



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Theresa's School

16 Drummartin Street, ALBION 3020

Principal: Robert Macklin

Web: www.stalbion.catholic.edu.au

Registration: 1499, E Number: E1165

Principal's Attestation

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

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

Attested on 26 Feb 2025

About this report

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

OUR VISION

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

OUR MISSION

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

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

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

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

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

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

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

School Overview

St. Theresa's is a Primary School in the Western suburb of Melbourne. St. Theresa's School is owned and operated by Melbourne Archdiocesan Catholic Schools (MACS) and is part of the parish of St. Theresa's, Albion which has three churches and two schools. The school is a small school blessed with 235 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 2024 school year St Theresa's had 9 classes with 31 nationalities represented. The diversity of the different cultures represented in the school continues to provide great opportunities for the community to share the richness of many varied views and beliefs with each other.

The partnership between the school and every family that makes up our community is a priority at St. Theresa's. Ensuring that each child has every opportunity to achieve the best educational outcomes possible is a commitment evident in both the staff and parent community. We strive to ensure that every child is supported as they develop socially, spiritually, emotionally, physically and academically.

School improvement is continuing to drive our work at St. Theresa's informed by the MACS Vision for Instruction. 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.

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

St. Theresa's continues to be a community that is focused, supportive and a great place to be. We are grateful for the achievements of staff and parents who work so closely to make this a special place to be.

Principal's Report

2024 was another exciting year at St Theresa's and we are very proud of our Learning Culture, our student outcomes and the faith filled spirit of community that exists.

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

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

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

2024 has been a significant year for our school with the introduction of the MACS Vision for Instruction and with the school's involvement with our Regional response *Flourishing Learners West*.

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

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

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

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

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

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

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

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

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

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

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

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

Catholic Identity and Mission

Goals & Intended Outcomes

In 2024, our overarching goal was - To strengthen the Catholic Identity within the school.

Our supporting goals included;

To develop the capacity of all staff to implement the Pedagogy of Encounter, the RE curriculum and to assess all students against the RE standards.

To engage all community members in the design and participation in opportunities to celebrate the faith.

To identify more explicitly the links between social justice activities and Catholic Social teaching (CST).

The Intended Outcomes were to:

That staff have relevant professional development to further develop their understandings of the Pedagogy of Encounter and RE curriculum.

That staff develop a range of strategies to be able to assess students against the RE standards.

That all in the community (e.g. families, students, staff and parishioners) are invited to have input into liturgical celebrations.

That the school community is made aware of social justice activities and their links to CST i.e. fund raising for the poor equals CST (Preferential option for the poor and Human Dignity).

Achievements

This year saw the induction of a new Religious Education Leader, Frank Stosic, who replaced Doriana Cooper after many years of service in the role. In conjunction with this, the welcoming of Fr. Dixon George as the new Parish Priest at St Theresa's, replacing Fr Barry Hughes, saw a time of transition and development within the school and parish.

The school year commenced by celebrating mass together with the staff from Mother of God, hosted by St Theresa's. Soon after, a whole school mass at St Theresa's marked the commencement of the school year.

In term 1, the Easter focus was on the events of Holy Week. Each year level learnt about the events of Holy Week including the Stations of the Cross. A whole school event was held to commemorate Holy Week which took place in the school's multi-purpose room and the

church. Each class had the opportunity to lead the school in prayer, perform a role play and sing a song. The event was attended by families and members of the parish community and received significant positive feedback.

In Term 2, 14 of our Year 3 students and 2 Year 6 students received the Sacrament of Penance for the first time. All Year 3 students participated in the sacramental program, but only students baptized into the Catholic faith receive the sacrament. All the Year 3 students also participated in a 'Peace Day'. On this day the children had an opportunity to reflect on what reconciliation and forgiveness looks like in different aspects of their lives, to meditate on scripture and examine different ways we show forgiveness. Fr Dixon was invited to spend some time with the students and help prepare them for the sacrament.

The children prepared 'Please pray for me' prayer cards for the parishioners and staff, as this provides a connection between the parishioners and our school. This is something we do for all the sacraments.

