

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY



## ST THERESA' PRIMARY SCHOOL ALBION

2019

REGISTERED SCHOOL NUMBER: 1499



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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 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)
- The Child Safe Standards prescribed in Ministerial Order No 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

17/05/2020

## 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 239 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 2019 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. The support of the parent community has been very evident once again throughout 2019. 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. 2019 has been the first year of our School Improvement Plan 2019 -2022.

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 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

2019 has been another busy and productive year at St Theresa's and we want to thank the staff who are very dedicated and hard-working and who have a deep commitment to the school and its students. This year we were able to extend our Good Start program and welcomed several new staff members to enable the program to be implemented.

We thank all the members of our Advisory Board for their dedication and time over the year.

We have continued to embed a Performance and Development Culture in line with AITSL standards. We have continued our involvement 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 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, as too was the organization involved in the many whole school and class masses throughout the year.

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

St Theresa's also runs a number of intervention and support programs: Reading Recovery, Good Start, 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 Wellbeing is always a major focus for our school. As our mantra says, the teachers work hard so that every child at St Theresa's can "Be Safe, Be Happy, Be Caring and Be Ready to

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Learn". The school has participated in a number of special wellbeing days including Harmony Day, Day for Daniel and eSmart Day which deals with cyber safety. We run an extensive transition program for our year 6 students where we partner up with other local schools and spend time together to build relationships so that starting secondary school is less daunting for them. 2020 will see 40 new Preps and their families starting school. A significant Wellbeing initiative has been the introduction of Mindfulness into the school. All staff have received professional development and the resources necessary to practice Mindfulness in their classrooms on a daily basis. The feedback we are receiving is very positive and I would like to thank Erin Panagiotou for setting up a Mindfulness intervention group and working through the program with a small group of children. I wish to thank our Deputy Principal Mrs Marie Gamwell for leading the Student 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. Greg Woolford has once again made strong links with outside agencies to provide our students with wonderful learning opportunities at very little cost to the school e.g. The Pelican Catamaran Expedition. Other projects that Greg has been a part of include community conversations, parent input surveys and the Secondary Schools panel. I would like to thank Greg for all the great work he does for St Theresa's.

Thanks must be given to our hard working fundraising committee. Huge thanks to Sharon Flanagan, Samantha Restall and Sally Patkin who are the school's representatives on this group and to all group members and give up so much of their time to make fundraising events successful.

A great deal of work and consideration was put into planning and organizational structures for 2020. Our financial position is sound.

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



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

## 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.

.As part of the children's preparation for receiving the Sacrament of the Eucharist, families were invited to attend an information evening where they could interact with their child on aspects relevant to this sacrament.

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. 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 wonderful 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 wonderful 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.
3. Solidarity through our actions.

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4.Awareness – Social Justice issues were articulated and encouraged at many events.

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 2019, 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 carols were organised, in conjunction with the Performing Arts Program, as part of our usual Christmas family gathering. We thank Cahill Transport for the use of one of their trucks as a stage. 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.

Staff formation occurred around the theology underpinning the Enhancing Catholic School Identity Project. We thank our Religious Education Leader, Doriana Cooper for her efforts in Leading this sphere of school life.

### VALUE ADDED

#### Value Adding Initiatives through Religious Education.

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.

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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.

## Student Wellbeing

### Goals & Intended Outcomes

**To ensure that there is a strong correlation between SEL programs and data to ensure student and family needs are addressed whilst also ensuring that Child Safety Standards are embedded together with the Victorian Curriculum Capabilities. To develop the capacity for staff to work with students with disabilities.**

- To continue to analyse SEL data to plan and implement our SEL program.
- To continue to implement and keep abreast of Child Safety Standards and requirements.
- To raise the Student Wellbeing profile within the school community.
- To review the Positive Behaviour Policy.
- To become more familiar with strategies required for students with disabilities.
- To investigate ways to communicate SEL data with parents.

### 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 2019 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. We know that Social and Emotional Learning teaches the skills needed to recognise and manage our emotions, develop care and concern for others, establish positive relationships, make responsible decisions and handle challenging situations constructively and ethically.

Consequently the 5 SEL 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 Learning Diversity Leader. Regular discussions are held with teachers regarding students' educational, social and emotional needs, with actions such as specialist appointments, parent meetings and needs-based programs implemented when deemed necessary.

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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 strive towards higher achievements.

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

Teachers write Personalised Learning Plans (PLPs) 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 Wellbeing team.

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 2019 the St Theresa's SEL program was once again enhanced by the analysis of PATSEL data. Children from Years 1-6 were surveyed in March and October. (Students in Prep were given a paper survey). The data gained and analysed from these surveys enabled our wellbeing program to address specific strengths and challenges at each level. We moved from a 'one size fits all' approach, to a more individualised program.

