



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Theresa's School

16 Drummartin Street, ALBION 3020

Principal: Robert Macklin

Web: www.stalbion.catholic.edu.au

Registration: 1499, E Number: E1165

Principal's Attestation

I, Robert Macklin, attest that St Theresa's School is compliant with:

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

Attested on 10 Mar 2024

About this report

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

Governing Authority Report

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

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

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

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

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

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

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

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

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

OUR VISION

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

OUR 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 owned and operated by Melbourne Archdiocesan Catholic Schools (MACS) and is part of the parish of St. Theresa's, Albion which has three churches and two schools. The school is a small school blessed with 236 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 2023 school year St Theresa's had 9 classes with 31 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.

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. 2023 was a Review year for our school which will be mentioned later in this report.

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 endeavours. This respect and tolerance for the rights and needs of others fosters the great community feeling that permeates the school.

St. Theresa's continues to be a community that is focused, supportive and a great place to be. 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

2023 was another exciting year at St Theresa's and we are very proud of our Learning Culture, our student outcomes and the faith filled spirit of community that exists.

I want to thank our staff who are very dedicated and hard-working and who have a deep commitment to the school and its students for the amazing work that they do to continue to provide the best educational experience for our students as possible. Their agility and responsiveness to rapidly changing scenarios is amazing.

I wish to thank all the parents who supported the staff throughout the year.

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

2023 has been a significant year for our school with the successful completion of our School Improvement Framework School Review and a VRAQ Review. Following the Reviews the school formulated a new School Improvement Plan for the next four years and an Annual Action Plan for 2024.

I wish to thank the members of our School Advisory Council for their work and support.

We have continued to embed a Performance and Development Culture in line with AITSL standards.

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

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

The Learning & Teaching programs at the school have been well led by John Kremers who continue to challenge the teachers to achieve the best learning outcomes for our students. Final Literacy and Numeracy assessment results have been very pleasing as were the school's NAPLAN results.

St Theresa's also runs a number of intervention and support programs: Early Literacy Intervention, Learning Enhancement, F-4 Maths Intervention, Levelled Literacy Intervention and English as an Additional Language. All these programs have produced very good results

for the participants and we have received excellent feedback from their classroom teachers about the positive impact these additional programs are having on the children's learning outcomes.

Student Safety and Wellbeing is always a major focus for our school. The school has participated in a number of special wellbeing days and programs. Student safety is a priority at our school I wish to thank our Deputy Principal Mrs Marie Gamwell for leading the Student Safety and Wellbeing sphere of our school.

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

Family School Partnerships continues to be integral to St Theresa's. I would like to thank Greg Woolford for all of the great work he does for St Theresa's.

I wish to thank our Administrative staff for their outstanding efforts.

A great deal of work and consideration has been put into planning and organisational structures for 2024. Our financial position is sound.

I'd like to thank the School Leadership Team, Marie Gamwell, John Kremers, Doriana Cooper, Mary Madden and Kathryn Pulis for their outstanding work for our school.

Finally I wish to thank our Parish Priest, Fr. Barry Hughes for his leadership, hard work and for his ongoing encouragement and support of all we do at the school.

Catholic Identity and Mission

Goals & Intended Outcomes

In 2023, our primary goal was - To promote Catholic Identity (within a multi faith environment), facilitate faith formation, provide opportunities to witness faith and to further develop the pedagogy of encounter.

The Intended Outcomes were to:

- Continue to unpack and use the Renewed R.E. Frameworks
- Embed the prayer and mass responses scope and sequence
- Lead the staff to a deep understanding of Re-contextualisation and how that can be enacted and to lead the staff to an understanding of authentic dialogue based on the principles of Pollefeyt and Lombaerts' Hermeneutic Communicative Model and the CEM Pedagogy of Encounter.
- Deepen staff personal spirituality and religious knowledge (formation) of Catholic traditions and develop an awareness of other faiths within our school
- Continue to support staff in planning and guiding liturgical celebrations
- Re- establish the daily prayer culture within the school community.
- Encourage parent involvement in planning and participating in liturgical celebrations
- Deepen families' personal spirituality and religious knowledge (formation)
- Provide stakeholders opportunities to witness our faith through Social Justice actions
- Continue to create partnerships with the parish of St Theresa's and MOG school

Achievements

The school sacramental programs commenced in Term 1 with the Sacrament of Confirmation being held in March due to Bishop Ashe's attendance at World Youth Day in Portugal. The Grade 6 children completed a wide variety of activities in preparation for the Sacrament of Confirmation. We organized a guest speaker to facilitate the Confirmation family formation and information evening and this event had a very positive attendance by the candidates and their parents. The children were fortunate to have a visit from Fr. Martin Ashe prior to the Confirmation service. All the Grade 6 children were able to participate in their usual day of reflection at the Mary MacKillop Centre and the Gardens in East Melbourne to learn about

aspects of Catholic Traditions. This year's Confirmation service was a very prayerful celebration for all concerned.