The Year 6 children completed a wide variety of activities in preparation for the Sacrament of Confirmation. The Confirmation family formation and information evening was facilitated by Frank Stosic (Religious Education Leader) and Aaron Carey (Year 5/6 class teacher) and this event had a very positive attendance by the candidates and their parents including some sponsors. The children were fortunate to have a visit from Fr. Martin Ashe prior to the Confirmation service. All the Year 6 children were able to participate in their usual day of reflection at the Mary MacKillop Heritage Centre and the Gardens in East Melbourne to reflect on the gifts of the Holy Spirit. This was followed by attending mass at St Patrick's Cathedral where the students were formally acknowledged during the mass. This year's Confirmation service was a very prayerful celebration for all concerned.

In Term 3, 14 Year 3 students also had the opportunity to make their First Holy Communion. All Year 3 children participated in the sacramental program implemented as part of the Religious Education curriculum at school. Fr Dixon supported the preparation of the children by meeting with them prior to the sacrament and offering reconciliation for all children making their First Communion. The Eucharist celebration for First Communion was held in September. This mass continues to be held outside of the regular Sunday mass schedule because of the increased number of students participating in this sacrament.

Classes continued to be rostered on to attend Friday parish masses. Year level teachers chose to attend mass and celebrate a particular theme related to the learning taking place in their classrooms or celebrate the Eucharist with the readings of the day. Masses this year have taken place in the church, however, the option to have mass in the classroom could be something to look into once again. There is a mass pro-forma sheet to complete for Fr. Dixon and teachers are given assistance in preparing for these masses by the Religious Education

Leader. The staff have been supported with opportunities to be up-skilled in planning masses according to the necessary guidelines.

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

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

Throughout the year and when possible, year levels have taken the opportunity to invite Fr. Dixon to their classroom to meet with the children prior to a year level mass. This provided an opportunity for the children and teachers to engage with Fr Dixon and discuss the theme of the mass or the parts of the mass and their significance.

This year, a new RE Curriculum Scope and Sequence was developed this year with a 2 year cycle to ensure coverage of the curriculum content. A new structured approach to RE curriculum planning, led by the REL, was implemented and refined over the course of the year. The Religion Curriculum Planner was refined to support in the development of structured lessons connected specifically to planned intended outcomes for the unit.

Professional Learning Team sessions were organized for each term where the REL planned with each grade level. During these sessions, teachers prepared future learning for the following term.

Staff were provided with opportunities to participate in some professional learning opportunities this year that were allocated to their teacher accreditation for RE. A staff meeting led by the REL and Fr Dixon focussed on the parts of the mass and the symbols and rituals within the Eucharist. Due to requirements from Melbourne Archdiocese of Catholic Schools and the system wide implementation of Science-based learning, the opportunity for a whole day professional learning on a Religion focus was not achieved. This is an area earmarked for further growth in 2025 as part of the school's Annual Action Plan.

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

The Social Justice Team has helped to lead and organise aspects relating to Social Justice events. A special fundraising event for Down Syndrome Victoria was led by our Social Justice Senior leaders. They organised and promoted an 'Odd Sock Day' for the organisation. These children continued to demonstrate their enthusiasm, by meeting at times that often interrupted their playtime breaks, in order to promote Project Compassion and to collect

donations provided by our families for the Parish Foodbank. Next year, the Social Justice Leaders from years 4 and 5 will be led by Senior School Faith Leaders and will see the broadening of their roles into other areas such as promoting and supporting the preparation of masses, liturgies and other gatherings.

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

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

The Inclusion of parents contributing to the sacramental events is vital to maintaining a strong connection between home, school and parish. Family involvement continues to include:

- introducing the sacramental children to the wider community at assemblies
- completing home tasks as a family group from the activity bags relating to sacraments
- reading one of the scripture readings at masses
- reading Prayers of the Faithful

At St Theresa's, we promote our Catholic Identity, but also respectfully acknowledge the different faiths within our school. The inclusion of all children, regardless of their faith into the Religious and various Sacramental programs is important to maintain inclusion and respect. We share information about our Catholic beliefs and encourage our non-Catholic students to talk about their beliefs and prayer habits. We then compare and contrast them with what we in a Catholic school believe.

We display information relating to Easter, Christmas, saints, prayers, religious work from classrooms and sacramental events.

