

**ANNUAL
REPORT**
TO THE SCHOOL
COMMUNITY

St Therese's Catholic Primary School
CRANBOURNE NORTH

2018

REGISTERED SCHOOL NUMBER: 1926

Contents

Contact Details.....	2
Minimum Standards Attestation	2
Governing Authority Report.....	3
Our School Vision	4
School Overview	5
Principal's Report.....	6
Catholic Identity and Religious Education	7
Learning & Teaching.....	8
School Community & Student Wellbeing.....	10
Child Safe Standards	13
Leadership	14
School Performance Data Summary	16

Contact Details

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Minimum Standards Attestation

I, Michelle Bruitzman, attest that St Therese'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 2017 (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)*

6 May 2019

Governing Authority Report

At the start of this year we began an exciting new chapter for Catholic Education in our Diocese. Under direction from the Bishop of Sale, Bishop Patrick O'Regan, a new company, Diocese of Sale Catholic Education Ltd (DOSCEL), was formed to allow the Priests of the Diocese to concentrate on their pastoral, faith and spirituality responsibilities without the complication of being an employer and manager of schools.

In a historically significant move, DOSCEL was recognised by the Victorian Registration and Qualification Authority as the owner and operator of 42 Catholic primary and secondary schools within the Diocese of Sale on January 1, 2018. We are the first Diocese in Victoria to centralise the ownership and administration of Diocesan Catholic schools.

DOSCEL is governed by a board of directors. The board delegates all matters associated with the day to day management of Catholic education in the Diocese to the Chief Executive Officer. This includes, but is not limited to, all matters pertaining to employment of staff, financial and other regulatory and compliance issues, which were previously the responsibility of the Parish Priest or Association of Canonical Administrators.

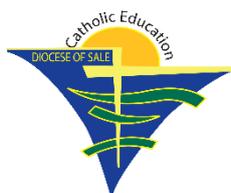
The Parish Priest or Canonical Administrator continues to support the school community through their pastoral presence, celebration of Mass and other liturgies, and assistance with the faith and spiritual development of members of the school community.

Under DOSCEL's guidance, rigorous reporting and accountability structures have been implemented in all schools to comply with the regulatory requirements of the Corporations Act. These structures were formalised in 2018 in discussion with principals.

Other structural changes occurred within the Catholic Education Office to accommodate the new reporting and accountability regime, including the establishment of an Industrial Relations and Human Resources team, and changes to the Catholic Identity, Leadership, Learning and Teaching team.

As providers of Catholic education, we aim to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best. To achieve this goal, we continue to invest in leadership and support for school communities to promote expert learning and teaching practices. We collaborate with Parish Priests, principals, school leaders and staff in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

2018 was a very positive year for Catholic education in the Diocese of Sale. We have created a strong basis for the future, and I look forward to sharing that journey with you.



Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Our School Vision

At St. Therese's Catholic community, we envisage a school where....

- each individual's personal relationship with Jesus is being nurtured within the tradition of a Catholic community that is prayerful, accepting and loving.
- the well-being of each member of our community is flourishing in a nurturing environment, where positive relationships are valued and the dignity and talents of individuals is respected.
- we are successful learners. Our school is a safe, harmonious and engaging learning environment. Everyone works together cooperatively and is responsible for their learning



School Overview

“It is love alone that matters,” St Therese of Lisieux articulates what it means to part of our school community where each member is valued and supported.

Inspired by the strong faith and belief of Saint Therese of Lisieux that even the smallest act of love is large in the eyes of Jesus, we are committed to valuing each member of our learning community and supporting all students’ academic and spiritual development. We are a welcoming and inclusive community that embraces the cultural diversity that we are blessed to have at St Therese’s.

In 2018, St Therese’s School had an enrolment of 285 students. There were thirteen class groups that were structured as follows; two Foundation classes of 23, two Year 1 classes of 22, two Year 2 classes of 22, two Year 3 classes of 19, two Year 4 classes of 20 and three Senior classes (5/6) of 24. Specialist areas included Visual Arts, Languages – Japanese, Physical Education and Digital Technology.

Numeracy and Literacy Intervention was supported throughout the school by Teachers and Education Support Officers. Teachers provided differentiated instruction to all students through targeted clinic groups and data was regularly collected as evidence to inform teaching and to measure the impact of teaching strategies. Weekly Professional Learning Team meetings were held at each year level to analyse evidence and to contribute to teacher planning.

Participation by our parents/carers in school programs and activities continued to increase and included membership of the School Education Board, Parents and Friends committee, as well as assisting in classroom activities, excursions, fundraising and sporting activities.

In 2018, we aimed to;

- nurture a strong relationship with Jesus within the Catholic ethos of our school community,
- improve the learning outcomes of all students,
- develop a culture of high expectations across the school community,
- build a safe and inclusive whole school learning environment,
- engage all families in effective partnership for learning.

