is being followed within the context of maintaining a strong Catholic Identity within our catholic school.

Improvement in Literacy and Numeracy results for all students will continue to be an underlying goal across the school in 2012. Our planning will continue to target improvement in student engagement and responsibility for their own learning. We are continuing to work towards improving student and parent voice in the school to ensure that the community is working as one in supporting student learning goals. Self-confidence and self-efficacy are high on the priority list in ensuring that students continue to have every opportunity to achieve success in their learning. Improvements in the outside learning environment are a focus for 2012. One of the challenges for 2012 will be to further investigate the best possible use of our outside spaces to enhance learning opportunities for the students.

Under the National Partnership initiative initiated by the Commonwealth Government, further funds will be available to ensure even stronger parent involvement and sharing in the education of their children. An enhanced parent English class will be part of the service we provide alongside the "Kinda Kinder" program which has been so successful over the past 12 months.

The ongoing faith development of the community will continue to be a focus. We will continue to work to ensure improved engagement in Religious Education lessons and increased opportunities for different types of liturgical and faith experiences for students. Staff will focus on learning more about the religious backgrounds of our non-Catholic students to ensure that we are providing the best opportunities for learning for all students in the Religious Education area.