Prayer times and paraliturgies have continued to be creative and prayerful. A renewed focus in this area of prayer and mass participation and responses will be a big part of 2025 for the whole school. This is to ensure that the Catholic identity of the school is further promoted. When staff are rostered to do the Staff Meeting or Assembly Prayer, it is obvious that they have put a lot of thought into, to ensure it is liturgically relevant and connected with current events.

Overall, 2024 has seen many changes with the transitioning of both the parish priest and REL roles. Much of the work this year has been about strengthening and refining current practices. I am looking forward to continuing in the role of REL at St Theresa's and collaborating with Fr Dixon, the school principal's of St Theresa's and Mother of God and our families to ensure the Catholic mission of the school is lived out and evident for all to see.

Value Added

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

Inclusion of parents contributing to the sacramental events:

- introducing the sacramental children to the wider community at mass
- completing home tasks as a family group from the activity bags relating to each sacrament
- reading one of the scripture readings at masses
- reading and or writing Prayers of the Faithful
- completing tasks at home with their children
- designing and making banners, candles, etc for sacrament days

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

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

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

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

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

Learning and Teaching

Goals & Intended Outcomes

Goals & Intended Outcomes

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

Staff Focus: Alignment of pedagogical practices and strengthening differentiation

2024 Strategic Intent: We intend to continue to further develop excellence in Curriculum and Learning & Teaching by strengthening the alignment of pedagogical practices and continuing with an explicit focus on differentiation in all learning areas. We will endeavour to develop further engaged, assessment capable students i.e. students who understand their learning, know their learning target, monitor progress and reflect on their learning giving them voice and agency.

Goals and Intended Outcomes

- To continue developing students as visible learners
- To enable expression in learning areas of student voice and agency
- To explore what Student Voice and agency looks like in the Junior grades
- To create an Instructional model of teaching for St Theresa's school
- To utilise literacy and numeracy learning progressions to inform teachers' planning.

St Theresa's school improvement plan changed considerably from what was documented in 2023 to what was implemented in 2024 due to the following.....

In September 2023 the school leaders began a professional development program titled 'Melbourne Archdiocese Catholic Schools Evidence-based practice for leadership teams

Western Region School Improvement Network' This PD was to lay the foundations for our journey leading evidence-based school improvement in our school. The PD was facilitated by the Knowledge Society. The Knowledge Society is a purpose-driven organisation that designs and delivers school improvement programs for Australian schools. They presented their case for change:

Australia has seen a decline in educational outcomes relative to international standards and our own past performance in primary and secondary education. Many Australian children, more than one in four (28.4%), receive what can only be described as a poor primary school education. Australia's rankings on international tests such as PISA have been falling for many years in most curriculum areas.

The score difference in reading between the 10% of students with the highest scores and the 10% of students with the lowest scores is one of the largest among PISA-participating countries and economies.

- The long term change in reading performance, maths performance and in science performance over the period of participation in PISA shows one of the strongest decreases among PISA-participating countries and economies.
- The disciplinary climate in language-of-instruction lessons is one of the worse compared to other countries and economies (65/74).

The Knowledge Society and MACs Western Office led our school community throughout 2024. We were provided with professional development in behaviour and literacy pedagogy. We were provided with coaches for both behaviour strategies and literacy daily review.

In February 2024 MACS published a position statement for Flourishing Learners. This had two main goals

Goal 1 – Excellence: All MACS schools deliver a knowledge-rich, evidence-based teaching and learning program. We believe in teaching excellence, where all teachers are empowered to implement evidence-based practices and deliver the knowledge that students need to become intellectual and moral citizens of the world.

Goal 2 – Equity: Every student, regardless of background, achieves literacy and numeracy proficiency. Our vision is that every student is inspired and enabled to flourish and enrich the world. The dignity and worth of each student is valued, which places the individual student at the heart of what MACS does. Our educators are dedicated to providing all students with fundamental literacy and numeracy skills, ensuring their active engagement in society while fostering lifelong learning.

Achievements

In 2024, research continued to be a focus for our learning. The schools Research Lead continued to supplement and resource staff via PLTs and staff meetings. The resources incorporated the latest research on websites for educators. The Australian Education Research Organisation, The Learning and Teaching Toolkit and What works best toolkit are some examples of sites we explored to deepen our understanding of incorporating best teaching practice. Retrieval practice and cognitive load were two further areas of professional development. Staff focussed on these areas and looked at practices that compliment the

research in these two areas. Many consistent approaches have been incorporated P-6 to support the areas of the Science of Learning.