During 2019 we worked with the follow programs and strategies:

Continuation of our whole school mantra "Be Safe, Happy, Be Caring, Be Ready To Learn"

- Bounceback: a classroom resiliency program
- Circle Time (Restorative Practice)
- Berry Street Program
- BluEarth A program that uses physical activity to develop children's social and emotional wellbeing skills as well as their physical health.
- Positive Mindsets

- Anti-Bullying Lessons: Specifically programmed to be taught twice a term
- The introduction of 'Anti-Bullying Day' (Bullying No Way) Day ; the entire school focuses on anti-bullying behaviours and strategies.
- 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)
- School wide Drug Education lessons
- Better Buddies Program from the Alannah & Madeline Foundation
- 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
- School wide monthly focus on a specific social skill.
- PLTs and Staff Meetings to support teacher practice in wellbeing strategies.
- Facilitated parent conversations, learning walks and information sessions
- Child Safety Professional Development
- Mandatory Reporting, First Aid, Anaphylaxis and Defibrillator Training for staff
- 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 and child psychologist for classroom visits, providing advice to parents and staff.
- Evacuation & lock down practices
- Continuation of the Extreme Weather Policy
- Continuation of Gr 6 SRC and Social Justice Group
- Fortnightly school assemblies with 'Student of The Week' awards and Monthly Best Bee awards
- Establishment of a Student Wellbeing Team
- 5 minute wellbeing exercises/PD introduced into the weekly staff meeting
- Regular Mindfulness exercises
- START UP Programs at the beginning of the year focussing on SEL capabilities and skills



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- Staff PD on classroom behaviour (Glen Pearsall) and ASD
- Internal referral form established for possible NCCD students
- Greater exposure to the Child Friendly Safety Standards
- Playground Behaviour Rules and Consequences established
- Extra support for staff to write PLPs and Behaviour Plans
- CEMSIS
- PATSEL data analysis leading to small group SEL workshops

### 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 check and record attendance twice daily on the attendance register. Unexplained absences are followed up by the Principal and administration staff with a phone call to parents or the appropriate relatives /authorities if parents are uncontactable. Unsatisfactory attendance is followed up with parents and when appropriate a referral to a School Attendance Officer is made as per the DET Guidelines. Unsatisfactory attendance is recorded on the student's file and attendance records are provided on the Student Progress Report twice each year.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	90.7
Y2	94.1
Y3	93.7
Y4	95.6
Y5	93.1
Y6	95.3
Overall average attendance	93.7

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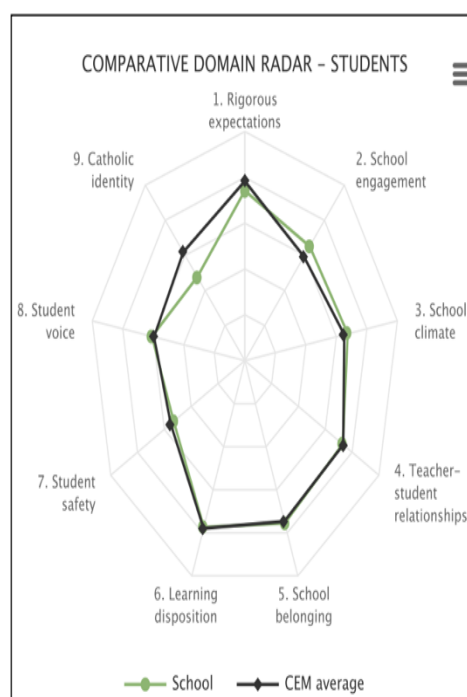
## STUDENT SATISFACTION (taken from CEMSIS 2019 student survey)

### CEMSIS 2019 STUDENT RESPONSE DATA DASHBOARD

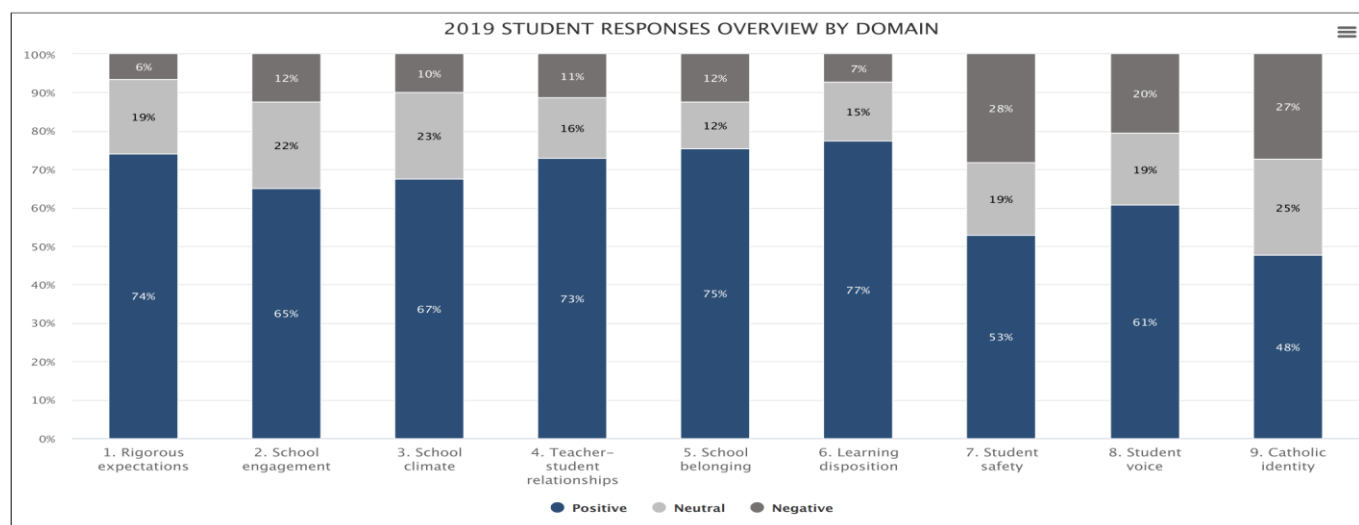
2019 Student Survey positive response aggregated % totals by year level and gender for St Theresa's School						
OVERALL SCHOOL POSITIVE ENDORSEMENT % (n=93)	CEM average PRI school comparison % positive (n=29,768)	Year 4 (n=35)	Year 5 (n=27)	Year 6 (n=31)	Female (n=47)	Male (n=46)
64%	66%	65%	64%	61%	69%	58%