In Term 2 some of our Grade 3 students received the Sacrament of Penance for the first time. They participated in the sacramental program, but only students baptized into the Catholic faith receive the sacrament. All the Grade 3 students participated in a 'Peace Day'. On this day the children had an opportunity to reflect on what reconciliation looks like for them in different aspects of their lives, to meditate on scripture and examine different ways we show forgiveness. Following the sacrament, a celebration was held for families to gather in our Multi-Purpose Room. It was an opportunity for them to share in a meal and celebrate this next step in their child's faith journey. To link with the parish and school community, the children prepared 'Please pray for me' prayer cards for the parishioners and staff, as this provides a connection between the parishioners and our school. This is something we do for all the sacraments.

In Term 3 the Grade 3s also had the opportunity to make their First Holy Communion. Children completed a series of formative and practical home-based activities with their families. The Eucharist celebration was held in August. This mass continues to be held outside of the regular Sunday mass schedule because of the increased number of students participating in this sacrament. The 'Eucharist Discovery Day' was an opportunity for all the Grade 3 students to make deeper connections with what this sacrament means, examine the Last Supper scripture and investigate parts of the mass.

Classes continued to be rostered on to attend Friday parish masses. Teachers choose to attend mass as a level or in relation to sacramental preparation or as an individual class. Masses generally occur in the church, but sometimes grades opt to invite the parishioners and have mass in their classroom. There is a mass pro-forma sheet to complete for Fr. Barry and teachers are given assistance in preparing for these masses.

Attending these masses provides the grades with opportunities to practise communal prayers, practise reverence in mass and experience aspects of church traditions, whilst engaging with the parishioners of our parish.

Throughout the year and when possible, grade levels continue to take the opportunity to connect with Fr. Barry's expertise, by inviting him to come to pray, visit and speak to the children during lessons. Before these sessions, Fr. Barry and the teachers discuss aspects of the children's current learning and make suggestions as to the direction the sessions would take.

Easter 2023, had the different grades create displays relating to particular aspects of the Easter Stories. The displays were informative and interactive and made connections with their current lives. Teachers are provided with guidelines and resource materials and assisted by other staff members when planning and organizing their displays.

Professional Learning Team sessions are organized each term and the REL plans with each grade level. During these sessions, teachers prepare future learning using their knowledge of the Pedagogy of Encounter. A staff meeting is also assigned each term to focus on an aspect of Education in Faith relating to our AAP. All staff members are provided with opportunities to participate in meetings and days that will provide them with TAP hours.

Making connections with our sister school, Mother of God in Ardeer, has continued over this year. The combined feast day celebration was conducted at St Theresa's School and was a most successful event. Late in 2023, a specific planning session was conducted with Fr. Barry, school principals and RELs to determine dates and times for the sacraments, masses and special prayer services and other events for the following year.

The Social Justice Team continues to help lead and organise aspects relating to Social Justice events. These children continued to demonstrate their enthusiasm, by meeting at times that often interrupted their playtime breaks, in order to organise parish displays, create posters for food collections or rehearse prayers. They lead a meaningful Anzac Day service for the whole school. Each term, all children explore at least one aspect of Catholic Social Justice Teachings that is relevant to the R.E. focus.

As a Catholic school that has many students from other faiths, we have continued to investigate social groups to gain a better understanding of their faith beliefs, educational understandings and social traditions that may impact on their learning. These continue to be an invaluable resource for staff in gaining a clearer understanding of our students and how to best meet their needs.

I feel very proud of what the St Theresa's staff are able to achieve in any given year and I congratulate them for their efforts and ongoing commitment to the religious instruction of all the children in their care

Value Added

The ongoing commitment of the St Theresa staff to guide and instruct the children in the Catholic Faith is one of the most valuable aspects of our school.

Inclusion of parents contributing to the sacramental events:

- introducing the sacramental children to the wider community at mass
- completing home tasks as a family group from the activity bags relating to each sacrament

- reading one of the scripture readings at masses
- reading and or writing Prayers of the Faithful
- completing tasks at home with their children
- designing and making banners, candles, etc for sacrament days

The staff use mass proforma sheets to record information for the Friday mass services and other important masses. They have been continued to be provided with opportunities to be up-skilled in planning masses according to the necessary guidelines.

All masses and paraliturgies use the Children's Lectionary to ensure the children can follow the text of the scripture being read.

At St Theresa's, we promote our Catholic Identity, but also respectfully acknowledge the different faiths within our school. We display information relating to Easter, Christmas, saints, prayers, religious work from classrooms, sacramental events. etc. And alongside of these we have displays about Lunar New Year and Diwali that parents volunteer to put up. We acknowledge Eid al-Fitr and Orthodox festivities, customs and special days. We share information about our Catholic beliefs and encourage our non-Catholic students to talk about their beliefs and prayer habits. We then compare and contrast them with what we in a Catholic school believe.