In 2024 Explicit Instruction was a focus for teachers. Explicit instruction scaffolds the learner to ensure that cognitive overload does not occur. The teaching approach of I do-We do -You do, assists the students in their learning helping them learn because it suits how the brain processes, stores, and retrieves information. The general outline of a lesson guided by the principles of explicit instruction have the following teaching functions: (1) review, during which relevant previous learning is reviewed; (2) presentation, where lesson goals and important vocabulary is introduced with modelling procedures; (3) guided practice, during which students practice the skills they have been taught with timely feedback from a more proficient person; and (4) independent practice, where students practice learned skills on their own until the skills are automatic (Archer & Hughes, 2011).

Questioning of students was another area of focus. Staff were provided with professional development of types of questioning and strategies to implement. Questioning is important as it can be used to prompt students to think about what is being taught and to give the teacher information on where students are up to in their learning. Teachers then adjust instructions to meet learning needs, and support students to progress towards their learning goals. The 'cold calling' of students assisted with positive student engagement in lessons.

Student agency and voice were also areas of focus for 2024. Staff were provided with PD into the difference of both student voice and agency. Staff audited current practices to ascertain what is already in place and what further strategies are required to be implemented. This year one example of practice is; prior to any inquiry unit students were able to complete a survey so teachers could gain an understanding of what they understood and how best to plan the inquiry unit. This process will continue to be further developed in 2025.

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

Number intervention, Learning Enhancement Teachers (P - 6), EAL Teacher, School Counselor, Tutoring Program and Family School Partnerships Convenor. All of these programs and strategies contributed to the positive impact on student learning outcomes in 2024.

Student data is collected and arranged in a range of different ways depending on the nature of the data collected and the purpose for analysis. Much emphasis has been placed on formative assessments, practices and strategies. Staff have had numerous PLT meetings on

ways to improve their teaching in this area with a focus question 'How do you check students' understanding during a teaching session?' Students participated in many strategies to show their understanding (e.g. answers on mini whiteboards).

The three year Inquiry Units Cycle was audited and updated to ensure the units of work reflected the Victorian Curriculum Version 2.0. After analysis minor modifications were made to ensure (where possible) all areas are taught within the relevant timeframes.

In 2025, through Learning & Teaching our goals are to...

Literacy /Numeracy

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

Literacy and Numeracy Intended Outcomes

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

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

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

To participate in the TIMs project to improve the teaching of mathematics in F-2

To align scope and sequence with Ochre resources with Victorian Mathematics curriculum V2.0

To document non negotiable strategies in Literacy and Numeracy in 2024 (instructional model)

To develop / adopt a Literacy Scope and Sequence P-6 with high coherence.

Professional Development on Science of Reading and reading / writing models

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

Achievements

In 2024 Learning and Teaching whole school implementation of Classroom Mastery, focus on lining up and call to attention.

In 2024Literacy & Numeracy

Three teaching staff PD days on Classroom Mastery, Science of Reading and Writing & Spelling

In 2024 Three Leadership PD days on the Science of Learning / Science of Reading
 Literacy Leader five PL days with Teach Well
 Staff PD UFLI with SPELD Vic
 In school PL for LSO's with UFLI
 Implementation of UFLI across P-2
 Literacy Leader PhOrMeS training
 Implementation of of PhOrMeS 3-6
 Review of Literacy using Curriculum Evaluation Guideline from The Reading League.
 Review and audit of P-6 Literacy planners to align with Structured Literacy.
 Literacy Daily Review implemented P-6
 Coaching to support Literacy Daily Reviews
 Science of Reading - Book Club and Videos
 Implementation of Ochre Literature Novel Studies 3-6
 Design and implementation of our own Ochre novel study
 Purchasing of books for novel studies
 Purchasing of decodable readers
 Introduction of DIBELS whole school universal screener P-6

In Mathematics

TIMS PD days for P-2 and 3 - 6
 Maths Daily Review implemented
 OCHRE scope and sequence adapted to suit composite classes
 OCHRE Daily reviews adapted to suit P/1 classes
 Involvement in TIMS project - collecting data on children P-2 over the course of the year and tracking results in relation to the effectiveness of the Mathematics Daily Review
 Inservicing of LSO in relation to LFIN (videos and written information)
 Number Intervention program continued
 5/6 online PD in Perimeter and Length, Volume, Multiplication and Addition
 New Victorian Mathematics Curriculum implemented

