



# St Theresa's Albion

REGISTERED SCHOOL NUMBER: 1499

2016

## ANNUAL REPORT TO THE SCHOOL COMMUNITY



16 Drummartin St

Albion 3020

Principal: Robert Macklin

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Minimum Standards Attestation

I, Robert Macklin attest that St Theresa's Primary 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 2007 (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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 February 2017

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### Our School Vision

St Theresa's Albion, a school that welcomes families into an inspiring Catholic community dedicated to excellence in education and social justice.

### Our School Mission

Each person is created in the image of God and called to communion with God. Therefore, all human life is sacred and every human being has an innate dignity. This understanding of the human person and that the children in our care are central to all that we do is at the heart of the values that underpin Catholic education at St Theresa's School.

St Theresa's Catholic School's mission therefore is:

To witness Jesus Christ in a learning community dedicated to the formation of the human person enabling them to reach their full potential

To integrate Faith, Culture & Life by teaching and celebrating the Catholic faith and traditions enabling us to live the Gospel values as presented in Catholic Social Teaching

To develop life-long learners by providing an excellent inclusive, comprehensive, contemporary and holistic education that caters for spiritual, social, emotional, intellectual and physical development

To share the responsibility for all children in the school and to work in partnership with the home

To act with integrity, respect, authenticity, presence and responsibility, acknowledging the richness and diversity of each other, and to live harmoniously, equitably, justly and sustainably for the common good

To provide a safe, stimulating, happy and caring environment that protects children and promotes their health, development and wellbeing

## School Overview

St. Theresa's is a Primary School in the Western suburb 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 230 students. It was built in 1950 and officially opened by Archbishop Mannix in August 1951. The school is named after St. Therese of Lisieux (The Little Flower).

At the end of the 2016 school year St Theresa's had 9 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 each 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 2016. 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 our work at St. Theresa's. Our Annual Action Plan clearly prioritises improvement of our Learning & Teaching and Performance & Development Culture with our aim of improving student outcomes. The goals and strategies identified in this plan are clear and identify a pathway to staff improvement leading to better learning opportunities and outcomes for the students based on accurate data collection, analysis and future action planning. 2016 has been the second year of our current School Improvement Plan and the school has focused on Visible Learning as its major improvement strategy by engaging in the Collaborative Impact Program.

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.

In 2016, St Theresa's partnered with personnel from the Royal Children's Hospital's CASEA program to support children with special behavioural needs and their families.

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

In 2016 the school implemented its second year of its School Improvement Plan. In this Improvement Plan one of our intentions has been to improve our Catholic School Learning Community by examining and strengthening our Catholic Identity and by reaffirming our shared moral purpose through the redevelopment our Vision Statement. The staff attended a conference at Anglesea and over two days, facilitated by Denise Arnel, formulated a new Vision that reflects our current realities and our normative view. The Vision statement was presented to the wider community for consultation and then adopted in the second half of the year. An accompanying Mission Statement, reflective of our commitment to Catholic Social Teachings was also was also developed.

We continued to build upon our culture of family school partnerships through further developing parent engagement in their children's learning. Parent education evenings about the school's Literacy Program and how we assess and report were highlights in this endeavor.

Another platform of our Improvement Plan has been to build teacher capacity that leads to improved student outcomes. To this end we have introduced a Performance and Development Culture in line with AITSL standards. To achieve this, we have been involved in the 'Collaborative Impact Program' based on the work of Professor John Hattie and sponsored by Catholic Education Melbourne. The Collaborative Impact Program has assisted our school in introducing and embedding professional practices known to have positive effects based on Professor Hattie's research, which he calls Visible Learning. This has resulted in staff being able to deliver targeted interventions, personalised and differentiated learning and teaching, clearer and more focused curriculum planning based on evidence and more rigorous regimes of professional learning and accountability.

Our aim to improve student outcomes by engaging the students in their learning through the integration of technologies has been a great success and has transformed the way the children are working, especially in our senior classes.

Student well-being continues to be central to all that we do. We have focused on the children's social and emotional learning and on improving student management through school wide positive behaviours. This work is on-going and we hope to see improvements reflective in the evidence we collect. Our involvement with the Royal Children's Hospital's

CASEA program had significant positive outcomes for children at our school with additional behavioural needs.

Re-organised leadership and planning provision for classroom teachers has had a very positive effect on our Learning and Teaching endeavours.

I wish to 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 alongside our families 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.

Our community is well supported by our Leadership Team and those who take on extra responsibilities to ensure ongoing improvement. I wish to thank them for their work.

I acknowledge the wonderful parent community for their involvement and support. I thank each family for all they do in sharing the responsibility for the learning of all students in our school. I congratulate each family for their increasing interest in the wellbeing of everyone here and their willingness to join us in making the important decisions that give direction to our community. We especially thank the members of our Advisory Board and those who are actively involved with our Fundraising Committee.

I 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 eagerly and enthusiastically in all aspects of their schooling. They try their best to excel academically and are committed to their development in sporting, social, spiritual and extra curricula involvements. We look forward every day to working alongside each child and supporting them as they grow and learn.

Our work in continuing our learning journey together as a community places us in a good

position to continue to move forward in embracing the challenges of the future with excitement and enthusiasm. We are embracing the challenges that are obvious in the ever-changing curriculum demands that seem to emerge. 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 the 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

At St. Theresa's School, Education in Faith is about educating children in the traditions and beliefs of our Catholic faith. These principles are then applied to their lives and challenge them to live the Gospel Values through personal growth and action. The programming of lessons and the involvement in religious celebrations is cyclical and relevant to specific and liturgical events.

The school continues to offer the Sacraments of Penance and Communion to the children in Grade 3 and Confirmation to those in Grade 6. As the children prepare for these, all classes concurrently work on programs based on these sacraments.

As part of the children's preparation for the Sacrament of Penance, the students participated in a 'Peace Day'. On this day, they had opportunities to reflect more deeply on what they had learnt about forgiveness, to do final sacrament preparations and engage in meditation and prayer experiences. This day concluded with their classmates joining them in a final prayer session.

In order to give the Sacrament of Penance a higher profile, for the second year we

organised an earlier starting time, so that the sacrament could conclude with a supper celebration. This gave the evening a truly 'celebratory' feel.

First Communion moved to a mass outside of the normal parish mass time, as we had a larger number of children receiving the Sacrament of Communion. As part of the children's preparation, families were invited to attend an information evening where they could interact with their child on aspects relevant to this sacrament. Maria Forde facilitated the evening and the evening was well received by the families.

The Confirmation program challenged the children to contemplate the true meaning of this sacrament and how it will impact on their life in the future. Vivienne Adamko was the facilitator of the parents' information evening. She encouraged the parents, sponsors and children who were able to interact whilst discussing important aspects of Confirmation, the gifts of the Spirit and their relationship with God and others.

A reflection day was organised for the Confirmation Candidates at the Mary MacKillop Centre. It was a wonderful opportunity for them to delve deeper into our Catholic heritage, as well as engaging in reflective dialogue about their faith and what Confirmation means for them. It was a productive and meaningful day. Adults who listened to the children speak freely and honestly about their ideas and dreams reported that they were inspired. A visit was organised for Bishop Mark Edwards to speak to the children. It was inspirational to see how inclusive he was of our students not receiving the sacrament.

Prayer and paraliturgies have continued to be part of our school culture. Staff and parent meetings always commence with a prayer. In the classroom, children regularly pray in a variety of ways and teachers acknowledge other faith beliefs during this time. Lenten paraliturgies were conducted and organised mainly with the assistance of the senior children and the Social Justice Team. To acknowledge the importance of Easter, Grades picked an event from the Easter story and created an interactive display. Once again, the teachers and children did an amazing job. Classes, families and parishioners were invited to visit the displays and engage in prayer and thoughtful contemplation.

The Social Justice Team was elected from students in Grades 3-6. Children were asked to apply in writing and explain why they should be considered for a position on this team. The standard of these letters was generally outstanding and impressed the staff members who read the applications.

Early in the year, the Social Justice Team attended the Caritas Social Justice Conference held at Mother of God School. Our representatives demonstrated an understanding of the concepts being discussed and were able to mix with other students from other schools in a friendly and accepting manner. Throughout the year, they endeavoured to put our four Social Justice points into action:

1. Prayer – organising and leading St Mary MacKillop feast day paraliturgy & Sacred Heart mass.
2. Fundraising - organised with Fr. Hughes in line with the needs of the parish and wider community. Sr. Brigid Arthur attended an assembly to collect a cheque for the Refugees Assistance Program and this was presented by the children.
3. Solidarity through our actions, such as the Socktober Fundraiser.
4. Awareness – Social Justice issues were articulated and encouraged at many events.

We acknowledged the Year of Mercy from a Social Justice viewpoint, as well as class lessons and masses.

As part of our efforts to develop the capacity of our staff, all staff were asked to be involved in the organization and planning of major liturgical masses and paraliturgies.

Friday Mass attendance by the classes have continued and teachers are assisted with the planning of these before meeting with Fr. Hughes.

We have continued building stronger ties with our sister school Mother of God. In 2016, we commenced the year with a joint Mass, our Social Justice Teams attended and organised a 'Healing Mass' and luncheon for the elderly and infirmed of the parish and we jointly schools celebrated St. Theresa's Feast Day. The Feast Day celebrations commenced with mass, which was followed by group activities and a BBQ lunch. It was a wonderful way to celebrate our connection within the parish.