The staff and families at St Theresa respond to the needs of others and give generously when called upon. The Social Justice actions of the Common Good & Dignity of the Human Person, is something that continues to be evident at St Theresa's.

Prayer times and paraliturgies are becoming more creative and prayerful. Staff re-engaging in prayer time has also been a positive development. When staff are rostered to do the Staff Meeting or Assembly Prayer, it is obvious that they have put a lot of thought into, to ensure it is liturgically relevant or connected with current events in our lives or is an important issue for them.

Learning and Teaching

Goals & Intended Outcomes

Major Goal: That differentiation be the key driver for improvement in student outcomes through learning areas.

Goals and Intended Outcomes

Develop a shared understanding of differentiation (pedagogy) with a commitment from all staff to reflect the shared understanding in classroom practice.

To express differentiation in all learning areas via student voice and/or choice.

To engage parents in student learning

To develop in all students the traits of 'Assessment Capable students' (Visible Learning)

To utilise literacy and numeracy learning progressions to inform teachers planning.

To support teachers to use measures of growth and value for individual students to inform their teaching practice.

Achievements

Our 2023 Nutshell statement: In 2023 we continue to foster stronger relationships with parents as co-educators and develop more in depth student voice and agency. We aim to further develop teacher knowledge through the Research Lead and the use of formative assessment.

Pre - amble Achievements:

In 2023 our school was reviewed by MACS. The School Improvement Framework (SIF): Growing Effective Schools recognises the distinctive nature of Catholic education. Focusing on the full flourishing of each student, this evidenced-based framework is designed to highlight the priorities and practices that support student outcomes through school improvement and effectiveness.

The SIF of Melbourne Archdiocese Catholic Schools (MACS) has two purposes:

to assist schools and teachers to improve student outcomes
to satisfy legitimate expectations of government and sector authorities.
Achievements as noted by our School Reviewer in Learning & Teaching.....

- Learning intentions and success criteria, making the learning more visible to the students, have been introduced. There is a clear understanding amongst staff of the impact that visible learning has on student learning. Leaders and staff are skilled at gathering and interpreting student learning data, collected through a robust assessment schedule, which informs facilitated planning.

- School leaders have responded to a range of challenges whilst maintaining a strategic focus on the school's improvement agenda.

Further Reviewer insights:

- Learning intentions and success criteria, to make the learning more visible to the students, are apparent and consistently applied in all teaching spaces. Teacher focus groups agreed that they are aware of the positive impact on student outcomes when the learning intention and success criteria are explicitly addressed in a lesson.

- A robust assessment schedule and data plan have been implemented and staff are using a broad range of data and learning progressions to inform differentiated instruction. The instructional leaders and teachers share facilitated planning to track and analyse learning outcomes. Data is stored and accessed through an online assessment system which enables staff to put faces to the data. The teachers are skilled in interpreting data that measures growth in learning.

- A culture of using contemporary research to underpin pedagogical decisions is evident in the school. Teachers consult professional literature widely and have implemented a range of high impact teaching strategies. MACSSIS (2022) data and focus groups indicate that teachers wish to share effective practice through a structured and embedded process.

- A consistently applied F to 6 instructional model (visible learning) which is underpinned by a contemporary research base.

- Teaching teams are well organised, have focus on collaboration and strong collective efficacy.

- Learning progressions and a robust analysis of assessment data underpin differentiated instruction in literacy and numeracy. Mr. Gavin Healy MACS Reviewer

Indigenous/First Nations awareness was also highlighted by reading 'CECV Aboriginal and Torres Strait Islander Education Action Plan' read as a Staff Book Club. Staff discussed and gained many insights as to the practices to encourage and support every child to achieve their full learning potential. Staff also made links to connections across the curriculum to Aboriginal and Torres Strait Islander perspectives organised by Big Ideas and specific topics. We utilised the resources on CEVN to align our school based inquiry units with an Indigenous focus.

In 2023, research continued to be a focus for our learning. The schools Research Lead continued to supplement and resource staff via PLTs and staff meetings. The resources incorporated the latest websites and research hubs for use for educators. The Australian Education Research Organisation, The Learning and Teaching Toolkit and What works best toolkit are some examples of sites we explored to deepen our understanding of incorporating best teaching practice. Retrieval practice and cognitive load were two further areas of professional development. Staff focussed on these areas and looked at practices that compliment the research in these two areas. Many consistent approaches have been incorporated P-6.

Numerous programs and strategies were in place to support all students for improvement of their learning outcomes. These programs include:

Number intervention, Learning Enhancement Teachers (P - 6), EAL Teacher, School Counsellor, Tutoring Program and Family School Partnerships Convenor. All of these programs and strategies contributed to the positive impact on student learning outcomes in 2023.

In 2024 our priority areas are:

Student Focus: Develop individual children's knowledge, skills and dispositions (voice & agency) to confidently engage in their learning.