### 1<sup>st</sup> level comparison

CEMSIS STUDENT SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=93)	CEM average PRI school comparison % positive (n=29,768)
1. Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.	74%	78%
2. School engagement	How attentive and invested students are in school.	65%	59%
3. School climate	Perceptions of the social and learning climate of the school.	67%	65%
4. Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school.	73%	73%
5. School belonging	How much students feel they are valued members of the community.	75%	75%
6. Learning disposition	Students' mindset about themselves as learners.	77%	78%
7. Student safety	Perceptions of student physical and psychological safety while at school.	53%	55%
8. Student voice	The extent to which students feel they have opportunities to have an impact on their school.	61%	60%
9. Catholic identity	Student perceptions about the Catholic identity of the school.	48%	62%



## 2<sup>nd</sup> level comparison



*This data shows high levels of student satisfaction from our Yr 4-6 students across most of the areas surveyed. Generally, the students like coming to school, have good relationships with their teachers and are engaged in their learning.*

## CHILD SAFETY

**Authority (VRQA) found the school to be fully compliant with its Child Safety responsibilities and expectations. This result was also sent to the Catholic Education Commission of Victoria. This continued to be the case in 2019.**

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 committed 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

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- leading or delivering programs for children about the school's child safety strategies
- developing policies, procedures and supporting documentation including communications and resources.

### INDUCTION & 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 processes, including school governing authority members, 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 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.

## Learning & Teaching

In 2019 we provided the school community with a rich and diverse Learning & Teaching platform to assist our students to continue to develop 21st Century skills, knowledge and understandings,

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

2019 Learning and Teaching Goals:

- 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 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.
- To establish specific and sharp academic achievement targets
- To review time allocations to all Learning areas to ensure consistency across the school and that all Learning areas have appropriate time.
- To Introduce New School Improvement Surveys

In 2019, through Excellence in Curriculum Learning & Teaching we aimed to continue to develop staff and student knowledge about Assessment Capable Students with a focus on Learning Intentions, Success Criteria and Feedback. We continued to promote and highlight differentiation through data analysis and development of curriculum learning progressions.

The whole school continued implementing the Visible Learning Action Plan that ensured our students and teachers have a common language around learning, can give and receive feedback on where they are in their learning and establish personalised learning goals to identify the next step in their learning journey. A key component to this is, for children to know the secret of what they are learning and what success looks like and what they need to focus on next. This foci endeavours to develop further assessment capable students ie students who understand their learning, know their learning targets, monitor progress and reflect on their learning. These foci will continue to remain a focus for 2020.

Keys to Learning Success were implemented in 2019. After developing staffs' understandings about learning dispositions, their use and application for all learning processes we developed a set of dispositions to focus on. Development of these dispositions is fundamental for students to develop an awareness of the way they learn and establish future-focused attitudes to learning, critical if they are to be able to become lifelong learners.

The staff after consultation with the wider school community decided on the following Keys to Learning Success: **Curiosity, Problem Solving, Metacognition, Innovation and Determination.**

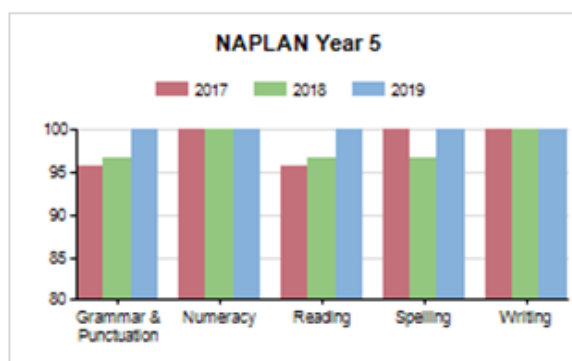
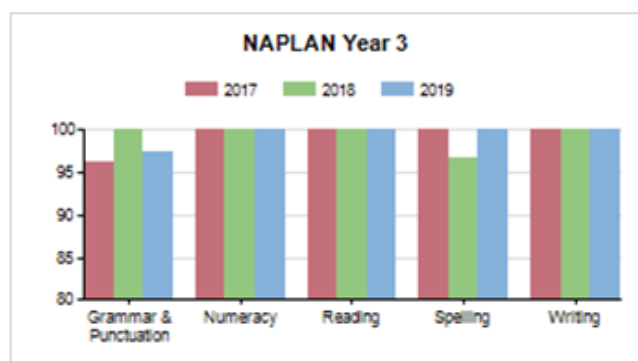
Each disposition has a statement to describe its application appropriate to all year levels. In 2020, we will continue to reinforce the Keys to Learning Success via a method of 'split screening' to focus on the learning, we must also share with students what kinds of thinking they will be asked to do. If we can't identify the thinking, or help students to identify it, we might have a task that is limited in its learning potential.

Inquiry Learning continued to support animated learners through development of critical thinking, collaboration, curiosity and creativity for all of our students. Whole school Immersion Days were continued in 2019 to provide provocations for the students to wonder and explore the concepts of The Arts, Environment, History, Geography, Health and Capabilities (Critical and Creative Thinking, Ethical, Intercultural & Personal and Social) Children used design thinking principles to investigate, build their understandings and take actions on their learning. Some of these actions included Development of a new Government (Seniors), Cooking and serving a meal to peers (Seniors), Dioramas of animals in their habitats (Juniors), Our Earth is Changing (Middle), Diversity Day (Whole School) & School Concert 'A World of Hidden Treasures' (Whole School).