A Christmas concert called 'The Star' was organised, in conjunction with the Performing Arts Program, as part of our usual Christmas family gathering. Prior to this event, Advent Paraliturgies were organised by Grades and families were invited to attend.

Late in the year, we gathered information from students and staff by asking them to complete the Religious Education Pedagogy Student Survey or Religious Education Pedagogy Tool. The results of this help us to determine needs for professional development training and planning.

We thank our Religious Education Leader, Doriana Cooper for her efforts in Leading this sphere of school life.

#### VALUE ADDED

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, blankets etc.
- Collection to support a parish food bank operated through the presbytery.
- Children's and staff involvement in fundraising for Caritas and Ox-fam.
- Parent education sessions with outside presenters including Maria Forde and Presentation Sisters sacramental program leaders.
- Regular involvement in parish liturgy.
- Ongoing facilitating of a training program and roster for new altar servers to help within the parish and at school celebrations.
- Organising and facilitating a healing mass for the sick and elderly, which was catered for and celebrated.

Learning & Teaching

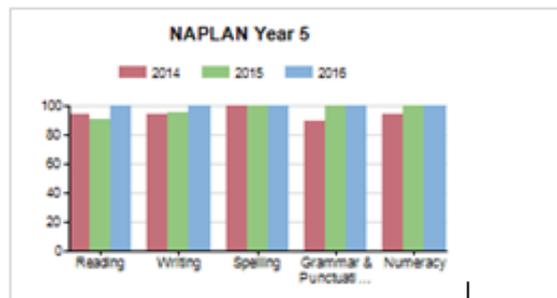
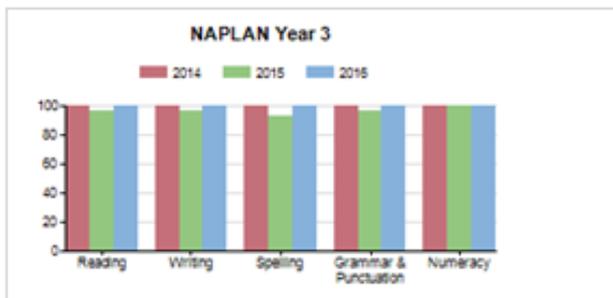
Goals & Intended Outcomes

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

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014-2015 Changes %	2016 %	2015-2016 Changes %
YR 03 Reading	100.0	96.7	-3.3	100.0	3.3
YR 03 Writing	100.0	96.7	-3.3	100.0	3.3
YR 03 Spelling	100.0	93.3	-6.7	100.0	6.7
YR 03 Grammar & Punctuation	100.0	96.7	-3.3	100.0	3.3
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	94.4	90.9	-3.5	100.0	9.1
YR 05 Writing	94.7	95.5	0.8	100.0	4.5
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	89.5	100.0	10.5	100.0	0.0
YR 05 Numeracy	94.7	100.0	5.3	100.0	0.0



St. Theresa's Primary School has continued to provide our students with positive educational experiences that develop their capacity for lifelong learning and personal growth. We continue to share a close parish-school partnership that provides a strong sense of community, in which our students are nurtured.

Our teaching and learning practices sit closely in line with our school vision '...dedicated to excellence in education...' (St. Theresa School Vision) and motto (Do Small things well), and are firmly embedded in a contemporary curriculum where students are well supported and encouraged to develop the knowledge, skills and behaviours necessary to become independent 21st century learners.

A healthy school is in a constant process of evolution, which involves adjusting how we set up the learning environment and deliver the curriculum according to the needs of our students.

The staff are deeply committed to the well-being of students and work with the school community to further develop the great potential that the school has to support students learning in a holistic way. Our work nurtures cognitive, physical, social, emotional as well as spiritual growth. Children learn in different ways, so it is important that we cater for our children's varied needs and learning styles. Our school is based on sound pedagogy, where teaching is explicit and one where we strive for excellence in learning. This is balanced with opportunity for our students to develop their creative potential and nurture emotional and social well-being in varied, engaging and creative ways.

The NAPLAN data over three years shows only minor variances from year to year. In 2016, it showed positive growth in all areas and that 100% of children reached the minimum standards. The percentage changes over time continues to be inconsistent and we will address these as a matter of priority.

In 2016, we have continued to monitor trend data through NAPLAN and the Literacy Assessment Project. We have also continued ACER testing in the areas of Mathematics and Reading Comprehension. A new critical component during planning time has been the introduction of a 'data hour'. On a weekly

basis classroom teachers, together with curriculum leaders, meet to analyse student data and use this to plan the next sequence of lessons. This has further developed teacher expertise and knowledge of applying learning intentions and success criteria.

St. Theresa's school applied for and was chosen to be included in a Collaborative Impact Project on Visible Learning. We work with Corwin Consultants to develop Visible Learning elements throughout our school. Staff continued to develop their understanding of Visible Learning and this was reinforced with a whole school professional learning day on this topic. Staff participated in sessions focusing on effect size, assessment, feedback and mind frames. Teachers have continued to implement learning intentions and success criteria into programs, and ensure that they are made explicit to the students. Teachers also went on a 'Visible Learning Walk' throughout the school to identify charts, wall displays etc. that made learning visible to the students. Feedback (teacher and student) has been highlighted as an area of focus for 2017. During 2017, we will continue to develop further Visible Learning understandings and strategies and to embed these into our school culture.

We have also continued to support staff with opportunities to observe each other and to engage in a variety of team teaching sessions. Through the process of establishing SMART goals, staff have set SMART goals based on the AITSL standards. Staff had the opportunity every fortnight to discuss, analyse, seek support, clarify and reflect on their goals with colleagues. There was opportunity to celebrate the numerous successes that staff attained during this process.

Numeracy 2016 saw a continued focus on the development of teachers' understandings around effective mathematical pedagogy. Numicon professional development was held to assist staff with the implementation of the Numicon materials. Facilitated team planning sessions allowed teachers to discuss key ideas and consider how they might best be introduced, reinforced and extended in their classroom. A focus on pre and post assessment was introduced to focus on students' current knowledge and then to guide future teaching. Teachers continued to reflect upon how the needs of

students with differing abilities might best be addressed within the context of the classroom program. The Numeracy Intervention Teacher continued to target students at risk and work closely to improve their skills and knowledge.

Numeracy Professional Learning Team (PLTs) meetings have focused on pedagogy development, professional reading, development of scope and sequence plans and numeracy moderation. These have all led to improving numeracy expertise among teaching staff and a more effective numeracy program for students.

Facilitated Literacy planning has been part of our weekly practice, drawing from the new Victorian Curriculum, as well as from teacher knowledge and expertise. Anecdotal evidence was used heavily in second and third term, to inform teaching. Formal data available in Term 3 and Term 4 provided the evidence needed to infer about whole school Literacy priorities, as well as evidence to inform teachers about cohort, group and individual progress. Facilitated planning has also allowed for strong connections to be made between Literacy and the units of work for Inquiry. The Reading Recovery Teacher and the English as an Additional Language Teacher have often been part of planning. Evidence has shown that all targetted intervention programs at the school have been effective.

Staff were supported in a dialogic presentation to read, interpret and analyse NAPLAN data, in all of the areas tested by NAPLAN. As noted above, analyzing data is part of facilitated planning, but what to bring and how to analyse will need further focus in 2017.

An initial PLT in Term 2, offered teachers the opportunity to share their understandings of Literacy and the practices that match. This PLT was the springboard for the alignment of understandings, that would continue to develop across the year. Literacy PLTs have been spent moderating work (particularly writing). Junior school PLTs and data analysis sessions have focused on groups of children and the ways of working for moving these students along the learning continuum. For example, a PLT/data focus on the most struggling readers in Prep resulted in a change of structure, providing these students with daily and intensive teacher instruction. Junior school

teachers also participated in professional development with a Specialist from the Sunshine Online Reading Program allowing time to re-familiarise themselves with these online resources. Middle and senior classroom teachers focused on professional reading and dialogue around the importance of differentiation. All classroom teachers participated in professional development focusing on the different roles of authorial/secretarial skills. Similarly, all classroom teachers were provided with professional development around thinking, which was based in reading.

The moderation sessions, involving professional dialogue and shared analyse also formed part of our professional development.

The Primary Partnership Literacy Collective was held in third term when St Theresa's was invited to join a number of other primary Literacy Leaders in the area to form a Collective of Literacy Leaders. This innovation was initiated by Caroline Chisholm College Braybrook, with the aim of addressing transition, through literacy and seeing literacy as a developmental progression. The two meetings hosted by CCCC involved viewing the secondary data (NAPLAN and Allwell data) and establishing goals for the group, in 2017.

Modelling by the Literacy Leader and working in classrooms alongside the classroom teachers have been well received by teachers. These practices have arisen from the professional dialogue that occurs in the facilitated planning. Many times, the practices were instigated by the classroom teacher, other times by our Literacy Leader, Helen Cozmescu.

Book week was celebrated by:

- Having a whole school story read over the PA each day
- Visits to the Brimbank Library
- Classroom activities
- Multi-age activities exploring one picture book
- Special assembly focusing on the gift of literacy and presenting a teacher performance for students.