Staff Focus: Alignment of pedagogical practices and strengthening differentiation

In 2024, through Learning & Teaching our goals are to...

utilise literacy and numeracy learning progressions to inform teachers planning
create an Instructional model of teaching for St Theresa's school.
enable expression in learning areas of student voice and agency.
continue developing students as visible learners

Literacy /Numeracy

Major Goal: That differentiation be the key driver for improvement in student outcomes through learning areas.

Our 2023 Nutshell statement...

In 2023 we continue to strengthen our Maths and Literacy outcomes with a continued focus on spelling, grammar, phonics and P-6 Number. We will develop and strengthen Literacy and Numeracy leadership by utilising staff skills and understandings.

Literacy and Numeracy Actions...

👑Further develop Scope and sequence for grammar, phonics and spelling with Learning Enhancement Teachers

👑EAL learning intentions incorporated into planners

👑Continued focus on EAL

👑LFIN to continue the development of learning progressions for areas of maths P -6 with Maths Leader at initial planning sessions

👑Continue LFIN Prep-2 to meet targets and upskilling staff in LFIN

👑The use of data walls, when possible

🔔 Implement MOI and EOI data collections

Resourcing for literacy and numeracy was again a highlight of 2023. Each year level had access to Learning Enhancement Teachers, Tutor program teacher, Reading Intervention teacher, Maths Intervention teacher, EAL teacher and Learning Support Officers P-6. All of these personnel strive daily to make a difference with the students that they work with. Consistent parameters for working with groups of students have been embedded to ensure clarity of purpose. We aim to continue to strengthen literacy and numeracy personnel understandings and best practice in literacy teaching.

English Online Interview and Maths Online Interview assessments were used for the first time for all Prep and Year One students. The results were analysed to gauge further needs of students and to differentiate their learning.

The Learning Framework in Number (LFIN) consists of a set of progressions of student learning related to early arithmetic. Each progression relates to a specific domain of mathematics learning and, taken together, the domains are interrelated. Each progression takes a summary form referred to as a model and consisting of a table, setting out progressive levels of knowledge of the domain. Students P-4 are tested and then grouped accordingly to their learning needs.

Number Intervention is a program that our Maths Leader implements to assist students in Years 3 & 4 in either one on one or small group sessions to consolidate basic mathematical understandings. The students' data is discussed twice termly during data hour.

A range of ACER assessments are implemented 1 - Year 6.

PAT Maths and Reading Adaptive is completed in Term 2. Pat Maths measures mathematical ability across three strands:

Number and algebra

Measurement and geometry

Statistics and Probability

PAT Reading Adaptive measures:

Assesses reading comprehension, covering four strands:

Retrieve

Interpret implied

Interpret explicit

Reflect

Pat Spelling is completed in Terms 2 & 4 to assess knowledge of spelling and skills in identifying and correcting spelling errors and asks students to correct spelling errors in a written sentence. Pat Spelling Skills measures the development of three interrelated aspects that, the research shows, develop concurrently as spelling ability advances. Pat M and R is implemented in October/ November each year. Once the testing period has finished results are analysed and discussed at PLT & staff meetings.

Data is collected and arranged in a range of different ways depending on the nature of the data collected and the purpose for analysis. Since 2021 much emphasis has been placed on formative assessments practices and strategies. Staff have had numerous PLT meetings on ways to improve their teaching in this area with a focus question 'How do you check students understanding during a teaching session?'

NAPLAN results are analysed and then discussed at PLTs and staff meetings to look at trends and issues that have arisen. Students results are analysed and viewed individually and triangulated with school data . We also utilise the Myschools website to gather data on local schools as a comparison point to our school.

School reporting end of semester results for Literacy and Numeracy are analysed and we continue this process as a longitudinal analysis of student progress over three years. This enables staff to know the child's starting point and further their own understandings for the child's learning progressions.

Essential Assessment program is used to complete pre and post testing of students for grade 3 -6 students in Numeracy. These assessments inform teachers of student growth over time on the mathematical concept taught.

Phonological: the ability to hear all the sounds in a word and knowing how to write them

Orthographic: for example, knowing a range of spelling rules for base words and recognising legal and illegal letter combinations

Morphologic: knowing how elements of meaning affect spelling, including affix rules and root words.

PAT SEL (ACER) is completed in Term 1 each year. The needs of the cohort of students are analysed both at PLTs and a staff meeting to identify programs required.

Student Learning Outcomes

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

St. Theresa's school is proud of the NAPLAN efforts of everyone in the school community. Our 'growth' between 2022 to 2023 has been pleasing across the majority of areas. The majority of areas (Spelling, Grammar & Punctuation, Numeracy, Writing and Reading) at St. Theresa's have displayed a majority of students with above State scores for both Year 3 and 5 students. In most areas we are above the 90th State percentiles and above the States 10th percentiles. This displays our practices which assist low and high achieving students and affirms our learning and teaching practices that are in place.