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

## St Theresa's Primary School Albion

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	96.2	100.0	3.8	97.5	-2.5
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	96.6	-3.5	100.0	3.5
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	95.8	96.6	0.8	100.0	3.5
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	95.8	96.6	0.8	100.0	3.5
YR 05 Spelling	100.0	96.6	-3.5	100.0	3.5
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



Our 2019 NAPLAN results display that we have made many gains. The NAPLAN data over the three years shows only minor variances from year to year. In 2019 it showed positive growth with the majority of areas at 100% of children reaching minimum standards. Implementing focussed and differentiated teaching within a foundation of Visible Learning and collective efficacy has seen positive growth in the majority of areas assessed. The percentage changes over time continues to be more consistent with four additional areas showing a positive percentage growth. We will continue to address the one area with a negative percentage change as a matter of priority. In 2019 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. 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.

There was a more effective use of the agreed Assessment Schedule and triangulation of data as observed in Data meetings. Staff used 'data hour' time to moderate and triangulate data. A level of differentiation was achieved through the formation of targeted teaching groups. Staff continued to

use the schedule as a tool for engagement rather than compliance. Evidence can be found in the increased amount of quality data stored and used to inform teaching in the Essential Assessment resource. The analysis of data enabled teachers to set specific goals for children, with targeted teaching for students as teachers set tasks at the zone of proximal development.

The addition of new Chromebooks enabled 2:1 device used in the Year 1 & 2 classes. This means that two students could work collaboratively using one device. This has assisted the students with their use and application of ICT skills.

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 visible learning strategies. Staff had the opportunity every fortnight to discuss, analyse, seek support, clarify and reflect on their goals with colleagues. We look forward to 2020 where each staff member will have their own professional Growth Plan and the school leaders will continue to coach and mentor staff.

To assist with the goal of differentiation we participated with the Catholic Education Melbourne in implementing and providing professional development in The Intervention Framework Blended Learning Modules which are a series of seven modules designed to be used by schools to support leaders and teachers to work collaboratively with their school community to inquire into their practice and develop a shared focus for optimising student learning.

Each of the seven modules in this series explores a key component of the Intervention Framework:

1. Culture of Inclusive Practices
2. Underpinning Methodologies
3. Identification
4. Targeted Assessment
5. Data Analysis
6. Learning and Teaching
7. Evaluation.

The design of these Blended Learning Modules takes into account key features of how teachers learn best, where learning is: focused on student outcomes, embedded in teacher practice, collaborative, informed by research or evidence and driven by data, integrated into the culture and operations of the school, underpinned by individual and collective responsibility.

The Intervention Framework Blended Learning Modules have a clear focus on the deliberate practice of teachers to provide all students with opportunities to be successful. They promote academic and behavioural success for all learners through the systematic implementation of early identification, strategic support and scaffolded learning. They are premised on the belief that this can be best realised when teachers work collaboratively in a team-based approach.

Equally, the Intervention Framework Is very much a framework for action. It uses high-quality, evidence-based instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support to be successful. This includes students who haven't yet met year-level expectations, those who have exceeded those expectations and students who present with a range of emotional and behavioural challenges.

Staff book club continued to explore a range of texts in 2019. As a staff we focussed on '10 Mindframes for Visible Learning' (John Hattie & Klaus Zierer). The 10 Frameworks were each discussed fortnightly as to their application and implementation within our school. The 10 Frameworks are:

1. I am an evaluator of my impact on student learning.
2. I see assessment as informing my impact and next steps.
3. I collaborate with my peers and my students about my conceptions of progress and my impact.
4. I am a change agent and believe all students can improve.
5. I strive for challenge and not merely 'doing your best'
6. I gave and help students understand feedback and I interpret and act on feedback given to me.
7. I engage as much in dialogue and monologue.
8. I explicitly inform students what successful impact looks like from the outset.
9. I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others.
10. I focus on learning and the language of learning

These Frameworks assisted with our implementation of our Visible Learning Strategic plan and aided teacher understandings and classroom practices.

### Literacy Report 2019

The importance of literacy at St Theresa's continued to be highlighted throughout 2019. St Theresa's recognises that literacy is foundational to all areas of learning. As such, student literacy data continued to inform teaching. Additionally, student literacy data was central to staff dialogue and consequently staff professional development. The importance of literacy teaching and learning was also reflected through the time allocation of staff roles. A 0.5 Reading Recovery teacher worked with a number of Year 1 students, whose literacy levels were not at class average. The Reading Recovery teacher also used her particular knowledge of early literacy, to work with older students who participated in the Leveled Literacy Intervention program (LLI). Students for whom English is an Additional Language (EAL) were supported by small group sessions held by our EAL teacher. Prep students were also supported in small group sessions, for targeted short term intervention, by our Good Start teacher. The success of the school created Good Start program, in 2018, resulted in its expansion to other levels in the school, this year. Two additional teachers were employed, in 2019, to work as extra support in literacy and numeracy, for both the middle school and upper school classes. The strong degree of support supplemented classroom literacy teaching, which at all levels of the school, focused on the use of rich texts, explicit teaching of language and an emphasis on writing for social purposes.