In response to parents' requests for information about Literacy, an evening community conversation was held on the topic, incorporating a meal. Parents

of P-2 students were invited to share a meal and then participate in a Literacy Conversation. This conversation involved information about how students become literate.

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 teacher performance of the school. The results in these surveys (Insight SRC 2016) indicate that St. Theresa's has continued to rank in the top 25% of Australian primary schools. These indicators included the areas of Community Engagement, Staff and Student Engagement, Peer Relations, Learning Opportunity, Peer Relations and Student Behaviour.

Staff survey results continue to indicate satisfaction with the learning and teaching in which they are involved in. The Teaching & Learning and Engagement survey areas stated we are in the top 25% of Australian primary schools (Insight SRC 2016). Student survey results have continued to be above average. The surveys indicate that students are positive about school and they enjoy very good relationships with their teachers who provide purposeful teaching and show empathy. Students learning confidence and motivation continue to improve together with student safety and stimulating learning (Insight SRC 2016). The school will continue to promote student engagement, student involvement in decision-making and the provision of a stimulating learning environment as a part of the 2017 Annual Action Plan.

#### Other involvements

All students continue to be regularly assessed with this data driving their learning, enabling it to be more personalised. Students are involved in CTLM interviews, PAT M and SINE Mathematics assessments aimed at ensuring accurate knowledge and current data in mathematics. Staff meetings and PLTs are held each week to ensure consistent ongoing professional learning and data analysis in both literacy and numeracy.

Whole school learning and special activity celebrations were also held throughout the year. Some of these included: Twilight Sports Day, Mini-

Olympics, Swimming Program, Book Week, Market Fresh (fresh fruit and vegetables supplied by Markets Victoria) and an Indigenous Program (a genuine opportunity to learn about Aboriginal and Torres Strait Islander peoples, and to share their pride in a complete and balanced national history). Other specialized activities that groups of children were involved in included; Kids Teaching Kids (students teaching students from other schools), Genius Hour (Year 5 & 6 students working on questions which cannot be googled), Marine Excursion (Year 6 students spend a day on a yacht) etc.

Inquiry continued to be an important focus within the classrooms. A two-year inquiry cycle has been developed and staff will continue to become more familiar with the new Victorian Curriculum. An updated inquiry planner was also developed which incorporates a range of tools and strategies used throughout the inquiry process. A heavy emphasis was also placed on the inquiry pre-planning protocols, which assists teachers in creating 'rich' inquiry units. Student engagement was a major focus for the year as was the further integration of technologies to support contemporary teaching and learning. The incorporation of Literacy as a driver for inquiry has improved both the Literacy and Inquiry Programs of the school. Teachers plan both areas at the same time so that each area complements the other and a richer more engaging curriculum is delivered to the students.

During 2016, St. Theresa's staff worked at creating pre and post assessments to gauge what the students do not know so their teaching can be targeted and provide differentiation and scaffolding experiences for the student's learning. The post assessments also provided evidence of the amount of growth students made throughout the sequence of lessons.

Staff developed further their understandings of EAL learners and explored the diversity of learners at our school and how best to accommodate them. During 2016, staff were involved in extensive professional reading, discussions and planning of innovative classroom strategies to further their knowledge in this area and improve the learning experiences of the students.

The school's Learning and Teaching statement identifies what we aim to do and are committed to do in our learning community. A summary from our

Statement: 'The child is at the centre of everything...', best describes it.

### **Literacy and Numeracy recommendations for 2017**

- Whole school focus on Literacy and Numeracy entitlements
- More formalised tracking of students in reading - all teachers presenting focus notes
- Explicit teaching of Oral Language
- Shared teaching approaches for Reading, Writing and Numeracy
- A whole school focus on Writing (see NAPLAN - trend data Yr. 5)
- Writing whole school focus - Learning and Teaching Cycle - A focus on writing as product and writing as process
- A formalised process for coaching
- Formation of Termly Overviews for Literacy and adherence to these (the implementation of these has been successful with some teachers). This would ensure that the curriculum is covered.
- Shared planning and Modelling between teachers
- Team teaching in Literacy and Numeracy
- Documentation of data analysis during Literacy/Numeracy Data Time

## Student Wellbeing

### Goals & Intended Outcomes

To create a culture that enables students to be co-creators of the learning community which promotes positive relationships, resilient, purposeful dispositions and behaviours that are respectful and other-orientated.

- That student wellbeing improves.
- That student social-emotional learning improves.

### Achievements

Developing the wellbeing of our students is central to our role as a school and is reflected in our Vision and Mission statements. A culture of positive student behaviour and healthy wellbeing permeates all areas of our school and is the basis of our school's philosophy. During 2016, we continued to strive to provide the best possible learning environment for the students at St Theresa's. We were committed to ensuring that the needs of the students and all our community were met as best we could.

The five Social and Emotional Learning competencies of Self-awareness, Self-management, Social Awareness, Relationship Skills and Responsible Decision Making, form the umbrella under which sit other strategies and programs that are in place at St Theresa's. They also determine the personal learning statements and goal setting made by students and teachers.

The students and staff are well supported by both our Wellbeing Leader and Deputy Principal, Marie Gamwell and our Special Needs Leader, Kathryn Pulis. Regular discussions are held with teachers regarding the students' educational, social and emotional needs, with actions such as specialist appointments, parent meetings and needs-based programs implemented when deemed necessary.

Classroom programs are differentiated according to student needs, whether academic, social or emotional. Once an individual student's needs are identified, teachers plan and present a broad range of classroom activities to enhance existing skills and to challenge children to move beyond their 'comfort zone'.

Additional programs are implemented for students identified as needing further support and /or extension. These include: EAL Program, Reading Recovery, Maths & Literacy Intervention and Genius Hour.

Teachers write Individual Learning Plans (ILPs) for students with particular needs. These plans are created at Program Support Group (PSG) meetings and are developed in consultation with parents, the classroom teacher and the Student Welfare team.

To support the students and school programs, Learning Support Officers (LSOs) are assigned to classes where there is the most need. They bring a range of expertise and enthusiasm to the school community and programs.

St Theresa's is a Family School Partnership school where families and school work together to improve learning and wellbeing outcomes for every child. Feedback is encouraged and community conversations, information nights, student conversations and surveys are held regularly to allow for further exchange of information and ideas.

### Value Added

In 2016 St Theresa's worked with the follow programs and strategies:

- Bounceback: a classroom resiliency program
- Circle Time (Restorative Practice)
- CASEA: A program for children with challenging behaviours run in conjunction with The Royal Children's Hospital.
- BluEarth: A program that uses physical activity to develop children's social and emotional wellbeing as well as their physical health
- Positive Mindsets
- Anti-Bullying Lessons: Specifically programmed to be taught twice a term
- Positive Student Behaviour Procedures which focus on teaching students to assume responsibility for their own behaviour, therefore creating a cooperative learning environment. It has 3 parts: School Rules, Supportive Feedback and Consequences.
- Cyber safety (eSmart)
- Better Buddies Program from the Alannah & Madeleine Foundation
- Teacher Buddies Program: Matching all staff with a child who has particular needs
- Transition Programs: Year 6 to 7 & Kinder to Prep
- School wide fortnightly focus on a specific social skill.
- PLTs and Staff Meetings to support teacher practice in wellbeing strategies.

- Facilitated parent conversations and information sessions providing avenues for parent education and input in many areas e.g. Cyber Safety, Student Wellbeing, Understanding School Reports, Feedback about the Transition Meetings.
- Get To Know You Interviews prior to the students starting school & Parent /Teacher Conferences.
- Child Safety Professional Development
- Mandatory Reporting, Anaphylaxis & Defibrillator Training
- eSmart PD
- Continued employment of a School Counsellor for one day per week who provides counselling and advice to both parents and students.
- Provision of a speech pathologist on a fortnightly basis and child psychologist for classroom visits, providing advice to parents and staff.
- Emergency Management, Evacuation & Lock Down practices
- Introduction of an Extreme Weather policy
- Continuation of Gr 6 SRC
- Before and After School Care Program

## STUDENT SATISFACTION

Student responses in the Annual School Improvement Surveys have been extremely positive. Students continue to enjoy their classes and attendance rates are good. Student attendance averages at 93.42% 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 stimulated learning. 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.