At St Theresa's we have a diverse range of learning needs and strengths. We believe all students have the right to learn and it is our commitment to work together with our community to meet all the individual needs that is our strength. We strive to ensure all of our students improve and make growth in a supportive environment. We have a number of specialist staff who work with students needing support and targeted intervention either as a Tier 2 or Tier 3 intervention.

The range of support staff include:

Reading and Number Intervention teachers, Four Learning Enhancement teachers, Mental Health in Primary School teacher, Learning Diversity and Student Wellbeing teachers, English Second Language Teacher, Family School Partnership Convenor and School Counsellor all who work together with the Leadership Team and all other staff to support students needing support.

St. Theresa's uses a range of tests to monitor and track student achievement on an annual basis. This information is entered on a school database to keep records of student learning over time. At "Data time" (weekly planning session-60 minutes) staff analyse this information and adjust support/teaching strategies if required. Standardised, diagnostic and schooldesigned tests include Running Records, PAT-M, Pat-R, Naplan, ACER- Spelling EOI, MOI, LFIN, ,Essential Assessment are utilised throughout the year.

The student data is managed by the Learning and Teaching Leader. A weekly data focus is noted on our Term Organiser. It is at these meetings that other school Leaders assist staff to set targets for the students for improvement. These are completed via pre-post testing or teachers' own formative assessment strategies. The EAL Leader assists staff with understanding the learning progressions and identifying which level students are at as one-third of our community are EAL students. The Learning Diversity Leader works with staff to identify learning needs for NCCD students. These are documented on ILPs for each student and discussed at PSGs with parents.

In 2023 English Online Interview and Maths Online Interview assessments were used for the first time for all Prep and Year One students. The results were analysed to gauge further needs of students and to differentiate the learning. Essential Assessment program is used to complete pre and post testing of students for grade 3 -6 students in Numeracy. These assessments inform teachers of student growth over time on the mathematical concept taught. Pat M and R is implemented (Grade 1 - 6) in October/ November each year. Students prior raw scores are analysed and utilised to determine which test the students need to complete.

During Term four of a school year Leadership, Staff and PLT meetings are assigned to reviewing the current year's data. This data includes, NAPLAN, Literacy (PAT R, RR, etc), Numeracy (PAT M, SINE, LFIN,etc), My Schools (comparisons of results to schools in the area), Insight SRC (Parent,

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	457	81%
	Year 5	516	74%
Numeracy	Year 3	419	87%
	Year 5	514	74%
Reading	Year 3	438	77%
	Year 5	530	89%
Spelling	Year 3	437	77%
	Year 5	509	81%
Writing	Year 3	465	93%
	Year 5	518	93%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

MAJOR GOAL :

To ensure that there is a strong correlation between SEL programs and data to improve student safety and address the needs of the whole school community whilst ensuring Child Safety Standards are embedded.

Goals and Intended Outcomes :

1. Continue to analyse wellbeing data to inform teaching
2. Continue to implement and keep abreast of current child safety standards and requirements
3. Increase the Student Well-Being profile
4. Promote positive behaviour policy
5. Become more familiar with strategies required for students with disabilities
6. Examine/ Investigate ways to communicate SEL Data with parents
7. Promote and engage staff wellbeing

Achievements

Our 2023 Nutshell statement:

In 2023 we aim to continue a strong correlation between SEL programs and data to improve student safety and address the needs of the whole school community whilst ensuring Child

Safety Standards are embedded. To improve family engagement and prioritise student voice and empowerment in an authentic way.

Pre - amble Achievements:

In 2023 our school was reviewed by MACS. The School Improvement Framework (SIF): Growing Effective Schools recognises the distinctive nature of Catholic education. Focusing on the full flourishing of each student, this evidenced-based framework is designed to highlight the priorities and practices that support student outcomes through school improvement and effectiveness.

The SIF of Melbourne Archdiocese Catholic Schools (MACS) has two purposes:

to assist schools and teachers to improve student outcomes
to satisfy legitimate expectations of government and sector authorities

Achievements as noted by our School Reviewer in Student Wellbeing

Wellbeing is school priority. The school supports personalised learning and an understanding of each child as an individual particularly as students have returned to school from long periods of remote learning.

The school recognises the value of the work of LSOs to support student learning and wellbeing and has strategically provided professional learning to build the capacity of the LSOs. Teachers and LSOs collaborate to develop personalised learning plans for students at risk. These include articulated wellbeing goals and support processes. Regular program support groups enable parents to have input into goal setting and the adoption of suitable wellbeing programs.

Student wellbeing is a defining characteristic of St Theresa's. Formal structures exist such as the provision of a school psychologist and a buddy program. The school has effectively implemented the Resilience, Rights and Respectful Relationships (RRRR) program as the school wide platform for Social Emotional Learning (SEL). The return of students from periods of remote learning has been sensitively enacted with student focus groups indicating that they feel safe and secure at school.

The school implements a visible approach to behaviour management with school rules, expectations and consequences displayed in every room.

The students recognise and value opportunities provided through the Student Representative Council and Social Justice team.

