

# ANNUAL REPORT TO THE SCHOOL COMMUNITY



## ST THERESA' PRIMARY SCHOOL ALBION

2018

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 2018 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

17/05/2019

## 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 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 2018 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 2018. 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. 2018 has been the final year of our current School Improvement Plan 2014 -2018. In March of 2018 the school was reviewed by Catholic Education Melbourne (CEM) and The Australian Council for Educational Research (ACER).

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Research (ACER) using ACER's National School Improvement Tool (NSIT). The school received a very positive report and all involved deserve our congratulations. Over the remaining course of the year a new School improvement Plan was developed and remaining improvement actions from the previous plan were completed.

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

2018 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 welcomed back to St Theresa's, Rosy Grech who has run our Good Start Program together with the Prep teachers. We also added Vicki Ness to our Learning Support Officer contingent. Both have been tremendous assets to the staff and have brought enthusiasm and energy to the school.

We thank all the members of our Advisory Board for their dedication and time over the year. We wish to especially thank David Nelson for his work as chairperson and Kim Dalmau for her work preparing the minutes for the Board. David, Kim and Missagh Mahoney all finish their time with the Board in 2018 so we especially thank them for their efforts.

2018 began with our school being reviewed by ACER, the CEM and VRQA. The outcomes of these reviews were excellent. The Review findings formed the platform of our new School Improvement Plan 2018-2022 and the Annual Action Plan for 2019. A Professional Growth Plan for the staff is currently being developed as well. Another platform of our Improvement Plan has been to build teacher capacity that leads to improved student outcomes. To this end 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.

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The Learning & Teaching programs at the school have been well led by John Kremers and Helen Cosmescu who continue to challenge the teachers to achieve the best learning outcomes for our students. Some of the initiatives they have introduced and /or supported this year are: the school involvement in Matific online competition, one to one chromebook use from Yrs 2-6, 2018 professional reading Staff Book Club, Book Week activities, Essential Assessment online testing, Year Level Learning Showcases and the investigation of ACER Thinking Skills. 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 Learn". This year we have introduced "The Best Bee Award" given to a child who consistently displays the mantra behaviours. In partnership with the Royal Children's Hospital, we have continued with the CASEA program, dealing with developing the children's social and problem-solving skills as well as the BluEarth Program in Terms 1 & 2. 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. 2019 will see 36 new Preps and their families. 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.

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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 eg. The Pelican Catamaran Expedition. A major initiative of Greg's in 2018 is the school's involvement with Songroom and in particular the very talented Tess Duddy who has opened up a world of music to our children that only her expertise could provide. Greg has also encouraged some of our parents to demonstrate and teach the children different cultural dances. 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. The money that this dynamic team raises goes towards the planning and building of our new playground which has proven to be a haven for those who like a quieter life at recess and lunch. A special mention must be given to the work that has gone into our Market Night. 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.

Our building plans were unfortunately put on hold when we didn't receive a Grant needed to refurbish and build on. We will again apply for a Federal Capital Grant in 2019, hopefully with more luck. In the meantime, we have hired a maintenance man to work one day a week, who has been inundated with jobs!

A great deal of work and consideration was put into into planning and organizational structures for 2019. Our financial position is sound and funding arrangements will see us in a position to employ for new part time Learning Support Officers and two new part time teachers for 2019 to support the grades where the needs are highest.

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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.

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.

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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.

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2. Fundraising - organised with Fr. Hughes in line with the needs of the parish and wider community.

3. Solidarity through our actions.

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 2018, 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. The New Religious Education Guidelines and Horizons of Hope documents. Prayer and Mass Parts Scope and Sequence were developed and given to grade teachers to use and commence implementation

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

### VALUE ADDED

St. Theresa's offers a broad range of involvements as part of our Religious Education program. Some of the involvements and social justice actions the community are involved in include:

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

## Student Wellbeing

### Goals & Intended Outcomes

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

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

### Achievements

Developing the wellbeing of our students is central to our role as a school and is reflected in our Vision and Mission statements. A culture of positive student behaviour and healthy wellbeing permeates all areas of our school and is the basis of our school's philosophy.