### A description of how non-attendance is managed by the school.

The school follows the protocols for dealing with non-attendance as prescribed by the Department of Education as set out in '*Every Day Counts*'. In addition, parents and carers contact the school office via phone or in person or contact the class teacher via email, letter or in person to inform the school of a child's absence. Teachers follow up on unexplained or unsatisfactory absences by contacting parents or carers and notifying the Principal or Student Wellbeing Leader. Appropriate follow up is implemented. Unsatisfactory attendance is recorded on the Semester reports to parents and carers.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y02	95.15
Y03	95.63
Y04	92.60
Y06	95.39
Y01	95.05
Y05	94.40
Overall average attendance	94.70

## 2016 student experience – data tables ...

Indicator Title	2013 Actual Score	2014 Actual Score	2015 Actual Score	2016 Actual Score	2016 Percentile Rank*	2016 Percent Favourable
Student Morale	71.59	70.43	73.68	78.00	63.92	95.50
Student Distress	75.07	78.56	79.46	80.49	56.93	88.33
Connectedness to School	84.17	77.23	85.51	91.88	91.95	98.00
Teacher Empathy	84.78	76.90	86.36	92.41	90.86	98.93
Purposeful Teaching	84.17	80.54	83.42	91.63	90.58	99.00
Stimulating Learning	81.99	70.74	76.28	84.69	86.39	100.00
Learning Confidence	75.45	68.89	71.15	74.53	45.65	96.25
Student Motivation	83.33	87.23	89.74	90.00	70.73	99.38
Connectedness to Peers	78.57	77.26	81.89	84.84	75.34	98.75
Student Safety	81.19	81.60	81.92	85.25	63.14	90.50

## Child Safe Standards

St Theresa's School (STA) has an important responsibility for keeping children safe and for developing strategies to embed a culture of child safety at the school as a moral imperative and in response to the relevant requirements of Ministerial Order No. 870. Child safety standard one (clause seven of Ministerial Order No. 870) has five specific requirements. They are that the school governing authority must:

- develop strategies to embed a culture of child safety at the school
- allocate roles and responsibilities for achieving the strategies
- inform the school community about the strategies, and allocated roles and responsibilities
- put the strategies into practice, and inform the school community about these practices and
- periodically review the effectiveness of the strategies put into practice and, if considered appropriate, revise those strategies.

STA promotes values, expectations and standards that influences the behaviour of its members in relation to child safety. Its code of conduct for its members defines what constitutes acceptable and unacceptable behaviour and its governing authority and delegates are commitment to zero tolerance of child abuse. The Parish Priest of St Theresa's Parish is the Canonical Administrator of St Theresa's School and as such is the School's Governing Authority. On a day to day basis authority for most of the practical running of the school is delegated to the principal who is assisted by leaders among the staff. This commitment is shared, openly and transparently, by all members of the school community, including staff (including school employees, contractors and volunteers), parents and families, visitors and children. This commitment is evidenced in the school's policies and its statement of Commitment to Child Safety.

## Responsibilities

All members of St Theresa's School community have a responsibility to ensure the safety of the children who belong to our school.

- At St Theresa's School the Governing Authority delegates the practical responsibility for implementing the school's Child Safety strategies to the principal and the staff, especially the school's Leadership Team. Specific responsibility for implementing child safety strategies falls under the Leadership Sphere of Student Well-being and Child Safety. Currently this sphere is being led by Mrs. Marie Gamwell who is also the school's Deputy Principal. Although not conclusive some of the responsibilities of the Student Well-being and Child Safety Leader include:
  - leading the school's child safety culture (e.g. coordinating the responsibilities listed below)
  - developing and enhancing the school's child safety strategies
  - proactively monitoring the effectiveness of child safety strategies
  - coordinating reviews of the child safety strategies
  - communicating the school's child safety strategies to the school community
  - training staff (including contractors and volunteers) in the school's child safety strategies
  - leading or delivering programs for children about the school's child safety strategies
  - developing policies, procedures and supporting documentation including communications and resources.

## Induction and Training

The Student Well-being and Child Safety Leader is provided with training to assist her to fulfil the role. Examples include briefings and training provided by Catholic Education Melbourne (CEM), The Victorian Registration and Qualification Authority (VRQA) and the Victorian Institute of Teaching (VIT).

All staff are provided with training and professional development to assist them with understanding and carrying out their responsibilities e.g. On-Line Mandatory Reporting Module.

Training and Professional Development for staff is an on-going process and occurs throughout each year and the school leadership is mindful of its responsibilities to be abreast of current and new initiatives to promote Child Safety and to disseminate these to its staff. Screening and review of the suitability of existing staff will also occur through performance appraisal procedures.

Strict procedural routines are followed regarding employment of new staff with proper background checks and due diligence followed. A separate checklist for such due diligence is available for the school community to view which includes such things as:

- Pre-employment reference checks that include checking for child safety
- Checking of identification for staff as part of recruitment.
- Criminal history checks and confirming currency of Working with Children Check/Victorian Institute of Teaching registration.
- Obtaining verified academic transcripts for staff as part of recruitment.
- Querying gaps in employment history.

All staff visitors and contractors at St Theresa's School are provided with a code of conduct which identifies acceptable and unacceptable behaviours which they are expected to sign and abide by. A copy of the signed code of conduct is kept on file at the school.

## Communication/consultation

St Theresa's School Leadership has a firm commitment to inform its community of any changes or updates to the strategies and practices?

The Leadership communicates to the school community, including the school governing authority, about how it has put the child safety strategies into practice and the changes that are being made by:

- publishing information on the school website
- making parents aware of the school's child safety strategies via the school newsletter
- predominantly displaying information about the school's child safety strategies in school environments (for example, school buildings, website, online forums, camp locations)
- making information about the school's child safety strategies available at other locations including school camps, sporting events, excursions, competitions, and other events
- school information sessions
- making staff aware of the school's child safety strategies in staff meetings
- ensuring the school's child safety strategies form part of school governing authority member, staff (including contractor and volunteer) induction processes including information about the school's child safety strategies in school governing authority member, staff (including contractor and volunteer) training and awareness sessions
- reporting to the School Advisory Board.

## Inclusion

St Theresa's School holds the care, safety and wellbeing of children as a central and fundamental responsibility of Catholic education. This commitment is drawn from and inherent to the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel.

St Theresa's School has a universal expectation for the protection of children. It is resolutely committed to ensuring that all those engaged in Catholic education in our school promote the inherent dignity of children and young people and their fundamental right to be respected and nurtured in a safe school environment. This is particularly so for the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, and children with a disability

## Risk Management

- The school's child safety strategies for all physical school environments include:
  - regularly reviewing the physical environment to ensure all risks are identified and managed
  - assessing new or changed physical environments for child safety risks
  - supervising or monitoring activities.
- The school has child safety strategies for its online environments (e.g. intranets, online learning systems, social media) including:
  - clear boundaries of roles between staff and children
  - proactive strategies to detect inappropriate behaviour such as online searches (Google, Facebook etc.)
  - being an eSmart School
- Visitors are appropriately screened, supervised and made aware of the school's child safety strategies.

## Monitoring/ Review

At St Theresa's School Child safety is a standing item for discussion at meetings of the Leadership Team, Staff Meetings and meetings with the school governing authority. Should an incident occur the Principal and Student Well-being and Child Safety Leader will investigate and take the appropriate action which will include having the school leadership team will review the School's Child Safety Strategies the reviews are documented and recorded, including any opportunities for improvement.

Where opportunities for improvement are identified, an action plan is developed with a prompt timeframe for implementation.

Outcomes of reviews are communicated to the school governing authority in a prompt and timely manner.

Where opportunities for improvement are identified, the progress of implementation of action plans will be communicated to the Parish Priest allowing for oversight as the school governing authority.

The outcomes of reviews including action plans to address areas for improvement are communicated to the school community by the most appropriate means which

may include:

- publishing information on the school website
- making parents aware via the school newsletter
- providing information in school information sessions
- making staff aware in staff meetings
- including child safety information in staff training.

### Proactive programs

- Ensuring awareness of the child safety strategies and the allocated roles and responsibilities.
- Child safety is a standing item for discussion at staff and leadership meetings.
- Staff are trained to detect inappropriate behaviour.
- Staff are encouraged to report inappropriate behaviour.
- Positive behaviours are recognised and encouraged.
- Foster a culture of openness with approachable and supportive managers.
- Children are made aware of how to detect and report inappropriate behaviour.
- Children are encouraged to report inappropriate behaviour.
- The school has nominated contact persons that children can approach in relation to child safety.
- The school has child safety reporting procedures.
- The school provides counselling and other resources to support children.
- The school includes safety programs within the curriculum.
- The school is an accredited eSmart School.

### Reporting procedures for staff and children

The 'Protect' protocols inform school staff about the identification and response to all forms of abuse that school staff must follow. This policy and its procedures comply with requirements for mandatory reporting and the three new crime offences introduced under the Crimes Act 2005 (Vic.).

St Theresa's School is committed to following effective procedures for recording and securely storing allegations of abuse and safety in line with the 'Protect' protocols.

St Theresa's School follows the clearly articulated steps that must be taken to ensure children are safe if an allegation of child abuse is reported and clearly defined disciplinary measures are actioned when necessary. The school follows the 'Protect' protocols in this regard.

Any child reporting an abuse or a safety concern is provided with support and comfort in accordance with culturally safe and appropriate practices, ensuring that the child and family are supported to understand the situation

St Theresa's School has a process for regular review and continuous improvement of procedures and ensures that the processes are child friendly to ensure children know who to talk to if they feel unsafe or have a concern.

## 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.

### Achievement

2016 was the second year of our School Improvement Plan. Much work to achieve the goals of our School Improvement Plan was carried out during the year. Strengthening and developing the Performance and Development Culture of the school has been a major strategy for achieving sustainable school improvement. Many associated initiatives occurred as a result. Religious Education and Learning and Teaching were priorities. In 2016, we continued the process of examining and strengthening our Catholic Identity and reaffirming our shared moral purpose through the redevelopment our Vision and Mission Statements which were published in the latter half of the year.

Much work was done to strengthen our culture of family school partnerships and this will be reported on in more detail in the 'Community' section of this report.