Resourcing for Literacy and Numeracy was again a highlight of 2024. Each year level had access to Learning Enhancement Teachers, Tutor program teacher, Reading Intervention teacher , Maths Intervention teacher, EAL teacher and Learning Support Officers P-6. All of these personnel strive daily to make a difference with the students that they work with. Consistent parameters for working with groups of students have been embedded to ensure clarity of purpose. We aim to continue to strengthen literacy and numeracy personnel understandings and best practice in literacy teaching.

The Learning Framework in Number (LFIN) consists of a set of progressions of student learning related to early arithmetic. Each progression relates to the specific domain of Number (Number Identification, Forwards and Backwards counting, Structure, Place Value and Addition and Subtraction).

Students in P-2 are tested on each of the domains and then grouped accordingly to their learning needs. Testing occurs 3 times per year.

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

Student Learning Outcomes

St. Theresa's school is proud of the NAPLAN efforts of everyone in the school community. Our 2024 results have been pleasing across the majority of areas. The majority of areas (Spelling, Grammar & Punctuation, Numeracy, Writing and Reading) at St. Theresa's have displayed a majority of students with above State scores for both Year 3 and 5 students. In most areas we are at or above the 75% proficient. This displays our practices which assist low and high achieving students and affirms our learning and teaching practices that are in place.

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

The range of support staff include:

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

St. Theresa's uses a range of tests to monitor and track student achievement on an annual basis. This information is entered on a school database to keep records of student learning over time. At "Data time" (weekly planning session-60 minutes) staff analyse this information and adjust support/teaching strategies if required. Standardised, diagnostic and

school designed tests include PAT-M, Pat-R, Naplan, DIBELS, Westwood Maths, LFIN, Essential Assessment are utilised throughout the year.

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

In 2024 English Online Interview and Maths Online Interview assessments were used for all Prep and Year One students. The results were analysed to gauge further needs of students and to differentiate the learning. Essential Assessment program is used to complete pre and post testing of students for grade 3 -6 students in Numeracy. These assessments inform teachers of student growth over time on the mathematical concept taught. Pat M and R is implemented (Grade 1 - 6) in October/ November each year.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	421	60%
	Year 5	511	75%
Numeracy	Year 3	428	73%
	Year 5	515	79%
Reading	Year 3	423	83%
	Year 5	514	83%
Spelling	Year 3	411	60%
	Year 5	519	75%
Writing	Year 3	425	93%
	Year 5	529	96%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Student Focus : Increase student agency and foster student voice throughout the school and adhere to child safe standards requirements.

Strategic Intent : 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 and increase student agency and foster student voice throughout the school. The Personal and Social Capabilities identified in the Victorian Curriculum will be incorporated and embedded in our Learning and Teaching endeavours.

Goals & Intended Outcomes

To enable expression of student voice and agency regarding wellbeing

To embed current child safety standards and requirements

To refine and embed the whole school approach to mental health and wellbeing and raise its profile within the school community

To review positive behaviour policy (MACS)

To clarify the roles, responsibilities, referral processes for social emotional/behaviour/mental health.

To strengthen PLP writing as working documents for student learning and NCCD requirements.

Achievements

This year saw the consolidation of the Student Wellbeing Team consisting of the Student Wellbeing Leader, the Mental Health in Primary Schools Leader and the Learning Diversity Leader. The team met fortnightly to work through the Referred Student Tracker and took our actions on individual students from that. Our other area of focus was Child Safety which continued to be a priority and the school maintained its commitment to implementing the Child Safety Standards in an exemplary way. A new set of child friendly child safety posters are being created to be shared with the whole school community in 2025.