During 2018 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.

A major initiative for 2018 was the introduction of Mindfulness across the school. Mindfulness sessions have had a major positive effect on student dispositions.

Teachers write Individual Learning Plans (ILPs) for students with particular needs. These plans are created at Program Support Group (PSG) meetings and are developed in consultation with parents, the classroom teacher and the Student 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. Professional Learning was given to staff on Mindfulness and Working with Children on the Autism Spectrum.

### VALUE ADDED

In 2018 the St Theresa's SEL program was enhanced with the implementation and analysis of PATSEL data. Children from Years 2-6 were surveyed in March and October. (Students in Prep and Year 1 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 2018 we worked with the follow programs and strategies:

- Consolidation of our whole school mantra: "Be Safe, Happy, Be Caring, Be Ready To Learn"
- Bounceback: a classroom resiliency program

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- Circle Time (Restorative Practice)
- Berry Street Program
- CASEA: A program for children with challenging behaviours run in conjunction with the RCH.
- 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
- 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 and information sessions

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- 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
- Introduction of an Extreme Weather policy
- Continuation of Gr 6 SRC
- Fortnightly school assemblies with 'Student of The Week' awards
- Mindfulness

### 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	95.4
Y2	93.7

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Y3	93.8
Y4	92.2
Y5	95.6
Y6	94.4
Overall average attendance	94.3

### STUDENT SATISFACTION

Indicator Title	2015 Actual Score	2016 Actual Score	2017 Actual Score	2018 Actual Score	2018 Percentile Rank*	2018 Percent Favourable
Student Morale	73.88	78.00	72.58	65.94	19.88	85.82
Student Distress	79.46	80.49	77.52	65.66	4.37	79.70
Connectedness to School	85.51	91.88	84.66	73.91	29.19	88.73
Teacher Empathy	88.36	92.41	83.89	78.51	33.56	94.81
Purposeful Teaching	83.42	91.63	86.36	80.28	41.71	97.81
Stimulating Learning	76.28	84.89	78.13	76.59	60.52	94.55
Learning Confidence	71.15	74.53	75.43	69.66	22.50	91.82
Student Motivation	89.74	90.00	88.92	81.94	21.47	96.35
Connectedness to Peers	81.89	84.84	80.97	72.95	7.43	91.82
Student Safety	81.92	85.25	79.32	66.91	3.04	78.00
Classroom Behaviour	39.96	56.88	64.39	47.27	33.24	60.00
Survey – Easy <sup>‡</sup>	75.36	89.53	84.85	74.39	64.79	91.82
Survey – Enthusiasm <sup>‡</sup>	73.08	80.48	75.38	64.34	36.26	75.76

**2018 Actual scores show high levels of student satisfaction across areas surveyed.**

## Child Safe Standards

### Achievements

**In its 2018 Review of St Theresa's School the Victorian Registration and Qualification 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.**

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

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commitment is evidenced in the school's policies and its statement of Commitment to Child Safety.

### RESPONSIBILITIES

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

At St Theresa's School the Governing Authority delegates the practical responsibility for implementing the school's Child Safety strategies to the principal and the staff, especially the school's Leadership Team. Specific responsibility for implementing child safety strategies falls under the Leadership Sphere of Student Well-being and Child Safety. Currently this sphere is being led by Mrs. Marie Gamwell who is also the school's Deputy Principal. Although not conclusive some of the responsibilities of the Student Well-being and Child Safety Leader include:

- leading the school's child safety culture (e.g. coordinating the responsibilities listed below)
- developing and enhancing the school's child safety strategies
- proactively monitoring the effectiveness of child safety strategies
- coordinating reviews of the child safety strategies
- communicating the school's child safety strategies to the school community
- training staff (including contractors and volunteers) in the school's child safety strategies
- leading or delivering programs for children about the school's child safety strategies
- developing policies, procedures and supporting documentation including communications and resources.