Building teacher capacity leading to improved student outcomes was again a major focus in 2016. The school continued the process of embedding a Performance and Development Culture in line with AITSL standards. Teachers were committed to goal setting using SMART goals based on the use of the AITSL self-assessment tool for teachers.

Professional development plans for individuals were linked to these goals as was feedback and appraisal. New induction processes were also introduced.

An overarching theme of recommendations made after the 2014 school review was to improve student outcomes. Research suggests that this can effectively be achieved through targeted interventions, personalised and differentiated learning and teaching, and through visible teaching, learning and thinking.

In addition to the two interventions programs for Literacy and Numeracy introduced in 2015, the school introduced an intervention program for students for whom English is an additional language during 2016. Staff were also provided with Professional Development in this area. This EAL Program has had a very positive effect on this group of children

Much work was done introducing practices around Visible Learning and Visible Thinking based on the research of academics such as Ritchart & Hattie. The school became involved in the Collaborative Impact Program which was described earlier in the Learning and Teaching section of this report. The use of data to inform planning and to track student progression more effectively was enhanced by the introduction what we call Four Quarter Planning which includes a Data/Evidence Analysis Hour. Visible thinking and the use of thinking tools was introduced into classroom practices to enhance personalised and differentiated learning and teaching practices.

Improving and enhancing our administrative practices continued to be a need in 2016. A change in administrative staff required intensive training and reorganization of administrative practices. This was done seamlessly and we are grateful for the good work being done by our Administration Officers Sally Patkin and Vivienne Taylor. Financial management at the school is good and the school is well resourced.

During 2016, a master plan for school grounds improvement was developed. This was done in conjunction with Scott Munro, a Landscape Architect. The plan was presented to the community for consultation and it is anticipated that work to implement the plan will commence in 2017.

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 86.64%.

Professional Learning is very important at St. Theresa's. 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. All of the teachers are well qualified to teach our children.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.64%

STAFF RETENTION RATE	
Staff Retention Rate	94.74%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	11.11%
Graduate	22.22%
Certificate Graduate	0.00%
Degree Bachelor	77.78%
Diploma Advanced	61.11%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	24
FTE Teaching Staff	17.16
Non-Teaching Staff (Head Count)	11
FTE Non-Teaching Staff	5.71
Indigenous Teaching Staff	0

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

NUMBER OF TEACHERS WHO PARTICIPATED IN PL 26

AVERAGE EXPENDITURE PER TEACHER FOR PL \$4000

### DESCRIPTION OF PL UNDERTAKEN IN 2016

All teachers and support staff are involved in further study through professional learning programs offered through the Catholic Education Office and other private organisations. St. Theresa's supports staff in attending all Zone and Regional Network meetings and cluster meetings. These networks included;

- Religious Education, Deputy Principal, Principal, Librarian, I.C.T Leader, Reading Recovery, Wellbeing, Literacy, Numeracy.

The school also supports staff in attending conferences and study tours outside of our local area. The REC attended the Catholic Education Office Religious Leaders Conference. The principal attended the NCEC Conference in Perth, ICT Leaders attended the Edutech Conference and Curriculum Leaders attended the Project Zero Conference on Thinking.

A staff conference was held in Anglesea where a new Vision Statement for the school was developed.

All staff were involved in Professional Learning arising from goals developed after completing the AITSL self-reflection tool.

Two of our staff members were part of a leadership study group involving a cluster of 4 schools.

All staff were involved in Professional Learning about Visible Learning through the Collaborative Impact Program.

All staff were involved in professional Learning about the new Child Safety Standards.

Other Professional Learning included:

- Community Arts Project.
- First Aid, Anaphylaxis Management and Asthma Management
- eSafety/ eSmart
- School Wide Positive Behaviours
- English as an Additional Language

- Family School Partnerships
- Literacy Coaching
- The Victorian Curriculum.
- ICON Briefings.

Literacy and Numeracy P.D was described in the Learning and Teaching section of this report.

## TEACHER SATISFACTION

The 2016 School Improvement Survey data about teacher satisfaction in all areas i.e. Staff wellbeing and morale, supportive leadership, role clarity, empowerment, professional learning, working in a team, student management, working with parents and quality teaching practices placed us in the top 25% of schools which was pleasing.

## 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

Three major focus topics dominated efforts in this area during 2016. Firstly, new Child Safety Standards were introduced which involved much community consultation, education and awareness raising. This work has been embedded as on-going in our community. Detailed information about Child Safety at St Theresa's School has been provided earlier in this report.

The second focus area was the development of the School's new Vision and Mission Statements. Consultation with the School Advisory Board and the wider school community occurred and the new statements were adopted in the latter part of the year.

The third area of focus was around the development and introduction of the school's Landscape Master Plan. Again, consultation with the Advisory Board and the wider community was sort before the plan was adopted.

Our Transition Program for students transitioning to secondary school was again a great success. This initiative involving parents and students as well as input from secondary schools has been well received by students and parents.

During 2016 we continued to make our involvement in the local community a priority. The school has a commitment to engage children and their parents in their learning by making connections and partnerships with community groups and organisations and by being an outward looking school. Our Family School Partnership Convener Mr. Greg

Woolford was particularly active in this area and we thank him for his efforts. **St Theresa's, Albion**

Partnerships were formed with other schools, local artists, the Brimbank City Council, Academics, Researchers, Authors, Musicians and Businesses and Industrial Groups. We are grateful for their support and in many instances monetary sponsorship.

Our partnership with the Royal Children's Hospital to deliver the CASEA Program was particularly noteworthy and we thank Mrs. Marie Gamwell and Ms. Kathryn Pulis for their efforts in this area.

We wish to thank the National Gallery of Victoria for their partnership involving our Visual Arts Program and I thank Mrs. Judy Foulds for her efforts in this regard.

Multi-agency Support and sponsorship from the Two Bays Initiative, Catholic Education Melbourne (Student Wellbeing & Learning & Teaching), Parks Victoria, The Jawbone Marine Sanctuary Care Group, Melbourne University and the Victorian Government's Resource Smart Initiative enabled our senior student to engage in a significant Marine Environmental Program which included a marine environment study tour on Port Phillip Bay aboard the 30m catamaran The Pelican and a field trip to the jawbone Marine Sanctuary.

We worked closely alongside our parent community to ensure that many opportunities were available for families to work in partnership with us to improve learning outcomes for their children.

Parents continued to be a focus and were involved in many aspects of the school on a day-to-day basis and for special occasions. Teachers were very well supported in classrooms where students accessed the expertise of community members in the areas of cooking, sports coaching, involvement in camps and ongoing support in literacy and numeracy sessions. Parents attended information nights and parent education programs facilitated by the school and outside providers.

Parents have continued to be involved in literacy education sessions and have become important classroom aides 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.

Our sports and physical Education Program included involvement in the local and regional Interschool sports program. This provides the opportunity for the students and teachers to interact with the other schools in our local area. In addition, the introduction of the CSEF program saw many professional sporting organisations involved in the delivery of our Physical Education Program and I thank Mr. Laurie Krepp for organizing this.

Children were also involved in raising funds to assist in educating two nurses in South Sudan and to help fund a school for refugees in Malaysia.

Our school has been fortunate to be involved in educational programs at our local Catholic Secondary Colleges both at Marian College and Caroline Chisholm Catholic College. We continued to encourage involvement from local secondary students in Work Experience programs and had many students join us throughout the year.

We believe that we have a responsibility to be involved in the ongoing preparation of tomorrow's teachers. We 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, netball 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 and staff masses 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 continued to gather many times throughout the year for special events. Fortnightly assemblies showcased 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.

We were fortunate to have a very vibrant and enthusiastic Fundraising Committee that enabled many parents to join us in a relaxed and friendly atmosphere. This group provided great financial support to the school but more importantly it allowed us to gather as members of a community to enjoy each other's company. Our Market Night, twilight sports, excursions, graduation and end of year celebrations provided many opportunities for the parent community to join with staff and share in the spirit of involvement in the school.

We endeavor to involve Albion Kinder and Anderson Road Kinder in our transition program each year. Albion Kindergarten took the opportunity to visit the school and interact with the existing preps to broaden their experiences.

Our partnership with OSHclub saw the introduction of before and after school care which has greatly assisted working families. This program has been made available to children from Albion P.S.

We also partner with Albion P.S to provide a canteen for children from both schools for three days each week. The partnership is essential to enable the service to be viable.

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. We thank the members of the Board for their efforts and contributions.

### PARENT SATISFACTION

The results of the School Improvement Surveys for 2016 indicated a very high level of satisfaction from parents in all areas 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 2016 Annual Action Plan.