PAT SEL (ACER) is completed in Term 1 each year. The needs of the cohort of students are analysed both at PLTs and a staff meeting to identify programs required.

The MHiPS (Mental Health in Primary Schools) role was established.

In 2024 our main goal is:

To increase student agency and foster student voice throughout the school and adhere to child safe standards requirements.

We will work towards this by

Continuing to use wellbeing data to inform teaching.

Increasing the student wellbeing profile and introducing high impact wellbeing strategies.

Value Added

- Continuation of our whole school mantra "Be Safe, Happy, Be Caring, Be Ready To Learn" (Best Bee Awards continued)
- The embedding the school wide SEL Program, "Respectful Relationships" and continuation of Mindfulness practice based on the "Peaceful Kids, Peaceful Classrooms" program.
- Bounceback: a classroom resiliency program
- Circle Time (Restorative Practice)
- Strategies from Berry Street Program
- Positive Mindsets
- Anti-Bullying Lessons: Specifically programmed to be taught twice a term
- Cyber-safety (eSmart)
- School wide Drug Education lessons
- Prep / Year 6 Buddies

- Teacher Buddies Program: Matching all staff with a child who has particular needs
- "Buckets of Kindness" strategy
- Transition Programs: Year 6 to 7 & Kinder to Prep
- PLTs and Staff Meetings to support teacher practice in wellbeing strategies.
- Facilitated parent conversations
- New Child Safe Standards Professional Development for school staff
- Mandatory Reporting, eSmart PD
- Employment of a School Psychologist for one day per week who provided off site counselling and advice to both parents and students.
- Fortnightly school assemblies with 'Student of The Week' awards and Monthly Best Bee awards (when possible)
- 5 minute wellbeing PD introduced into the weekly staff meeting
- START UP Programs at the beginning of the year focussing on SEL capabilities and skills....especially considering the lasting effects and trauma caused by COVID
- Internal referral form embedded for possible NCCD students
- Student led Playground Behaviour Rules and Consequences established
- Extra support for staff to write PLPs and Behaviour Plans
- PATSEL data analysis leading to small group SEL workshops (for students with particular needs)
- Whole school participation wellbeing days eg Harmony Day, Anti-Bullying Day
- Increased focus on staff wellbeing : extra release time, social events, more chances for LSOs to meet
- Child Safety Standards staff PD
- Wellbeing Team established
- Behaviour and Wellbeing Policies upgraded

SEL support was also provided to families through constant communication. The Wellbeing BLOG was regularly updated with helpful resources for children and parents, and IT support was provided whenever necessary.

Student Satisfaction

MACS School Improvement Survey of student from Grades 4,5 and 6 results show an overall positive endorsement of 60%.

PATSEL data shows the student engagement in Social and Emotional Learning (SEL) at St Theresa's continues to be better than comparison schools. We ask all the students to complete a survey which provides insights into their social wellbeing development from Prep to Year 6. We use this data to comprehensively review the students' wellbeing and engagement to provide targeted support and resources, so that individual needs can be met. The survey is divided into 2 sections :

1. Feelings & Behaviours : Recognising your emotions and values as well as your strengths and limitations.

2. Internal Strengths : Making friends, working in teams, organisational skills, dealing effectively with conflict and bullying

FEELINGS & BEHAVIOURS : We are performing a little better than the comparison schools (except for the very highly developed level)

INTERNAL STRENGTHS : St Theresa's is performing generally better than the comparison schools in the developing and emerging levels but lower in the very highly developed and highly developed levels.

Overall, St Theresa's students ranked higher than other comparable schools in both sections and 87% of students were working at the very highly developed or highly developed levels.

Summary : St Theresa's is over-represented in the Developed Level and needs to aim to move students towards Highly and Very Highly Developed Levels

Student Attendance

St Theresa's School complies with regulations regarding student attendance and monitoring and reporting unexplained student absences by following the DET Attendance Guidelines. Staff checked and recorded attendance twice daily on the attendance register. Unexplained absences were followed up by the Principal and administration staff with a phone call to parents or the appropriate relatives /authorities if parents were uncontactable. Unsatisfactory attendance was followed up with parents and when appropriate, a referral to a School

Attendance Officer was made as per the DET Guidelines. Unsatisfactory attendance was recorded on the student's file and attendance records were provided on the Student Progress Report twice each year.

Average Student Attendance Rate by Year Level	
Y01	92.2%
Y02	91.4%
Y03	91.4%
Y04	92.6%
Y05	91.2%
Y06	91.4%
Overall average attendance	91.7%

Leadership

Goals & Intended Outcomes

Goals & Intended Outcomes

To promote Catholic Identity (within a multi faith environment), facilitate faith formation, provide opportunities to witness faith and to further develop the pedagogy of encounter.

That differentiation be the key driver for improvement in student outcomes through learning areas.

To ensure that there is a strong correlation between Social and Emotional Learning programs and data to improve student safety and address the needs of the whole school community whilst ensuring Child Safety Standards are embedded.