### INDUCTION & 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

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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?

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

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

### INCLUSION

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

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

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Islander children, children from culturally and/or linguistically diverse backgrounds, and children with a disability

### RISK MANAGEMENT

The school's child safety strategies for all physical school environments include:

- regularly reviewing the physical environment to ensure all risks are identified and managed
- assessing new or changed physical environments for child safety risks
- supervising or monitoring activities.

The school has child safety strategies for its online environments (e.g. intranets, online learning systems, social media) including:

- clear boundaries of roles between staff and children
- proactive strategies to detect inappropriate behaviour such as online searches (Google, Facebook etc.)
- being an eSmart School

Visitors are appropriately screened, supervised and made aware of the school's child safety strategies.

### MONITORING & REVIEW

At St Theresa's School Child safety is a standing item for discussion at meetings of the Leadership Team, Staff Meetings and meetings with the school governing authority.

Should an incident occur the Principal and Student Well-being and Child Safety Leader will investigate and take the appropriate action which will include having the school leadership team will review the School's Child Safety Strategies the reviews are documented and recorded, including any opportunities for improvement.

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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.

## St Theresa's Primary School Albion

- 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

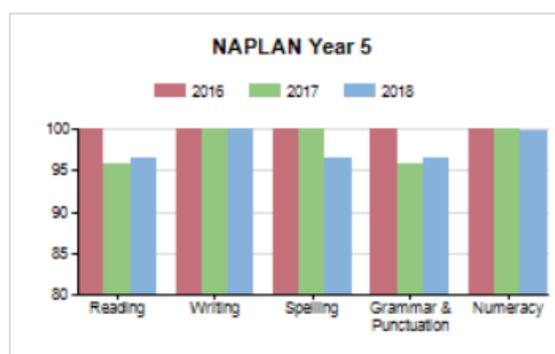
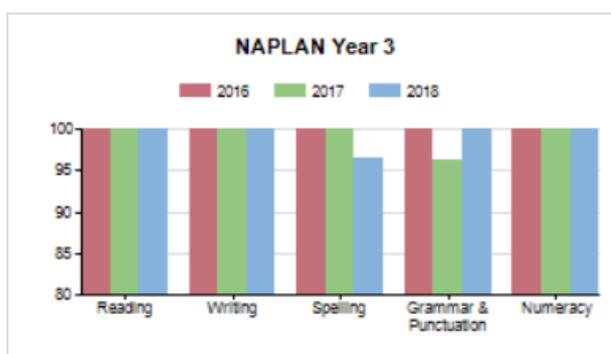
## Learning & Teaching

### Goals & Intended Outcomes

**To develop a more personalised approach to learning.**

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

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	96.2	-3.8	100.0	3.8
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	100.0	0.0	96.6	-3.4
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	95.8	-4.2	96.6	0.8
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	95.8	-4.2	96.6	0.8
YR 05 Spelling	100.0	100.0	0.0	96.6	-3.4
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



The Australian Curriculum and Assessment Authority recognised St Theresa's as making significant gains as identified by NAPLAN. In 2018 NAPLAN data showed positive growth with the majority of areas at 100% of children reaching minimum

standards. The percentage changes over time continues to be more consistent with three additional areas showing a positive percentage growth. We will continue to address the two areas with a negative percentage change as a matter of priority. In 2018 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. An on-going new critical component during planning time has been the focus of a 'data hour' which ensures teachers know what children know before, during and after it has been taught. This process allows for ongoing assessments of student progress and improved learning outcomes for all students. 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.

### **Numeracy Report 2018**

Numeracy 2018 saw the introduction of a specialised Number Intervention teacher. Number Intervention F–4 is a research-based intervention with the prime goals of accelerating number and arithmetical learning in the first five years of school by targeting those students performing in the lowest achievement bands.