Whole school literacy data showed that literacy teaching and learning was strong in 2019. NAPLAN, PATR and LAP data was examined to determine trends. Although, this year's data

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showed a slight drop in spelling, overall our data remains strong. Teacher's anecdotal notes and observations were used on a regular basis to monitor and track students' literacy progress. This will be a continued and explicit focus for 2020.

Professional learning was sourced from within the school and from Catholic Education Melbourne. Literacy Professional Learning Team meetings centered around moderation of student work samples, which aided teachers' use of shared language and the development of common understandings. Additionally, 2019 saw the beginning of a focus on oral language, which began with an understanding of talk as 'process', as well as 'product'. Classroom oral language strategies were investigated, through individual teachers participating in a Cycle of Inquiry. Catholic Education Melbourne supported the school's professional development through network meetings: Reading Recovery teachers' meetings, Literacy Leaders' Clusters, EAL professional development, and Visible Learning sessions. Moreover, three additional support teachers who worked at Prep, middle and senior levels attended special training in Dyslexia, which will conclude in 2020. Furthermore, our two Year 5/6 teachers and Literacy Leader continued their work in a Primary/Secondary Cluster group, addressing literacy as an area of transition between primary and secondary schools. This cluster group met twice a term, with St Theresa's sharing the positive results achieved in student writing, after a focus on teaching students how to use affect, judgement and appreciation in their writing.

An information sessions for parent helpers was held in Term 1 and further information sessions to support parents with their children's literacy development were held throughout the year, as community conversations. During these sessions, parents had the opportunity to hear how literacy was taught, see classroom practice and ask questions about teaching and learning.

Following our end of year review meeting, it was determined that continued attention be paid to oral language in 2020, which will then lead to a focus on creative writing. Many of the practices and protocols, identified as successful for our school, will continue to be put in place next year.

### 2020 Directions

In 2020, through Learning & Teaching we aim to strengthen assessment capable students by further strengthening differentiation utilising different strategies (student voice, feedback, goals, SOLO Taxonomy & High Impact Teaching Strategies). We aim to further develop teacher knowledge through book club, Watch Others Work (Appraisal) and student pre-assessment tasks.

In Literacy, we will continue a focus on the development of students' oral language and creative writing abilities. Reading comprehension will continue to be a strong focus together with attention to our small data and the use of developmental continua.

In 2020 Numeracy our aim is to implement the Learning Framework In Number from Grades Prep - 2. Develop understandings of students' current levels of knowledge and the direction in which their learning should progress. We aim to focus on the means by which students can develop deep, conceptual based arithmetic knowledge via teacher anecdotal records monitoring student



growth and progression.

## Leadership & Management

### Goals and Intended Outcomes

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.

Develop a new School Improvement Plan and an amended Annual Action Plan

Develop/ Improve School Capital Facilities

### Achievements

St Theresa's School promotes a culture of improvement. The school engages in a framework of improvement over a four-year improvement cycle culminating in a review. The review in comprises a self-reflection and review by external agencies. In 2018 a review of St Theresa's School was conducted by The Australian Council for Educational Research (ACER) and Catholic Education Melbourne using ACER's National School Improvement Tool (NSIT). It focussed on 9 domains of school life...

1. An explicit improvement agenda
2. Analysis and discussion of data
3. A culture that promotes learning
4. Targeted use of school resources
5. An expert teaching team
6. Systematic curriculum delivery
7. Differentiated teaching and learning
8. Effective pedagogical practices
9. School-community partnerships

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The reviewers provided a rating for each of these domains and we were very pleased that our school rated (Low, Medium, High & Outstanding) High to Outstanding on all the domains together with an extra 9 Commendations (these are things that other schools should come and see at St. Theresa's) and 17 Affirmations.

The staff then used the reports 4 Recommendations to plan our School Improvement Plan for 2019-2023. The School Improvement Plan is underpinned by a belief that an effective school knows:

- What it is aiming to achieve
- Whether it is meeting its aims successfully
- What needs to be maintained or improved
- Whether strategies are working
- What the community values about the school

Our Strategic Intent 2019 -2023:

Our school aims to provide a caring, dynamic and supportive learning environment that encourages all children to achieve and develop the necessary skills, knowledge and behaviours to become valued and productive members of the community.

We intend to build upon our culture of family school partnerships through further developing parent engagement in their children's learning and we plan to maintain existing community partnerships and develop new ones if possible and appropriate.

We intend to continue to further develop excellence in Curriculum and Learning & Teaching by having an explicit focus on differentiation in all learning areas enhanced with visible learning and metacognitive strategies. This foci will endeavour to develop further assessment capable students ie students who understand their learning, know their learning target, monitor progress and reflect on their learning.

We aim to build the Professional Capacity of staff leading to improved student outcomes by developing a Performance and Development Culture. In line with AITSL standards we will provide a systematic approach to Professional Development and Learning which will include observation, feedback, self-reflection, coaching and mentoring of staff within a dynamic collaborative appraisal model.



Recognising that success in improving student outcomes is dependent on student well-being, further efforts will be made to embed Social and Emotional Learning endeavours especially through the use of the PAT SEL/Well-being survey to inform SEL targets. Child Safety will be a priority and the school will maintain its commitment to implementing the Child Safety Standards in an exemplary way. The Personal and Social Capabilities identified in the Victorian Curriculum will also be incorporated and embedded in our Learning and Teaching endeavours.

St. Theresa's school continues to be part of 'Collaborative Impact Project' on Visible Learning. We have worked with Corwin Consultants to develop visible learning elements throughout our school. Staff continued to develop their understanding of visible learning with a focus on 'feedback' throughout 2019. Staff participated in sessions focussing on effect size, assessment and the different types of feedback.