That a whole school professional learning plan is developed and reflective of the AITSL Performance and Development Culture.

Achievements

- Completion of VRQA Compliance Review
- Completion of School Improvement Framework School Review
- Re Professional Development
- Staff acts of Social Justice (Fr. Barry, St Joseph in Rochester, Feast of the Sacred Heart food collection, Abbey Solo, end of year donations to a charity)
- Staff meetings - Inter faith sessions
- Parish Links (eg Fri. Mass, Links to Fr. Barry, MoG school, Project Compassion)
- Student Voice - children have been given opportunities to determinate aspects of their learning
- ESCI Surveys had 100% staff completed, much improved parent contributions and first time with Grade 3/4s
- Staff Book Club -RE based texts
- Family formation and information sessions
- Sacraments - Peace Day for Sacrament of Reconciliation, Eucharist Discovery Day/ Session and Reflection Day excursion to Mary MacKillop Centre
- Continued the use of swivel camera for appraisal/ feedback

- Embedded our proforma and timeline for coaching sessions and cycle of feedback for all staff
- Goal setting to created by teams
- Use AITSL standards to create own professional learning plan
- P.D Mindfulness
- Staff Conference -School self assessment rubric
- Self Care Assessment
- OH&S Training
- First Aide, Anaphylaxis, Asthma, Diabetes Training
- Professional Learning Team meetings During Planning
- Report Writing Days
- Planning Days
- Program Support Group Meetings during Face to face time.
- 4 Quarter Planning
- Learning Celebrations
- Learning Progressions
- Intervention Framework
- Learning Dispositions/ Keys to Success
- PAT SEL, PAT R, PAT M
- Smart Goals - Individual & Team, Appraisal
- Developed Data Walls
- Book Club
- Cultuaral Awarenes Staff meetings
- Learnig Framework in Numeracy
- High Impact Teaching Strategies
- What Works Best

- Use of AITSL Teacher Self-assessment tool.
- English as an Additional Language support
- NCCD support /LSO Support
- Behaviour Management Support
- Maths Intervention Program
- Junior Literacy Intervention
- L&T Analysis ,Planning & Implementation Support
- ICT/Report Preparation
- RE support
- Student Wellbeing Support
- Upgraded and embedded Child Safety Standards & Wellbeing
- SEL data is analysed to plan and implement classroom SEL units
- Embedded the Respectful Relationships program
- Whole school SW days eg Anti Bullying Day / Harmony Day
- The Resilience Project : Bookclub and PD
- Student Voice : SRC involvement in Dynamic Young Citizens Program with Brimbank Council & setting student wellbeing goals

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Networks: Principals, Deputy Principals, R.E, ICT, Learning Diversity, Student Wellbeing, Administration, EAL/New Arrivals & Refugees, MHiPS, ART

WRO Round Tables

WRO School Improvement Network

Science of Learning

Science of Reading

TIMS

LFIN

UFLI

User B

M Lit

Multi-lit

DIBELS

Retrieval Practice and Cognitive Load

Formative Assessment

Disability Discrimination Standards

Aboriginal and Torres Strait Islander Education Action Plan

ECSIP

ASD & Students with Disabilities

Protect Protocols, RCS & Mandatory Reporting

Expenditure And Teacher Participation in Professional Learning	
P.D Respectful Relationships	
P.D NCCD	
School Improvement Framework Conference	
OH&S Training	
First Aide, Anaphylaxis, Asthma, Diabetes	
Attendance at ACEL Conference	
Cert 3 LSO	
MOI	
EOI	
AERO	
The Learning and Teaching Toolkit	
What Works Best Toolkit	
Number of teachers who participated in PL in 2023	27
Average expenditure per teacher for PL	\$5000.00

Teacher Satisfaction

MACS School Improvement Survey of staff results show an overall positive endorsement of 72% from teaching staff and 62% from non teaching staff.

Teacher Qualifications	
Doctorate	0.0%
Masters	14.3%
Graduate	9.5%
Graduate Certificate	4.8%
Bachelor Degree	40.5%
Advanced Diploma	23.8%
No Qualifications Listed	7.1%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	25
Teaching Staff (FTE)	19.8
Non-Teaching Staff (Headcount)	13
Non-Teaching Staff (FTE)	9.1
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals & Intended Outcomes

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

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

That our school and community work together to ensure that every parent can play a positive role in their child's learning

To continue to further, strengthen parent engagement and community links by ensuring a robust community conversation schedule.

To evaluate current parent engagement processes and community partnerships processes.

Achievements

Achievements

Building on the success of coming out of Covid in 2022 we continued to work at creating a welcoming school by engaging our community.

Our ongoing commitment to engaging our whole community meant we adopted best practice from emerging and past research to implement this.

Recognising social connections were needing to be rekindled, we started the year with relationship building activities. This included the 'get to know you interviews' with all families and staff, the Foundation Level Learning Walk and a whole school movie night. Each of these events were well attended and created a great way to build relationships with families.