Successful implementation of Number Intervention F–4 requires a systematic and comprehensive approach within the school. To enable this, Catholic Education Melbourne provides extensive support structures including professional development for Number Intervention Teachers, a network of professional support for teachers and school leaders and an ongoing evaluation component to monitor program effectiveness and ensure accountability.

When fully implemented in our school we will have developed a coherent whole school approach that ensures early years learning in number is monitored and processes are in place to intervene at a students' points of need. Our school will also have developed coherent strategies to ensure that the work of both the classroom and intervention teachers is complementary and strategic.

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During the first cycle, eight students from Years 3 and 4 are taught and during the second cycle, 6 students from Years 1 and 2 are taught. Students are taught individually, in pairs or in trios. Time allocation also includes assessment, video reviewing, planning, case study preparation, professional reading, and data collation.

Training is designed to prepare Number Intervention F-4 teachers to:

- identify at-risk students through research-based assessment schedules that indicate the student's level of number development;
- apply necessary intervention strategies in a detailed sequential instructional system to improve student performance in 8 aspects of their number knowledge;
- build student confidence and help students attain success in mathematics;
- work within the professional learning team to develop strategies that support the ongoing learning of students.

We have already seen many positive gains for both students and staff due to Number Intervention. Students who have participated in the program have continued to develop and improve their mathematical abilities. The gains for staff have been input from the Number Intervention teacher who identifies concepts and strategies for all classroom teachers to focus on to build maths teaching understandings.

2018 also saw a continued focus on the development of teachers' understandings around effective mathematical learning progressions. Facilitated team planning sessions allowed teachers to implement the Victorian Curriculum and discuss learning progressions for maths concepts and then to create learning intentions, success criteria and pre-assessment tests for students. Pre and post assessments have been developed by teachers so that they know students' current knowledge and then are able to guide future teaching. Post assessments were also given to students to analyse student growth and teaching strategies.

At St Theresa's we also test (year to year) an ACER test which is called Progressive Achievement Test Maths. These are series of tests designed to provide objective, norm-referenced information to teachers about their students' skills and understandings in a

## St Theresa's Primary School Albion

range of key maths areas. Testing from year to year allows us to calculate growth of cohort of students. The students and teachers have much to be proud of as all cohorts have more than a year's maths growth (i.e. more than 0.4). We look forward to continue to implement excellent teaching and learning strategies.

Numeracy PLTs have focussed on pedagogy development, professional reading, development of scope and sequence plans and numeracy moderation. These have all led to creating further numeracy expertise to teaching staff and a more effective numeracy program for students.

### **Literacy Report 2018**

Throughout 2018, St Theresa's continued to prioritise literacy. This priority is evidenced by the time given to literacy planning, the collection of student data to inform teaching, and the resourcing of literacy personnel and materials. A number of teaching and leadership roles exist in the school to ensure that rich planning occurs and that students' literacy development is monitored. Working alongside the literacy leader is the Reading Recovery teacher, whose role involves working with the Year 1 students, assisting junior school planning and taking small intervention groups for reading. The Prep students are supported by the Good Start teacher, whose role is to work with the classroom teacher and target short term intervention in literacy. Additionally, an English as an Additional Language (EAL) teacher works with students who come from homes where English is not the first language. She also targets programs for students who are from refugee backgrounds or who are recently arrived in Australia.