Principal's Report

In writing the Annual Report to the Community I would like to commence by thanking all those associated with St Therese's School for their contribution to school life. I would like to express my sincere gratitude to Mr Paul Cowan who, in the capacity of Acting Principal, led the School throughout Terms One and Two before I commenced as Principal at the beginning of Term Three.

St Therese's has a dedicated and committed staff who work collaboratively in teams and value the opportunity to improve their own skills, knowledge and performance. Our students feel a connectedness to their school and to their peers and are motivated to achieve personal success. Parents are supportive and enthusiastic to assist the school in many ways and work with the staff to create a positive learning environment in which all students may flourish.

2018 was a year of continued learning and growth. The main focus for St Therese's was in relation to its commitment to improve learning outcomes of all students specifically in the areas of English and Mathematics. Teams of teachers from St Michael's, Don Bosco, St Patrick's and St Agatha's formed a network known as the Collectives. The Collectives enabled the establishment of a positive learning network in which we could share best practice and professional learning. Throughout the year, the work of the Collectives gave rise to evidence-based strategies in English and Mathematics. As a result, teachers' knowledge of the Victorian Curriculum and associated learning progressions have deepened. Differentiation of student learning has improved and teachers are more confident in analysing data to inform best teaching practice.

Our students had the opportunity to display their amazing performing arts skills in late Term Four. Our Taiko drummers wowed audiences at the Catholic Education Office in Warragul where they joined with the St Agatha's drummers in a tremendous performance.

Michelle Bruitzman ~ Principal



Catholic Identity and Religious Education

Goals & Intended Outcomes

Goal: To nurture a strong relationship with Jesus within the Catholic ethos of our school community

Intended Outcomes:

- Students display their faith in action
- Students are involved in an ongoing conversation that values the personal beliefs of individuals within the context of their lives
- Students display an enhanced knowledge of the story of Jesus in a meaningful context

Achievements

Teachers' knowledge of the new Religious Education curriculum 'To Live in Christ Jesus' was deepened through Year Level Planning Days each term with the Religious Education Leader who guided teachers in their planning of units. Moderation of student work samples occurred in Term Four to assess their skills and knowledge within Religious Education.

VALUE ADDED

- Prayer in Pyjamas evening held for families with students in Foundation to Year Two
- Walk For the Well fundraising event held in collaboration with St Agatha's to raise money for our sister school in Nigeria
- Student led social justice initiatives held, including collecting pyjamas for the homeless
- Whole School Mass held at the beginning and end of the year at St Agatha's Church
- Year level Masses held each term in the school's chapel
- Prayer Boxes sent home with each family
- Prayer of the Air continues to be held weekly to engage the community with the Sunday Gospel
- Assembly includes a reading of the Gospel and a brief message of how the gospel message can be lived out in our everyday lives.
- The School and Parish continue to work together to deliver a comprehensive Sacramental program, including parent/child workshops for Reconciliation, First Communion and Confirmation
- Each term there are opportunities for students to participate in Reconciliation after Mass in the school's chapel
- Staff prayer held each Tuesday morning in the Chapel
- A recontextualised Christmas story told as the focus for the whole school Christmas carols production held as a family evening

Learning & Teaching

Goals & Intended Outcomes

Goal: To improve the learning outcomes for all students

Intended Outcomes:

- Staff collaborate in planning and implementation the curriculum
- Students take more ownership of their learning
- Teachers use purposeful assessments to inform teaching and learning
- Staff understand and implement differentiated learning for students
- Staff cater for the specific needs of EAL students
- Professional learning for staff is personalised to individuals' needs

Achievements

Teachers are involved in weekly Professional Learning Team (PLT) meetings led by a member of the Leadership Team to carefully analyse data specifically in relation to Reading and Numeracy. These meetings provide a sharp focus on the selection of strategies aimed at improving student learning outcomes in English and Mathematics.

The introduction of whole staff curriculum and moderation meetings began in Term Four in response to a need for greater consistency in teacher knowledge of the Victorian Curriculum.

Assessment data walls for English and Mathematics continue to be used and an examination of the type and quality of data collected was undertaken. As a result, teachers have improved their capacity to differentiate the learning for each student and teach from point of need.