The goals and intended outcomes were further addressed through the following activities :

Continued use of wellbeing data to inform teaching eg PATSEL is administered in March every year

Increased Student Wellbeing profile eg new signage around the school

Exploring with teachers what Student Voice and agency looks like across the school using the MACS audit tool

Developing student voice through the Student Leadership Team eg student videos for SEL skill of the month

Introducing a Yard Peer Support Team for the yard

Building staff knowledge about different learning disabilities

Streamlining the referral procedures through the creation of a student tracker and matching the needs of students and families

Constant monitoring of the Critical Incident Report

Developing Extreme Behaviour Management Program

Continuing to build staff knowledge of child safe standards

Completing a SEL walkthrough to find strengths and gaps in current SEL practices

Continuing to provide a SEL Blog

Providing mental health literacy information for teachers/families

Establishing LSO meetings in Weeks 2 & 7 of every term

Upskilling LSOs eg dealing with trauma in children

The introduction of The Play Program with Year 5

The introduction of the Friendship Program with Year 5s in conjunction with the Brimbank Council

Participating in the Proactive Policing Sessions dealing with online behaviour for Yrs 4-6

Providing the Bully Zero program for Prep -Year 6 plus students and parents

Providing Brainstorm Production (Sticks and Stones) for the whole school

Mental Health First Aid Training for 4 staff members

Upskilling 2 staff members in the Child Link Briefing provided by MACS (information sharing schemes about key services the student might be engaged with)

Upskilling teachers with their PLP writing and providing extra support time for this.

All staff completing the Mandatory Reporting module.

Completion of First Aid and Anaphylaxis training for all staff

In 2025 our main goal is:

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

We will work towards this by :

Exploring what Student Voice and agency looks like across the school using the MACS tool student voice audit tool.

Recognising and increasing instances of student voice in the school to create a culture of student voice and agency.

Increasing the knowledge and awareness of CSS among staff, students and school community.

Reflecting on and sharing what SEL looks like within our school

Raising the profile of mental health and wellbeing within the school

Ensuring all staff are aware of requirements for PLP writing and NCCD requirements.

Value Added

Continued use of wellbeing data to inform teaching eg PATSEL is administered in March every year.

Increased Student Wellbeing profile.

Exploring with teachers what Student Voice and agency looks like across the school using the MACS audit tool.

Developing student voice through the Student Leadership Team eg student videos for SEL skill of the month.

Introducing a Yard Peer Support Team for the yard.

Building staff knowledge about different learning disabilities.

Streamlining the referral procedures through the creation of a student tracker and matching the needs of students and families.

Constant monitoring of the Critical Incident Report.

Developing Extreme Behaviour Management Program.

Continuing to build staff knowledge of child safe standards.

Continuing to provide a SEL Blog.

Providing mental health literacy information for teachers/families.

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Student Satisfaction

MACS School Improvement Survey of students from Grades 4,5 and 6 results show an overall positive endorsement of 61%. Eight areas out of ten which students were surveyed on have shown an upward growth from 2023.

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

1. Feelings & Behaviours : Recognising your emotions and values as well as your strengths and limitations.
2. Internal Strengths : Making friends, working in teams, organisational skills, dealing effectively with conflict and bullying

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

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

Overall, St Theresa's students ranked higher than other comparable schools in both sections and 89% of students were working at the very highly developed or highly developed levels.

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

Student Attendance

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

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

Average Student Attendance Rate by Year Level	
Y01	90.2
Y02	91.8
Y03	91.5
Y04	94.1
Y05	93.0
Y06	90.9
Overall average attendance	91.9

Leadership

Goals & Intended Outcomes

Goals & Intended Outcomes

To promote Catholic Identity (within a multi faith environment), facilitate faith formation and to provide opportunities to witness faith.

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

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

To embed the elements of the MACS Vision for Instruction and the school improvement model of Flourishing Learners West..

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

Achievements

Achievements

- RE Professional Development
- Staff acts of Social Justice (Fr. Barry, St Joseph in Rochester, Feast of the Sacred Heart food collection, Abbey Solo, end of year donations to a charity)
- Staff meetings - Inter faith sessions