The growing body of theoretical and practical knowledge about literacy is vast. Therefore, professional learning for literacy needs to be continuous and based upon research. Professional learning is targeted weekly, during the planning sessions. Scheduled professional learning team meetings keep teachers abreast of current thinking, and involve teachers in professional dialogue. Weekly data planning sessions enable the teachers to engage in professional dialogue about their students' literacy progress. These sessions address teacher knowledge and capacity and help to monitor student progress. Professional learning has also been assisted by Catholic Education,<sup>30</sup>

2018 ANNUAL REPORT TO THE SCHOOL COMMUNITY

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Melbourne. Literacy network meetings have been attended by the Literacy Leader, Reading Recovery and EAL teacher. Teachers in the middle school, along with the Good Start teacher and the EAL teacher attended offsite fortnightly professional learning sessions, participating in the TYCEIMCS (Teaching Young Children in English in Multicultural Settings) program. St Theresa's is part of a primary/secondary school literacy collective, which involves primary school literacy leaders, from the surrounding suburbs and staff from Caroline Chisholm Secondary College. Professional development was also addressed through classroom observations. Two junior school teachers visited each other's classroom with a focus on addressing feedback. The Years 1/2 team spent time in the middle school classrooms to observe literacy teaching, to ensure alignment between the teaching of literacy in the junior and middle years. The Year 5/6 teachers shared their teaching of reading and writing, with Year 7 teachers.

A parent information session was held during Term 2, and targeted families whose children were at the initial stages of formal reading. Targeting the session in this way allowed parents to hear information about what was being done at school, as well as what families could do at home, and also gave parents the opportunity to share their stories, concerns or successes.

The use of learning intentions and success criteria help to differentiate teaching, so that students' individual needs are met. Many teachers assist students to set literacy goals for reading and writing. The monitoring and assessment of students forms an important part of this process. A range of formal assessments are used across the school, which provide insight into literacy improvement trends. These include PAT Reading assessment, LAP and NAPLAN data. Teachers also collect their own anecdotal data and conduct Running Records. This year, the school invested in the Fountas and Pinnell Benchmark Assessment. To date, the Year 5/6 teachers have familiarised themselves with this resource and administered it with their students. Other classes will do the same in 2019.

In addition to the purchase of the Fountas and Pinnell kit, the literacy budget has supported the purchase of reading materials. Class sets, home reading texts, picture story books and material to support our units of Inquiry were purchased. Additionally,

## St Theresa's Primary School Albion

money was spent on student experiences. Author and illustrator, Leigh Hobbs visited students in Years 1 - 4 and the students in Years 1 - 2 enjoyed the Don't Move Puppet Theatre Show for Book Week. Book Week was celebrated across the school, with classroom activities and a Book Week dress up day. "Where the Wild Things Are" was the picture story book used for this year's teachers' play, which was performed for the students by the teachers, during Book Week.

Literacy success was experienced, at all levels across the school. Areas of particular success were the senior school's creation of digital narratives, an explicit focus on the language of grammar, a speaking and listening focus in the middle school, culminating in their Colony Alive expo, and the high level of reading achievement in the junior school. This year, some senior students' writing was selected to be published in the Early Harvest magazine, published by 100 Story Building.

We look towards 2019, with the goals of consolidating practices, continuing to embed grammar, creating a scope and sequence for spelling and formalising classroom observation structures. Next year, a greater focus will be placed on monitoring middle and senior students' comprehension levels, with the use of the Fountas and Pinnell Benchmark Assessment. Classroom libraries will be addressed in our budget.

### Literacy and Numeracy foci for 2019

- In 2019, we will continue to engage with the pedagogical practices currently used in literacy. We will further develop the culture and love of reading and writing. Targeted teaching to meet all students' literacy needs will continue. Professional development around oral language development will be addressed.
- In 2019 our aim is to work towards strengthening knowledge of Number across the school. We want to have clear understandings of students' current levels of knowledge, the direction in which their learning should progress, and the means by which students can develop deep, conceptual based arithmetic knowledge