Based on the success of these events, over the coming year we built a combination of fun events that involved parents and activities that engaged them in their children's learning.

In addition to building relationships we also focused on rebuilding partnerships with external groups and organisations to enrich children's learning. We were able to create opportunities to connect our students to the community, thereby enriching their learning, through excursions and incursions that formed an additional layer of community partnerships.

This enabled our students to have engaging learning experiences and equip them for the future as they met people from a broad range of organizations and backgrounds often being exposed to opportunities and people in life that they may not have otherwise met. This included marine scientists, professional dancers, indigenous leaders, artists and others in a range of activities.

Reflecting on these two levels of community engagement, we identified two main areas worth highlighting

1. Actions to build parent engagement with children's learning
2. Actions to enrich children's learning through community engagement and partnership

1. Examples of actions to build "parent engagement with children's learning".

Four Learning Walks were provided to parents across the junior and middle year levels of the school. These focused on highlighting how the school supports students in Social and Emotional learning, Inquiry as well as pedagogical practices in Reading and Maths. Much of the focus was on how parents and teachers can build on and enrich what is offered in the school or home environment.

Dialogue with Parents about Learning-Three way conversations and the incorporation of Blogs connected parents to their children's progress and learning goals. This was built upon throughout the year as teachers were actively encouraged to directly connect with parents about student learning issues. This was reflected in the extensive range of communication strategies we have with families, which includes email, text, ph calls, in person meetings, newsletter and google meetings.

Curriculum Assistance-throughout the year our Family School Partnerships (FSP) leader Greg Woolford worked with teachers and John Kremers (Teaching and Learning Leader) to plan partnering events that enriched the children's learning through a range of incursions and excursion's.

2. Examples of actions to enrich children's learning through community engagement and partnership

Inquiry Learning-Throughout the year students visited and undertook research and citizen science activities to enrich their learning. Some of the highlights were visiting our local creek (Kororoit Creek) to test its health and plant trees. as well as bayside learning at the Port Phillip Eco Centre and the Jawbone Marine Sanctuary in Williamstown. These excursions enabled students to experience firsthand science based learning around ocean literacy. We were joined by marine scientists, a Parks Victoria Ranger and an Indigenous leader. These people taught us about the marine and coastal environments that connected to Inquiry learning at school (Brimbank Council Funded)

Information Sharing-Informed school families about our community partnerships through school newsletter articles and website e.g. Learning Walks, River Detectives, Tree Planting etc.

Sixty punnet's of Seedlings received from the Dame Phyllis Frost Centre (Women's Prison) in Ravenhall. We participated in this program alongside our two partnering FSP schools who received similar donations. Schools planted in the school gardens and children harvested the produce.

The school garden had another productive year with Kathryn (leading) and Greg working with the students to grow and sell produce. The garden beds flourished, and at the end of the year we installed a timer based watering system with the profits we made from selling the produce to parents. We look forward to continuing this next year and upgrading to a pay wave purchasing system. Special thanks to Brimbank Council, Bunnings and CEREs for providing support throughout the year across a range of levels.

Networking-FSP worker attended multiple external networks which create opportunities for our school to connect to relevant partnerships e.g. Brimbank Early Years Network, School Focused Youth Services Network etc.

Gr 6 Transition to Secondary School Activities-A council grant won by our Grade 5 /6 students in 2022 enabled them in 2023 to participate in a 3 stage primary to secondary

transition program. This grant also enabled two other local primaries to share the experience as well.

For our Gr 6 students they discussed concerns about secondary school in a Community Conversation. They also met with Gr 6 peers from our two partner schools and Yr 7 representatives from 5 feeder secondaries in a panel session. At this session the grade 6 student's concerns were responded to by the secondary school representatives, and they developed connections and practiced new social skills with Gr 6 peers that they can use in 2024 when attending secondary school.

Towards the end of 2023, we were able to conduct a Prep transition program for new families. Three Prep transition meetings were held with parents while their children had an experience of their new teacher and class.

We also participated in a series of events led by Brimbank Council. This included the Dynamic Young Citizens Leadership Program. The program targets grade 6 students to develop leadership skills and advocated for their classroom, alongside 5 other schools.

Council also linked our school to the National Resilient Youth Survey. The survey measures the mental health of young people and enables comparison to National responses. This helps schools identify what students' needs / should be addressed.

We are also grateful to the range of other groups not listed for their support and in many instances monetary sponsorship of the school.

Much of this work has also been the result of our prioritising this work through the employment of a Family School Partnership leader Greg Woolford. This role exists in partnership with Our Lady's and Mother of God Primary schools and has been integral in working with staff and designing school community connections.

A final thanks to our wonderfully diverse group of children, families and staff, as well as the support the support of our partners that together make St Theresa's a great school community. Having returned to more normal schooling in 2023 we look forward to building on this in 2024.

Parent Satisfaction

MACS School Improvement Survey of parents results show an overall positive endorsement of 71%

Financial Performance

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

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