Teachers have continued to implement learning intentions and success criteria into programs and ensure that they are made explicit to the students. A focus on 'Know Thy Impact' has continued to have a positive outcome for our community. Our data shows that teachers believe their major role is to seek evidence about their impact on student learning and that assessment is feedback about the teaching. During 2020 we will continue to deepen further visible learning understandings and strategies by being involved with the Leading Improvement through Learning program..

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 visible learning strategies. Staff had the opportunity every fortnight to discuss, analyse, seek support, clarify and reflect on their goals with colleagues. We look forward to 2020 where each staff member will have their own professional Growth Plan and the school leaders will continue to coach and mentor staff.

The Staff has continued to embed the CEM Horizons of Hope documents through a series of professional reading sessions. These included round table discussion times about the implications of these guiding documents on our school programs. Similarly, the staff were again led through a spaced learning series examining the results of the school's involvement in the Enhancing Catholic Identity Project. This work will continue into 2020.

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The school's Leadership Team continued their use of the CEM Leadership Framework and the AITSL Professional Standards for Principals as their guiding frameworks for Leadership actions.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2018

**Networks:** Principals, Deputy Principals, Learning & Teaching, R.E, Literacy, ICT, Learning Diversity, Maths, Student Wellbeing, Administration, R.R, EAL/New Arrivals & Refugees, Visible Learning.

**PL:** Visible Learning, School Wide Positive Behaviours, Autism Spectrum Disorder, Coding, AITSL Standards, SMART Goals, ECSIP, Feedback, Tripod's 7Cs, Effective Schools, NSIT, NCCD, Numicon, EAL, STEM, Recontextualisation, ECSIP, Thinking Skills, Differentiation, Gifted & Talented, SEL, Effect Size.

#### NUMBER OF TEACHERS/STAFF WHO PARTICIPATED IN PL

33

#### AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 4000.00

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

94.3%

#### STAFF RETENTION RATE

Staff Retention Rate

100.0%

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## TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	23.8%
Graduate	23.8%
Graduate Certificate	4.8%
Bachelor Degree	76.2%
Advanced Diploma	57.1%
No Qualifications Listed	4.8%

## STAFF COMPOSITION

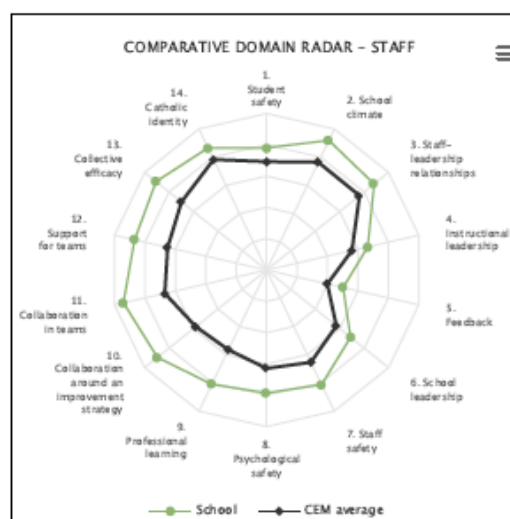
Principal Class (Headcount)	2
Teaching Staff (Headcount)	22
Teaching Staff (FTE)	15.6
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	5.8
Indigenous Teaching Staff (Headcount)	0

## CEMSIS 2019 STAFF RESPONSE DATA DASHBOARD

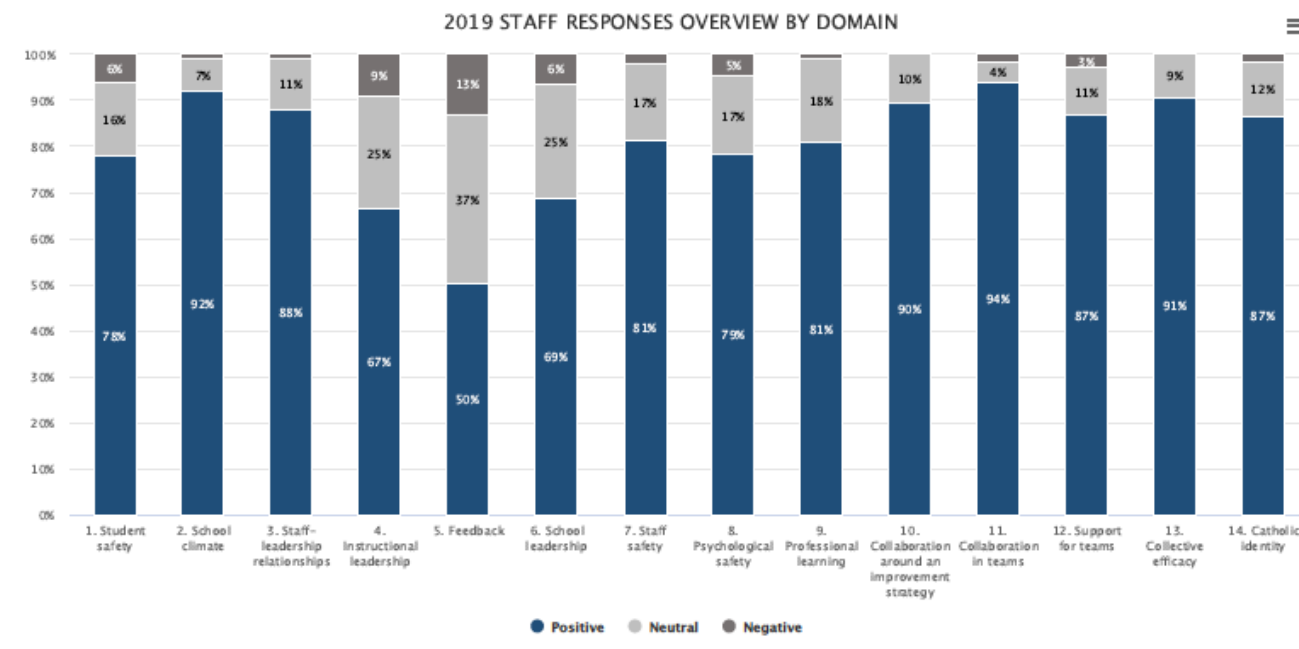
2019 Staff Survey positive response aggregated % totals by role and gender for St Theresa's School						
OVERALL SCHOOL POSITIVE ENDORSEMENT % (n=33)	CEM average school comparison % positive (n=13,985)	Teaching staff (n=25)	Non-teaching staff (n=8)	Female (n=26)	Male (n=5)	N/S (n=2)
81%	67%	82%	75%	81%	85%	*