## St Theresa's Primary School Albion

Parents, staff and students are regularly surveyed to gauge levels of satisfaction with the learning and teaching aspects of the school. Once again, we have been very pleased with parent survey results, which continue to indicate that our parent community is very satisfied with the progress of their children and the teacher performance of the school. The results in these surveys (Insight SRC 2018) indicate that St. Theresa's has continued to rank in the top 50% of Australian primary schools. These indicators included the areas of Community Engagement, Staff and Student Engagement, Peer Relations, Learning Opportunity, Peer Relations and Student Behaviour. Staff survey results continue to indicate satisfaction with the learning and teaching they are involved in. The Teaching & Learning and Engagement areas stated we are in the top 25% of Australian primary schools (Insight SRC 2018). Student survey results have continued to be above average. The surveys indicate that students are positive about school, they enjoy very good relationships with their teachers who provide purposeful teaching and show empathy. Students learning confidence and motivation continue to remain in the 50% of Australian primary schools together with student safety and stimulating learning (Insight SRC 2018).

### **Other involvements**

Staff meetings and PLTs are held each week to ensure consistent ongoing professional learning and data analysis in both literacy and numeracy. Whole school learning and special activity celebrations were also held throughout the year. Some of these included: Sports Day, Swimming Program, Literacy & Numeracy Week, coaches from local sporting clubs and Colony Day (grade 3 & 4), Water Expo (Grade 5 & 6). Other specialised activities that groups of children were involved in included; Extinction Warriors- working in conjunction with Werribee Zoo to promote the plight of the Eastern barred Bandicoot, Meet the Professor Day - Year 6 students attending Australian Catholic University to view and begin to understand university life, Genius Hour (Year 5 & 6 students working on questions which cannot be googled), Marine excursion (Year 6 students spend a day on a yacht) etc.

The school implements the State Government mandated reports and has full implementation of all curriculum areas. During 2018 we consulted with the school

## St Theresa's Primary School Albion

community and devised a new reporting format for all classes. Parents welcomed the changes as they reflected an easier to read and understand format.

Learning and Teaching foci 2019:

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

## 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.

Complete School Review, 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 comprised 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). In 2017 the school conducted a process of self-reflection using the 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 2018-2022. 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 2018 -2022:(for areas related to Learning and Teaching)

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.

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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 2018. 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 2019 we will continue to deepen further visible learning understandings and strategies related to Assessment Capable Students and embed these into our school culture.

We have also continued to support staff with opportunities to observe each other and to engage in a variety of team-teaching sessions. Through the process of establishing SMART goals, staff have set SMART goals based on the 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 2019 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

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work will continue into 2019 with the school joining a collective to examine Scripture from a Normativity of the Future perspective. The Principal will also attend a course sponsored by Catholic Education Melbourne and conducted by KU Leuven and the Australian Catholic University about Recontextualisation held in Rome in September 2018.

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%

# St Theresa's Primary School Albion

## 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

## 2018 school climate – data tables ...

Indicator Title	2015 Actual Score	2016 Actual Score	2017 Actual Score	2018 Actual Score	2018 Percentile Rank*	2018 Percent Favourable
Individual Morale	78.75	79.54	83.69	75.26	49.21	91.58
School Morale	81.04	86.55	87.68	85.26	78.78	97.89
Individual Distress	74.44	78.39	79.88	76.49	53.78	84.21
School Distress	74.79	78.45	79.29	72.89	58.93	88.42
Supportive Leadership	80.00	81.21	84.11	82.63	65.83	96.84
Role Clarity	80.47	83.48	81.48	78.62	62.54	93.42
Teamwork	83.33	87.07	83.49	82.46	69.67	95.61
Empowerment	75.78	79.31	74.33	77.30	71.38	90.79
Ownership	82.50	88.97	87.50	87.89	81.54	98.95
Appraisal & Recognition	66.67	67.98	69.01	62.41	39.36	75.94
Professional Growth	80.21	82.24	80.89	79.21	72.71	94.74
Work Demands	61.72	65.09	60.94	57.64	55.67	77.33
Student Behaviour (Classroom) <sup>^</sup>	76.96	54.92	70.24	50.00	8.96	66.67
Student Behaviour (School)	84.03	70.54	77.68	68.42	23.76	91.23
Student Management	86.67	82.24	84.29	75.53	48.42	94.74
Curriculum Processes <sup>^</sup>	81.48	94.32	91.67	94.12	96.30	100.00
Student Motivation <sup>^</sup>	80.00	84.77	86.67	80.59	64.52	100.00
Respect for Students	91.67	94.25	94.64	88.60	53.47	98.25
Parent Partnerships <sup>^</sup>	88.54	86.90	85.12	88.24	88.90	100.00
Teacher Confidence <sup>^</sup>	88.54	94.32	94.64	90.44	73.57	100.00
Engaging Practice <sup>^</sup>	79.86	82.58	83.93	84.07	79.32	100.00
Quality Teaching <sup>^</sup>	83.33	87.50	91.37	87.50	77.67	100.00
School Improvement Focus	89.84	93.97	90.40	91.78	95.32	100.00