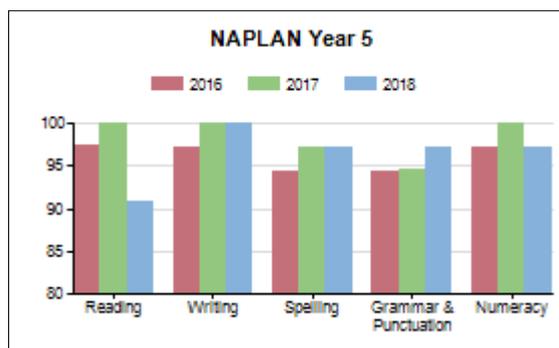
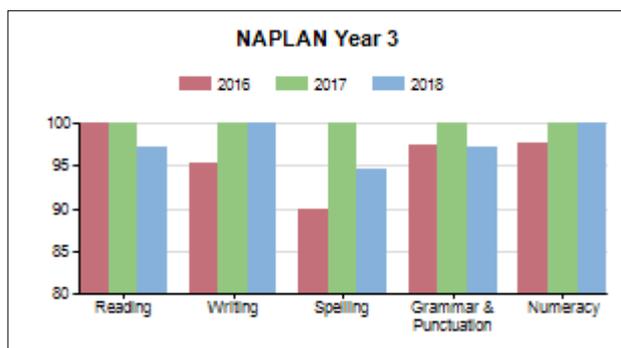
Words Their Way is a spelling program that has continued to be used by all teachers from Foundation to Year Six. The Levelled Literacy Intervention program continues to provide intervention for students who are not meeting the standard for Reading.

The online software program 'Essential Assessments for Mathematics' was introduced and teachers used this program for pre and post testing for units of work in Mathematics.

The Numeracy Leader in consultation with all classroom teachers developed a new Mathematics Planner that will be used in 2019 to plan for units of work. Enabling and extending prompts to differentiate Math learning tasks were investigated and are beginning to be used.

Student/Parent/Teacher Learning Conversations continued in 2018 with the introduction of digital student portfolios to supplement the traditional formal reports.

Staff were involved in the National Consistent Collection of Data (NCCD) and provided extensive evidence for the learning adjustments made for students with additional needs.



STUDENT LEARNING OUTCOMES

Since 2017, we have maintained high NAPLAN results, particularly in regards to Year Three and Year Five Writing and Year Three Numeracy where all students reached the minimum standard. This is due to the continued focus of these areas and involving the students in targeted learning clinics. The 2018 NAPLAN results for Reading, particularly in Year Five, were disappointing due to a drop of 9% of students reaching the minimum standard.

As a result, the implementation of Reading strategies at the word, phrase and sentence level will be a focus for all teachers in ensuring that reading results continue to improve into 2019.

School Community & Student Wellbeing

Goals & Intended Outcomes

Goals:

To build a safe and inclusive whole school learning environment

To involve all families in effective partnership for learning

Intended Outcomes:

- Students are engaged in positive relationships with fellow students, staff and other adults in the community
- Students develop an understanding of and are able to demonstrate resilience
- Families feel valued
- A culture of Child Safety is embedded in the school

Achievements

This year, the Wellbeing Team among staff continued to be proactive in keeping Wellbeing on the agenda. The team led the Buddy program where all teachers were allocated a Year Six buddy who they mentored. All younger students were allocated a buddy from an older year level. This strategy has been successful in improving students' connection to school.

At the beginning of the year, teachers planned and implemented 'Learning to Learn' units of work. The units focused on building student/teacher relationships and set the expectation for each class group that carried on throughout the year. This initiative has successfully created a positive and safe learning environment which is evident in the student survey data.

There was a whole school review of the way student behavior is managed. As a result, a flow chart that clearly outlines behavior management and expectations was developed and implemented. This has ensured a more consistent approach to behavior management.

Play is the Way program was embedded at the school and used to explicitly teach social skills and resilience.

The school counsellor was employed two days per week through CatholicCare and worked with children and their families who required individualised support.

VALUE ADDED

- Students participated in Harmony Day to celebrate the diverse array of cultures at the school
- Teacher led Chess Club at lunchtimes
- The School Board and Parents and Friends continued to further strengthen the sense of community within St Therese's School through such activities as: Family Picnic evening, Mothers' Day Afternoon tea and Father's Day Breakfast. The end of year Christmas Carols managed to once again attract a significant number of families.

STUDENT SATISFACTION

The Insight SRC survey results reveal a 20% improvement in the Teacher Relationship section compared with 2017. This is a significant improvement and can be attributed to the efforts made by the School in the area of Student Wellbeing.

The Teaching and Learning section of the survey also demonstrated impressive improvements. Of particular note is that students now feel positively about the opportunity for them to work in collaborative teams. Students find the learning at St Therese's interesting, enjoyable and inspiring.

Classroom behaviour and student safety continues to improve.

STUDENT ATTENDANCE

Attendance is monitored closely via the collection of electronic roll data, twice daily. The school has a policy of requiring parents to notify the school when children are absent and providing a reason for the absence. This can be relayed to the school via a phone call, email or notification through the 'Skoolbag' app.

All unexplained absences are followed up in the following way on the day of the absence;

- Text messages are sent to parents/carers for any unexplained absences by 10:00 am of the day of absence.
- If parents are unresponsive to the text message, phone calls are made to all emergency contacts to verify the reason of a student's absence.
- A further step is followed up by the Principal if necessary.