## 1<sup>st</sup> level comparison

CEMSIS STAFF SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=33)	CEM average school comparison % positive (n=13,985)
1. Student safety	Perceptions of student physical and psychological safety while at school.	78%	69%
2. School climate	Perceptions of the overall social and learning climate of the school.	92%	76%
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.	88%	76%
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.	67%	56%
5. Feedback	Perceptions of the amount and quality of feedback staff receive.	50%	40%
6. School leadership	Perceptions of the school leadership's effectiveness.	69%	57%
7. Staff safety	Perceptions of staff safety in the school.	81%	65%
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.	79%	63%
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.	81%	57%
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.	90%	58%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.	94%	67%
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	87%	65%
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.	91%	70%
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.	87%	78%



## 2<sup>nd</sup> level comparison



## School Community

### Goals & Intended Outcomes

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.

### Achievements

Building partnerships between parents, parish and the community is a key focus of our school and we have had many successes related to this within and outside the school. To achieve this we have actively looked for ways to enrich the children's experience of school, and so giving them a more engaging learning experience. These real-life experiences will better equip them for the

future as they meet people and organizations from a broad range of backgrounds and are exposed to opportunities and people in life that they may otherwise not meet.

As a school we have delivered this at two main levels.

1. On one level we have connected our children to the broader community through partnerships to enrich their learning. This includes excursions and incursions where we've met a diverse range of people from marine scientists on Port Phillip Bay to opera singers who have taught us to sing and play instruments at school.
2. Whilst on another level we have worked to deepen the children's learning through strategically connecting our families with the children's learning. Knowing this partnership is crucial for student success we have worked at better connecting families with the children's learning.

Below is a summary of some of the key events and achievements we've had over the last 12 months to enrich the children's learning through community engagement.

-Marine based learning. For the fifth year in a row Gr 5/ 6 experienced a whole terms science based learning around waterways and ocean literacy. Gr 6 travelled on the Pelican Yacht on Port Phillip Bay. This 65 foot boat has a purpose built classroom, marine scientists on board and was specifically designed for marine learning. The term ended with a highly successful expo of the Gr 5/6 learning around Port Philip Bay, with almost every child's family coming to see the results. Later in the year funding for this experience was secured for two years for ourselves and five other Catholic Primaries by our Family School Partnership worker Greg Woolford, through the Port Philip Bay Fund.

-Parents/ Fundraising Committee. 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 Concert 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.

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Additionally, teachers were very well supported in classrooms where students accessed the expertise of parents support in learning from literacy and numeracy to the more diverse areas of cooking, sports coaching, involvement in camps.

-Tree Planting. Grade 3 and 4 children planted approximately 400 trees along Kororoit Creek. This was made possible thanks to a grant from Melbourne Water who worked with us and the Friends of Kororoit Creek at the planting. Near to our own planting Our Lady's and Mother of God Primaries planted a further 800 trees along the creek, resulting in 1200 trees being planted to rebuild habitat for native flora and fauna. Later in the year this work received a boost when another grant was gained for the three schools to plant in 2020. We look forward to building an ongoing relationship with the site as Melbourne Water is keen to support the school's ownership of the local area.

-Grade 6 Transition. Our Transition Program for students entering secondary school was again a great success. This initiative involved parents, Gr 5/6 students, teachers, local secondary schools, Australian Catholic University, Blu Earth and funding from School Focused Youth Service. Over 10 weeks through 5 events our Gr 6 students met like students from Our Ladies (Sunshine) and Mother of God Primary (Ardeer). The shared events focused around students building connections to each other through social and sporting activities. New friendships were formed and fears around secondary school were addressed, building the children's readiness for secondary.

-Raising Cultural Awareness. A highlight for 2019 was the ongoing delivery of our Cultural Awareness Program. Commencing in 2017 with a focus on our Indian Community, in 2019 we invited a number of Vietnamese parents from North and South Vietnam to talk about their experience in Vietnam and Australia both culturally and in schools. We also celebrated Vietnamese/Chinese New Year as well as the Indian Diwali festival with displays. We will continue to do this in 2020 as we build our teachers appreciation of our diverse community

-Connecting to the Community. Special mention must also be given to our great partners that have helped in many ways. This includes the Catholic Education Melbourne, Brimbank City Council, Melbourne Zoo, Academics, Researchers, Authors, Musicians, Businesses and Industrial Groups, Parks Victoria, Telstra, Noahs Ark, Bunnings, OSH Club, The Jawbone Marine Sanctuary Care Group, The Werribee River Keeper, Melbourne

# St Theresa's Primary School Albion

University, and the Victorian Government's Resource Smart Initiative. We also 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. We are grateful for all of our partners' support and in many instances monetary sponsorship.