## 2016 parent opinion – data tables ...

Indicator Title	2013 Actual Score	2014 Actual Score	2015 Actual Score	2016 Actual Score	2016 Percentile Rank*	2016 Percent Favourable
Parent Partnerships	86.13	83.33	74.75	81.25	86.60	93.18
Approachability	86.04	85.13	78.75	84.09	73.43	95.45
Parent Input	86.02	83.44	73.33	86.05	91.94	96.18
Reporting	84.98	83.88	76.00	80.56	72.31	90.91
School Improvement	85.45	83.25	75.67	83.53	76.18	95.38
Learning Focus	81.84	82.84	76.53	83.04	76.48	96.53
Extra-Curricular	64.83	68.14	53.57	65.28	41.90	78.82
Transitions	82.15	84.80	78.33	86.53	88.82	98.29
Homework	75.40	70.26	72.00	75.95	78.64	89.77
Behaviour Management	80.69	80.94	74.67	80.93	77.12	93.94
Stimulating Learning	85.48	86.68	79.76	87.50	87.46	97.73
Teacher Morale	87.86	87.91	82.33	87.54	83.61	97.25
Connectedness to School	83.72	84.15	82.64	86.36	85.35	98.86
Student Motivation	79.50	83.33	82.33	84.28	84.75	95.45
Social Skills	81.48	83.77	80.56	86.30	91.08	99.24
Connectedness to Peers	82.54	84.75	84.69	87.73	92.84	98.47
Student Safety	77.06	79.96	78.89	80.30	79.86	84.85
Classroom Behaviour	67.72	66.18	59.00	64.20	85.65	71.59
Attitude to Survey#	71.51	73.91	69.05	69.05	42.31	81.11

\* Benchmarked against Australian Schools

#Comparisons based on Australian Catholic schools only

Please note: A score of -999.99 means that there is no data available for that year

## Future Directions

The Review of 2014 enabled the school to formulate its school improvement plan. Based on the outcomes of the Review and subsequent local, systemic and state & national developments our Annual Action Plan for 2017 is as follows:

### Education in Faith

#### Goals (Articulated in the School Improvement Plan SIP)

To develop a strong contemporary Catholic culture and identity that celebrates faith within the context of the parish and which is aligned to Gospel values and faith traditions.

#### INTENDED OUTCOME

That student understanding and knowledge of the Catholic Faith improves.

#### TARGET

That the student Catholic Culture Index above 82.9

#### STRATEGY

To develop and plan the R.E curriculum in line with Inquiry Studies and the renewed R.E Guidelines. Continue the development of common understandings about contemporary and successful pedagogy.

#### RESPONSIBILITY

REL, Whole Staff

#### ACTIONS

R.E PLT meetings to break open the New Guidelines.

Re-do the ECSIP surveys.

Planning Days and facilitated planning to align RE curriculum with the new RE guideline and with the school's Inquiry Units.

Develop a new scope and sequence incorporating the Year of Grace.

Review assessment and moderation in R.E and develop consistent practices aligned to

the new R.E Guidelines.

Develop a yearly R.E focus as well as a term focus. PD- Scripture for staff.

### EVIDENCE

Meeting minutes,

P.L leading to documentation around shared understandings and best practice.

Curriculum Unit Planners

PD Day with Rose Thomas to look at ECSIP data

## Education in Faith

### Goals (Articulated in the School Improvement Plan SIP)

To develop a strong contemporary Catholic culture and identity that celebrates faith within the context of the parish and which is aligned to Gospel values and faith traditions.

### INTENDED OUTCOME

That school/parish links improve through involvement in social justice activities

### TARGET

That students be involved in two parish social justice initiatives annually

### STRATEGY

Provide opportunities for all staff to participate in regular reflection on the Catholic tradition underpinning the Church's social justice teaching and practice especially focusing on social justice practices within the parish. To link the student Social Justice activities to those of the parish.

### RESPONSIBILITY

REL; all staff

### ACTIONS

To invite Caritas or Mini Vinnies to speak with staff and children about Catholic Social

Teaching and Social Justice and ways they can help.

Utilise staff prayer time as an avenue for developing staff Social Justice Teachings.

Conduct Social Justice activities and coordinate with the Parish.

To have a whole school focus on the Year of Grace and to plan activities to promote works of Grace.

### EVIDENCE

Caritas Visit. Reports to the Parish via the Parish Bulletin and to the Parish Leadership team from the REL and Student Well-being Coordinator.

## Education in Faith

### Goals (Articulated in the School Improvement Plan SIP)

To develop a strong contemporary Catholic culture and identity that celebrates faith within the context of the parish and which is aligned to Gospel values and faith traditions.

### INTENDED OUTCOME

That the level of importance given by staff, students and parents to participating in prayer, liturgies and sacraments improves.

### TARGET

Staff from 81.8 to 85 Students from 77.4 to 81 Parents from 86.2 to 89

### STRATEGY

Constantly build staff capacity, theologically, spiritually and pedagogically. Identify and continually promote opportunities and ways of celebrating prayer, liturgy and sacraments at school, at home and in the parish community

-

### RESPONSIBILITY

REL; whole staff

## ACTIONS

Support and involve staff, students and parents in planning of liturgies.

Induction of new staff on R.E matters.

Invite parents to morning and afternoon prayer (Whole school focus during a specified time).

Invite parents to be part of the planning process of sacramental liturgies and paraliturgies.

Gather more often for whole school prayer.

Introduction of a P-6 sacramentality program with R.E evening for all levels throughout the year.

To review the school's formal prayer policy.

## EVIDENCE

RE and Liturgy Planners.

Staff Professional Learning team meetings for R.E around ECSIP.

To re-develop a whole school formal prayer policy.

## Learning and Teaching

### Goals (Articulated in the School Improvement Plan SIP)

To create a culture that sustains and empowers a learning-centred community to flourish, the curriculum to be innovative and cutting edge and where learners are supported, challenged and experience success.

## INTENDED OUTCOME

That Student learning outcomes in Mathematics and Literacy improves

## TARGET

That 70% of Yr. 3 students and 75% of Yr. 5 students be above the state mean in Literacy and Numeracy by 2018.

That there be a 10 to 15 % improvement on Students achieving above the school assessment benchmarks identified through the use of PAT Reading and PAT Maths

### STRATEGY

Use Data at every level of the school on a consistently regular basis to drive, monitor and evaluate student learning outcomes and create high shared expectations. Provide Maths intervention and extension programs. Embed the use of tools for assessment and assessment analysis and resources to enhance classroom programs. Provide PL to further expertise around data analysis and planning and the use of new resources Assisting the top 25% of students to show growth. Develop a whole school approach and structure for numeracy pedagogy and build teacher capacity around the teaching of oral language and writing.

### RESPONSIBILITY

L& T Leaders. Leadership. All staff

### ACTIONS

Continue embedding proficiency in the use of ACER PAT Maths Testing and the Student Performance Analyser program.

Review and clarify the assessment schedule for each grade.

Continue Maths targeted Intervention Program.

Consolidate the use of Numicon materials for intervention and the teaching of Number in the Junior School.

More PD on Numicon.

Peer mentoring to model best practice.

Continue to develop teacher understanding of curriculum content through the development of Term by Term Level Scope & sequences for Mathematics.

Clarity and consistency across the year levels with the Scope and Sequence.

Documentation of numeracy at St. Theresa's.

Improvement in NAPLAN data for top 25%of students.

Lift the profile of Maths within the school. PLT, Leadership and Planning.

Examine individual staff professional development needs.

Whole school PD maths pedagogy/ lesson structure / timetabling e.g. e5 model.

Examine best practice e.g. research, school visit etc.

Review and evaluation samples of Maths Programs.

Provide professional development during PLTS.

Focus on speaking and listening, and writing as both process and product.

Introduce the Learning and Teaching Cycle.

Refine moderation procedures for writing.

Raise the profile of writing.

Provide professional learning around the reciprocity of reading, writing, speaking and listening.

Provide professional development around the Four Resource Model for Reading.

### EVIDENCE

The way in which data is analysed during planning and used to inform our teaching.

By the end of 2017 Teachers impact and student progression will be easily measured by effect size.

Literacy and Numeracy scope and sequences.

Assessment schedule document.

Analysis of student performance improvement after involvement in Maths Intervention.

Naplan data will show evidence of student movement.

Documentation of planning using the genre cycle.

Moderation included in schedule.

Hold a writers' festival, including an author's visit.

Classrooms sharing writing with one another.

Documentation used in planning of the Four Resource Model.

## Learning and Teaching

### Goals (Articulated in the School Improvement Plan SIP)

To create a culture that sustains and empowers a learning-centred community to flourish, the curriculum to be innovative and cutting edge and where learners are supported, challenged and experience success.

### INTENDED OUTCOME

That student engagement in learning improves.

### TARGET

That the teaching Climate Index will be at least 90.8 % by 2018

## STRATEGY

Build teacher capacity and design an accountability framework that ensures that there is consistent, aligned, whole school approach to sound pedagogical practices that fully engages students in meaningful learning. Revisit curriculum implication for EAL students. Introduce EAL specialist and targeted intervention for EAL students.

## RESPONSIBILITY

L&T Leaders. Leadership Team

## ACTIONS

Refine work done by staff on understandings of Contemporary Learning.  
Investigate areas of engagement for children at risk or with behaviour issues.  
Continue to develop Learning Networks within and beyond the school.  
Further explore and introduce concepts and principles around Visible Learning and Thinking.  
Continue to embed learning intentions and success criteria in all areas.  
Investigate feedback strategies to inform our teaching as an on-going cycle.  
Seek staff to coach/ model and support the implementation of our SMART goals.  
Introduce TEAM goals (one per Term) per level to assist with PD needs.  
Specialists to meet with Curriculum leaders to discuss their programs.  
Explicitly plan for thinking opportunities in all curriculum areas.  
Investigate different possibilities for tracking and assessing thinking development.  
Introduce STEM understandings to staff. Plan STEM activities with each Inquiry Unit.  
Embed AITSL PDC understandings and Practices.  
Specialists (where possible) to align programs with Inquiry Units.  
Backward mapping as a technique for planning days to allow also for immersion.  
Review process of staff pre-planning for inquiry to allow voice of all staff for input and discussion.  
Introduce at staff meeting a time for specialists to discuss their Termly program and receive input from teachers.  
Continue to consolidate the use of Digital technologies across the curriculum-Align the purpose of the task with the digital device.  
Term overviews- maintain same format for each Term.  
Familiarise and plan implementation of CEM Strategic Plan – “Horizons of Hope” and the new Victorian Curriculum.  
RE topics to align with Inquiry Units (HoH links).  
Develop staff understandings around Gifted and Talented Education.