\* Based on data from recent Australian schools

## 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. (AAP Master 2018)

### 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.

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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 fourth 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.

-The Songroom. Opera Singer and musician from the Song Room Tess Duddy worked all year with our students and drama teacher Jane Cahill. Many benefits came to our dramatic arts program. This included the children performing at The Edge Theatre in Federation Square, performances at school, school was gifted a whole class set of Ukulele's, students learnt to play new instruments (drums/ ukulele's) and five parents from school taught the children the multi-cultural dance from their respective countries.

We look forward to building on the year's success as the great new set of skills Jane learnt over the year will be shared with our future students.

-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 Market Night, twilight sports, excursions, graduation and end of year celebrations provided many opportunities for the parent community to join with staff and share in the spirit of involvement in the school.

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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.

-Art. The middle and senior school partnered with Lee Mason (a local artist) who with support from our Art teacher (Judy Foulds) led the children in designing and painting a wall mural and outside water tank. These can be seen in the rear of the school behind the prep/1 learning space.

-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 2019. 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 2018 was the ongoing delivery of our Cultural Awareness Program. Commencing in 2017 with a focus on our Indian Community, in 2018 we invited a number of Vietnamese parents from North and

## St Theresa's Primary School Albion

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 2019 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 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 2018. 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.

## 2018 parent opinion – data tables ...

Indicator Title	2015 Actual Score	2016 Actual Score	2017 Actual Score	2018 Actual Score	2018 Percentile Rank <sup>a</sup>	2018 Percent Favourable
Parent Partnerships	74.75	81.25	81.09	69.79	34.47	81.25
Approachability	78.75	84.09	85.25	76.56	34.95	90.83
Parent Input	73.33	86.05	79.43	70.83	37.03	87.50
Reporting	76.00	80.56	77.34	84.72	86.61	95.83
School Improvement	75.67	83.53	85.70	84.38	79.63	96.88
Learning Focus	76.53	83.04	84.76	78.65	52.37	93.75
Extra-Curricular	53.57	65.28	75.22	62.50	31.85	81.25
Transitions	78.33	86.53	85.53	70.83	11.49	81.25
Homework	72.00	75.95	75.06	75.00	73.95	81.25
Behaviour Management	74.67	80.93	81.58	74.31	45.82	87.50
Stimulating Learning	79.76	87.50	88.89	83.85	71.56	93.75
Teacher Morale	82.33	87.54	88.07	86.25	79.15	100.00
Connectedness to School	82.64	86.36	88.16	78.13	35.59	93.75
Student Motivation	82.33	84.28	87.61	81.25	71.55	87.50
Social Skills	80.56	86.30	86.55	79.86	53.20	87.50
Connectedness to Peers	84.69	87.73	86.40	75.69	13.85	79.17
Student Safety	78.89	80.30	80.12	42.36	0.56	41.67
Classroom Behaviour	59.00	64.20	63.82	34.38	4.11	43.75
Attitude to Survey <sup>#</sup>	71.48	69.05	74.14	72.92	73.62	85.71

### 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)