- Parish Links (eg Fri. Mass, Links to Fr. Barry, MoG school, Project Compassion)
- Student Voice - children have been given opportunities to determinate aspects of their learning
- ESCI Surveys had 100% staff completed, much improved parent contributions and first time with Grade 3/4s
- Staff Book Club -RE based texts
- Family formation and information sessions
- Sacraments - Peace Day for Sacrament of Reconciliation, Eucharist Discovery Day/ Session and Reflection Day excursion to Mary MacKillop Centre
- Continued the use of swivel camera for appraisal/ feedback
- Embedded our proforma and timeline for coaching sessions and cycle of feedback for all staff
- Goal setting to created by teams
- Use AITSL standards to create own professional learning plan
- Self Care Assessment
- OH&S Training
- First Aide, Anaphylaxis, Asthma, Diabetes Training
- Professional Learning Team meetings During Planning
- Report Writing Days
- Planning Days
- Program Support Group Meetings during Face to face time.
- 4 Quarter Planning
- Learning Celebrations
- Learning Progressions
- Intervention Framework
- PAT SEL, PAT R, PAT M
- Smart Goals - Individual & Team, Appraisal

- Book Club
- Cultural Awareness Staff meetings
- Learning Framework in Numeracy
- High Impact Teaching Strategies
- Use of AITSL Teacher Self-assessment tool.
- NCCD support /LSO Support
- Development and Introduction of a new Behaviour Curriculum.
- Multi-tiered Systems of Support
- Junior Literacy Intervention
- L&T Analysis ,Planning & Implementation Support
- Introduced explicit instruction in Reading, Writing and Mathematics using UFLI and Ochre
- Student Wellbeing Support
- Upgraded and embedded Child Safety Standards & Wellbeing
- SEL data is analysed to plan and implement classroom SEL units
- Embedded the Respectful Relationships program
- Whole school SW days eg Anti Bullying Day / Harmony Day
- Student Voice : SRC involvement in Dynamic Young Citizens Program with Brimbank Council & setting student wellbeing goals

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
Science of Learning. Maths Curriculum 2.0 Implementation of UFLI. Implementation of PhOrMeS Structured Literacy High Impact Reading Instruction. High Impact Writing Instruction Explicit Instructional Model Behaviour Curriculum Instructional Coaching Walkthrus Retrieval Practice and Daily Reviews Using Ochre/ Jocelyn Seamer Knowledge Rich Units of Work First Aid Child Safety & Mandatory Reporting R.E - the Mass Engagement Norms Check for Understanding and Feedback Various Networks	
Number of teachers who participated in PL in 2024	22
Average expenditure per teacher for PL	\$4000.00

Teacher Satisfaction

MACSSIS stands for Melbourne Archdiocese Catholic Schools - School Improvement Surveys. It is a system of surveys developed specifically for Catholic schools in Melbourne, designed to gather feedback from students, families, and staff on how the school can be improved.

The overall school positive endorsement from teachers in the 2024 MACSSIS was 74% which shows a continued upward trend from the previous 3 years of MACSSIS surveys.

Teachers were surveyed across different areas of school life. We are pleased to acknowledge positive growth in our results across in more than half of these areas (60%) compared to 2023 results. We continue to strive to improve results across all domains each year.

Teacher Qualifications	
Doctorate	0
Masters	7
Graduate	5
Graduate Certificate	2
Bachelor Degree	15
Advanced Diploma	8
No Qualifications Listed	4

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	26
Teaching Staff (FTE)	22.06
Non-Teaching Staff (Headcount)	7.71
Non-Teaching Staff (FTE)	13
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

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

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

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

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

To evaluate current parent engagement processes and community partnerships processes.

Achievements

In 2024 we continued to work at prioritising a welcoming school by engaging our community.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A council grant won by our Grade 5 /6 students in 2023 enabled them in 2024 to participate in a 3 stage primary to secondary Gr 6 Transition program. This grant also enabled two other local primaries to share the experience at our school as well.

Our Gr 6 students discussed concerns about secondary school in a Community Conversation. They also met with Gr 6 peers from our two partner schools and Yr 7 representatives from 5 feeder secondaries in a panel session. At this session the grade 6 student's concerns were responded to by the secondary school representatives and they

developed connections and practiced new social skills with Gr 6 peers that they can use in 2025 when attending secondary school.

Towards the end of 2024 we were able to conduct a Prep transition program for new families. Three Prep transition meetings were held with parents while their children had an experience of their new teacher and class.

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

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

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

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

A final thanks to our wonderfully diverse group of children, families and staff, as well as the support the support of our partners that together make St Theresa's a great school community. We look forward to building on this in 2025.

Parent Satisfaction

MACS School Improvement Survey of parents results show an overall positive endorsement of 71% with positive endorsement in the Junior school of 83%

Financial Performance

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

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