Review the School's Reporting of Student Progress to Parents in late 2017 early 2018.  
Revisit curriculum implication for EAL students. Introduce EAL specialist and targeted intervention for EAL students.

Continue to investigate student led parent/teacher conferences.

### EVIDENCE

PDC documentation. Individual Professional Learning Goals and Plans.

Introduction of Visible thinking practices within the curriculum.

Staff to read Visible Learning for Teachers and share insights at a staff meeting (fortnightly)

Use of chromebooks and other ICT resources.

Use of GAFE and continued use of Blogs and other forms of communication

Weekly Planners -> thinking is being planned for

Use of ICT to be documented in planner Expanded to inclusiveness and special needs also!

PLT focussed on Gifted and Talented children

Development of further communication and program alignment between specialists and classroom teachers programs

## Student Wellbeing

### Goals (Articulated in the School Improvement Plan SIP)

To create a culture that enables students to be co-creators of the learning community which promotes positive relationships, resilient, purposeful dispositions and behaviours that are respectful and other-orientated.

### INTENDED OUTCOME

That student wellbeing improves.

### TARGET

That the Student Wellbeing Index will 86 by 2018.

### STRATEGY

Develop and consistently implement and monitor a whole school approach to positive student behaviours.

Continue to monitor the school's response to the Child Safe Minimum Standards

### RESPONSIBILITY

SWB Leader, Leadership, Staff

### ACTIONS

Continue to develop Positive Student Behaviour and SEL policies and practices in line with CECV policies.

Revisit the Child Safe Requirements: Four Critical Actions For Schools

### EVIDENCE

Development and implementation of extreme behaviour policy

Update Anti Bullying & Student Wellbeing Policies

Develop individual behaviour plans where necessary

Revisit the Behaviour Tracking Book

Investigate a whole school system of recording student behaviour

Familiarise the staff with any new resources and templates for PROTECT as they become available from CECV

## Student Wellbeing

### Goals (Articulated in the School Improvement Plan SIP)

To create a culture that enables students to be co-creators of the learning community which promotes positive relationships, resilient, purposeful dispositions and behaviours that are respectful and other-orientated.

### INTENDED OUTCOME

That student social -emotional learning improves.

### TARGET

That both the Student and Parent Classroom Behaviour Index improve to over 70 by 2018

### STRATEGY

Build staff capacity to embed contemporary SEL approaches into pedagogical practices and relationships with and between students.

Develop social and emotional capabilities of students at risk in these areas and develop parent and staff capabilities for managing children with difficult behaviours.

### RESPONSIBILITY

SWB Coordinator, FSP convener, Leadership

### ACTIONS

Continue to develop the school's SEL practices.

Focus on the development of LSO skills.

Continue to support staff and community with their well-being.

### EVIDENCE

Further PD and implementation of the Berry Street Education Model / CEM Student Wellbeing Framework 2016-2019

BluEarth (P-4)

Positive mindset PD and displays

Continuation of the CASEA program in term 2

Specific anti bullying lessons twice a term

Continue the Teacher/ Buddy program

Introduction of a whole school wellbeing mantra

Student wellbeing displays around the school

Unpack the A&M Buddies Program

Investigate and implement a school wide Mindfulness Program E.g. Smiling Minds

Develop an LSO role description.

Provide planned time for collegial conversation for the LSOs (twice a term).

Provide teachers with PD on using their LSOs more effectively. Look at ways to foster better communication between teachers and LSOs

Implement the new PLP template

Investigate staff PD on ODD or Autism

Continuation of CASEA program for parents in term 2

Provide social skills lessons for specific groups of students

Commit extra staff support in targeted classrooms e.g. John & Helen in 2/3, Mary and Jen as part of the Good Start Program in P/1. Marie in Gr 5 & specialist lessons.

Be mindful of staff wellbeing. 'Check in' with book club groups.

## School Community

### Goals (Articulated in the School Improvement Plan SIP)

To continue to build collaborative partnerships with the parents, parish and the wider community that will enhance student learning and wellbeing.

## INTENDED OUTCOME

That opportunities for parents to be engaged in their children's learning and wellbeing are further enhanced.

## TARGET

That the Community Engagement Index be at least 88.8 by 2018

## STRATEGY

Continue to provide a variety of opportunities for parents to be interactively involved in the school and their children's learning. Parent involvement in the process of redeveloping the School's Vision Statement. Enhance School/Home communication

## RESPONSIBILITY

SWB Leader, FSP Convener, Leadership, Staff

## ACTIONS

2017 foci:

Outward Facing School/ Home Learning - Each term address the notion of being outward facing e.g. Level expos to showcase student learning, parent invitation to classroom, e.g. genius hr., art room Information

Evenings & Maths /Literacy, etc. Family Nights

Build staff understanding of how to set up home learning and what is needed per year level (invite yr. level teachers to attend sessions)

In leadership/planning identify a schedule for parent opportunities of specific strategies to connect to learning /social involvement-need for greater clarity on social events

Develop schedule around what activities are e.g. fund raising, Social Justice group, where learning element e.g. FSP to liaise closely with fundraising group and deliver key events every 2 years

Community Conversations - valued by staff yet require clarity around community conversation versus information session

All teachers to continue to be available after school to meet with parents

Cyber Safety Information Night to be held in Term One

Continue to deliver Cuddle Up & Read program but use it for limited time-weeks 2-10 or 2x a term. Evaluate in light of Child Safety Standards

Class Blogs-ongoing

Continued financial commitment to Family School Partnership convener

Parent Helper role and Induction

For future investigation Professional Learning for staff around the value of Partnering with parents (e.g. cultural awareness, language of learning)

Reporting-provide examples of skill based reporting that parents can use to guide their supporting learning at home

STEM-partnerships planner to be continually updated with funding, incursions, excursions to be shared within and across cluster schools

Exploration of HOST reading program to engage Parish members and extend student reading on a 1:1 basis (ACU Partner established)

### EVIDENCE

Established and documented Home Learning Policy

Minute suggestions and feedback of community conversations.

Vision and Mission Statement development.

Use of Care Monkey

Term 1, 2017: ThinkUKnow parent information session.

Increased 'hits' on class blogs

parent attendance numbers at Learning Expos and other school events.

## Leadership and Management

### Goals (Articulated in the School Improvement Plan SIP)

To create a culture that is passionate about learning, has inspiring vision, an authentic moral purpose and clear direction which is aligned with the effective use of resources and a strong accountability framework.

### INTENDED OUTCOME

That leadership clarity improves.

### TARGET

That the Organisational Climate will be at least 82.4 by 2018.

### STRATEGY

Build Leadership and pedagogical capacity through the Performance and Development

Framework. Continue PLT and 4 quarter planning structures and tighten protocols for PLTs and Planning That Leadership roles are more clearly defined Introduce the Leadership team to the CEM Leadership Framework and the AITSL standards for Leadership

RESPONSIBILITY

Leadership

ACTIONS

Introduce AITSL PDC – Goal Setting, Appraisal, Feedback, Induction.  
Professional Development around Feedback-  
CEM Leadership Framework  
Horizons of Hope  
Review communication and decision-making processes i.e. staff meeting, leadership meetings, staff notices, Google Drive etc.

EVIDENCE

Use of AITSL material for evidence.  
Feedback and outlines of workshops and consultations

Leadership and Management

Goals (Articulated in the School Improvement Plan SIP)

To create a culture that is passionate about learning, has inspiring vision, an authentic moral purpose and clear direction which is aligned with the effective use of resources and a strong accountability framework.

INTENDED OUTCOME

That staff engagement and Learning Improves

TARGET

That the Teaching Climate Index be 88.4 by 2018

TARGET

That the Appraisal and Recognition Index is 80 by 2018

STRATEGY

Create opportunities and expectations for staff to collaborate, share ideas, work together and be aligned with school goals. Involvement in the Visible Learning Collaborative Impact Program

RESPONSIBILITY

Leadership

ACTION

- Staff to have input into what Data to focus on.
- Introduce AITSL PDC/CIP and focus on feedback
- Begin to introduce Peer Appraisal processes for all staff
- Continue involvement with Collaborative Impact Project
- Re-Visit AAP frequently
- Provide whole staff reflection times once each term semester.
- Continue to embed protocols for analysing student performance data

EVIDENCE

- CIP activities
- AITSL materials
- Feedback from students and Corwin

Leadership and Management

Goals (Articulated in the School Improvement Plan SIP)

Develop/ Improve School Capital Facilities

INTENDED OUTCOME

That the school's capital plant is modern, comfortable, attractive, functional and supports contemporary learning

### TARGET

That the school's capital plant is modern, comfortable, attractive, functional and supports contemporary learning. To re-design up-stairs learning areas. To re-design and modernise admin and staff facilities. To re-design/ beautify reception and common areas.