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.

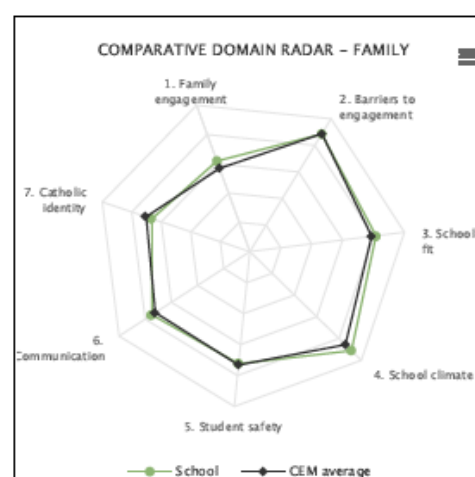
Whilst the above list is by no means exhaustive it gives a good sense of the family and community partnership work we have undertaken in 2019. A final thanks must be also given to the teachers, school leaders and Greg Woolford our Family School Partnership Leader who collectively have really connected our school to the families and community.

## CEMSIS 2019 FAMILY RESPONSE DATA DASHBOARD

2019 Family Survey positive response aggregated % totals by year level and gender for St Theresa's School											
OVERALL SCHOOL POSITIVE ENDORSEMENT % (n=36)	CEM average PRI school comparison % positive (n=8,675)	Prep (n=7)	Year 1 (n=4)	Year 2 (n=3)	Year 3 (n=9)	Year 4 (n=5)	Year 5 (n=6)	Year 6 (n=2)	Female (n=16)	Male (n=19)	N/S (n=1)
79%	77%	87%	*	*	74%	69%	75%	*	81%	76%	*

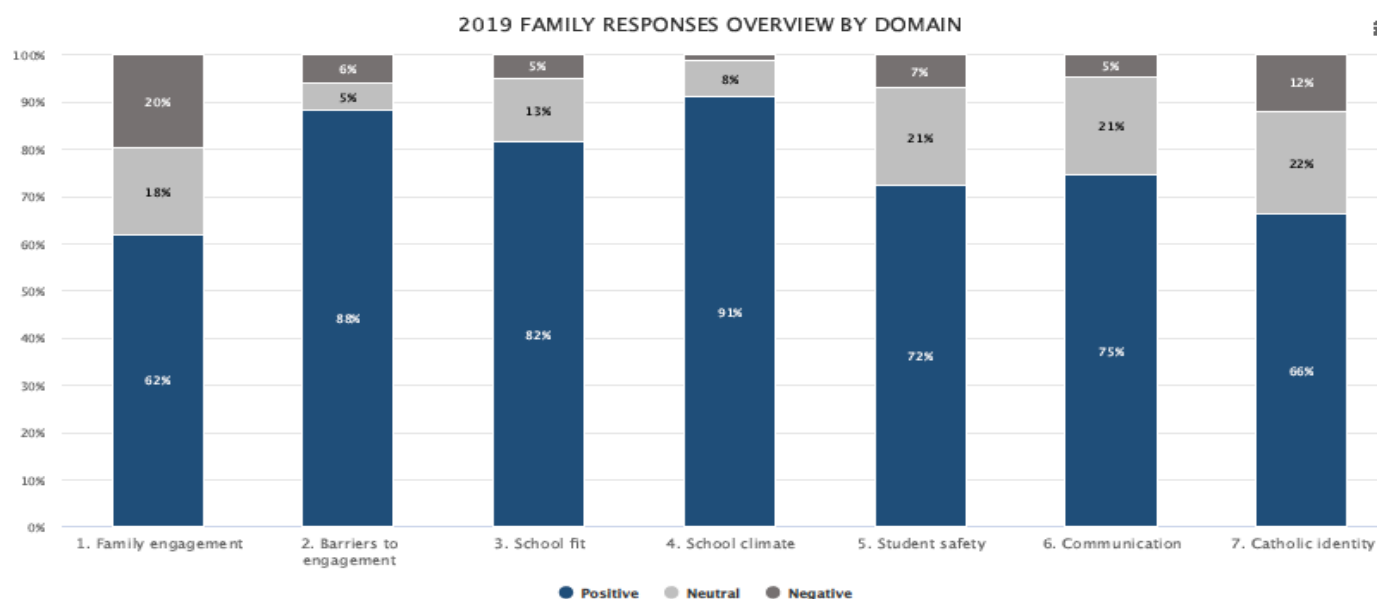
## 1<sup>st</sup> level comparison

CEMSIS FAMILY SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=36)	CEM average PRI school comparison % positive (n=8,675)
1. Family engagement	The degree to which families are partners with their child's school.	82%	57%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.	88%	89%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.	82%	79%
4. School climate	Families' perceptions of the social and learning climate of the school.	91%	86%
5. Student safety	Perceptions of student physical and psychological safety while at school.	72%	73%
6. Communication	The timeliness, frequency, and quality of communication between the school and families.	75%	72%
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.	86%	70%



# St Theresa's Primary School Albion

## 2<sup>nd</sup> level comparison



### NOTE:

The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)