### STRATEGY

Develop and implement a school Master Plan Develop and implement a School Maintenance Plan Continue to work with School Maintenance committee on current grounds development plan Improve OH&S actions enter Key Improvement Strategy.

### RESPONSIBILITY

Principal, P.P, D.P, and Accountant, Architect CEOM/ Diocesan advisors, School Maintenance committee.

OH & S Committee

### ACTION

Develop School Master Plan

Apply for a Capital Grant

Bi- annual intense clean of children's toilets (urinal)

Repair joinery and ceilings upstairs.

Negotiate painting plan

Develop furniture replacement plan

Begin replacing worn carpet/ vinyl

Develop further via EMQ a whole site Emergency Plan

### EVIDENCE

Each Term practise a whole school emergency scenario e.g. lock down,

Leadership and Management

Goals (Articulated in the School Improvement Plan SIP)

Implement ICON

INTENDED OUTCOME

Implement ICON modules ePlan, eFin, eSys, eLearn

TARGET

System operating by 2018

STRATEGY

Utilise CEM resources

RESPONSIBILITY

Admin, Principal, ICT Leader

ACTION

CEM will lead the process

EVIDENCE

ICON being used

VRQA Compliance Data

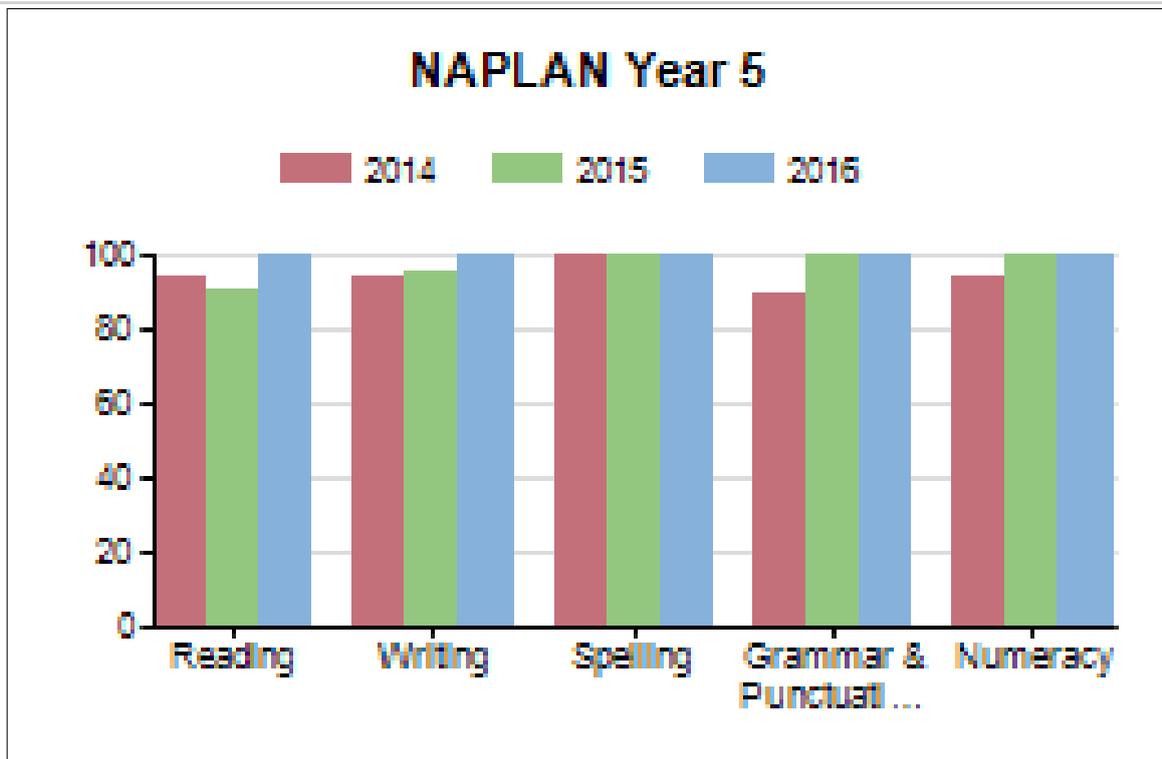
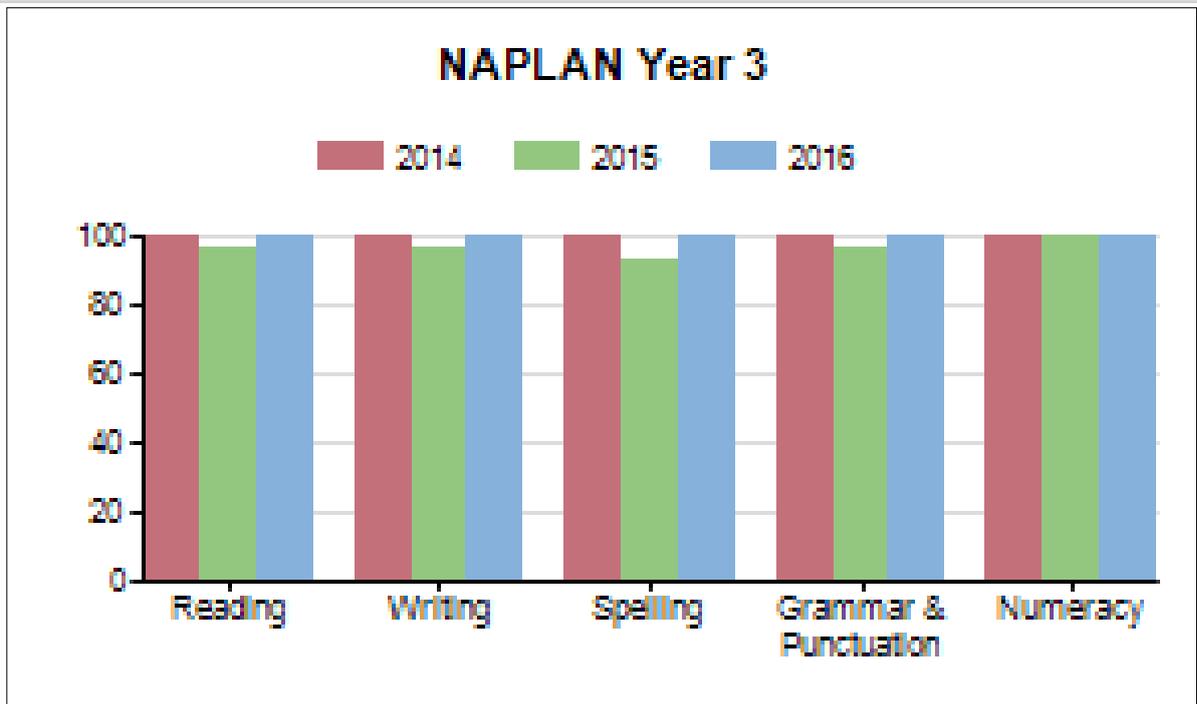
**E1165**  
**St Theresa's School, Albion**

Proportion of Students meeting National Minimum Standard

	Year 3			Year 5		
	2014	2015	2016	2014	2015	2016
Reading	100%	96.7%	100%	94.4%	90.9%	100%
Writing	100%	96.7%	100%	94.7%	95.5%	100%
Spelling	100%	93.3%	100%	100%	100%	100%
Grammar & Punctuation	100%	96.7%	100%	89.5%	100%	100%
Numeracy	100%	100%	100%	94.7%	100%	100%

Change in Proportion of Students meeting National Minimum Standard

	Year 3			Year 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Reading	0%	-3.3%	3.3%	-5.6%	-3.5%	9.1%
Writing	0%	-3.3%	3.3%	-1.7%	0.8%	4.5%
Spelling	0%	-6.7%	6.7%	3.6%	0%	0%
Grammar & Punctuation	0%	-3.3%	3.3%	-6.9%	10.5%	0%
Numeracy	0%	0%	0%	-5.3%	5.3%	0%



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y02	95.15

Y03	95.63
Y04	92.60
Y06	95.39
Y01	95.05
Y05	94.40
Overall average attendance	94.70

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff:	90.09%
Non-teaching staff:	94.07%
All staff:	91.3%

STAFF RETENTION RATE	
Staff Retention Rate	94.74%

Teachers' Qualifications				
Level		This School	Like Schools	All Schools
Degree - Doctorate		0%		0.26%
Degree - Masters		26.32%		16.13%
Diploma - Graduate		21.05%		22.21%
Certificate - Graduate		5.26%		5.4%
Degree - Bachelor		78.95%		76.99%
Diploma - Advanced		63.16%		38.29%
No Qualifications Listed		0%		3.36%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	24
FTE Teaching Staff	17.16
Non-Teaching Staff (Head Count)	11
FTE Non-Teaching Staff	5.71
Indigenous Teaching Staff	0

*All involved with St Theresa's School are working very hard to make our school the very best it can be for our children and their families.*

*The staff at St Theresa's are to be commended for their efforts and their dedication.*

*Finally, we are very proud of our wonderful students.*