St Therese's includes a summary of attendance in the school reports in June and December.

PARENT SATISFACTION

Parent responses to the Insight SRC survey are grouped under six headings: Community Engagement, Learning Opportunity, Staff Engagement, Student Engagement, Peer Relations and Student Behaviour. All areas revealed improvement from 2017 results apart from Student Behaviour where results indicated a slight decline.

This data places our school in the top 25% of Victorian schools.



Child Safe Standards

Goals and Intended Outcomes

A culture of child safety is embedded at the school

Child Safety is a permanent agenda item at Staff meetings

1. Students are surveyed each semester in relation to how safe they feel.
2. Records are kept of decisions and actions in relation to Child Safety concerns.
3. The Child Safety link on the website is regularly advertised to parents.
4. All staff are in-serviced on Child Safety matters.

Achievements

A child friendly version of the Child Safe Code of Conduct was created with students. This involved the students discussing the Code of Conduct and writing a version that could be explained to the youngest students at the school. The activity has increased students' awareness of child safety.

Each staff meeting places Child Safety on the agenda and staff discuss elements of child safety as required.

All staff are required to complete the online Mandatory Reporting modules by the end of Term One. Staff are supported to make reports to DHHS or Child First as outlined in the 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'.

All staff and visitors to the school are required to sign in on arrival using the Passtab app located on the iPad at Reception.

Volunteers must hold a current WWCC and sign the Code of Conduct. Volunteers must wear a lanyard that clearly shows that they have signed in. Volunteer induction sessions are held at the beginning of each year and as required to explain our child safety procedures and ensure that all volunteers understand the Child Safety Code of Conduct.

All teachers, including replacement teachers, most hold a current VIT certificate. The Principal conducts VIT certificate checks regularly.

All contractors must undertake an induction through Diocese of Sale Catholic Education Limited (DOSCEL) before being inducted at a local level at the school by the Principal or Deputy Principal. Contractors must supply copies of WWCC and liability insurances.

The School Advisory Board worked through the Child Safety Standards and information was provided to the school community via the newsletter.

Leadership

Goals & Intended Outcomes

Goal: To develop a culture of high expectations across the school community

Intended Outcomes:

- Agreed expectations are articulated, modelled and monitored in the following areas;
 - Student learning behaviours
 - Student social behaviours
 - Staff expectations
 - Student and staff facilities
 - Parent involvement

Achievements

- Lead teachers are released to facilitate Professional Learning Team meetings at team planning times. During team planning, teachers have been able to devote time to creating effective plans for student learning
- Opportunities were provided for staff to attend Professional Learning to improve practice
- Merit awards are awarded to students who consistently display appropriate learning behaviours
- The Master Plan and Educational Brief was reviewed, rewritten and resubmitted at the end of 2018
- The Library and Digital Technology space was reimagined and furniture purchased to create a contemporary, flexible learning space
- New cleaners were contracted by the School and a maintenance plan was established
- Two graduate teachers successfully presented their VIT projects to the Leadership Team for approval

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018**

- CEO Sale Learning and Teaching Network Meetings – School Leadership Team members attended these meetings each term
- CEO Sale Collective Meetings – three School Leadership Team members attended one meeting each term
- 'Play Is The Way' social and emotional learning strategy – four new staff members attended a full day training session
- 'Play Is The Way' mentor session conducted at the school with all teachers
- Masters of Clinical Teaching (Melbourne University) course completed by two teachers and one teacher commenced the course in 2018
- All staff took part in a full day First Aid course, including CPR and level 2 First Aid, asthma and anaphylaxis training
- Graduate induction program for three staff members
- ESOs began the Certificate VI in Education Support
- Languages teacher attended the Languages PL through CEO Sale
- Diocesan Spirituality Day

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

32

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 603.84

TEACHER SATISFACTION

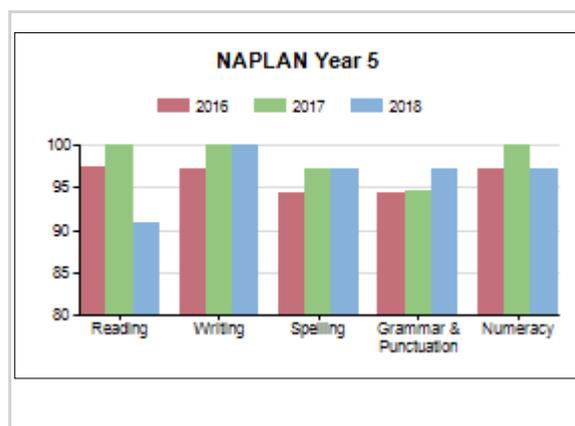
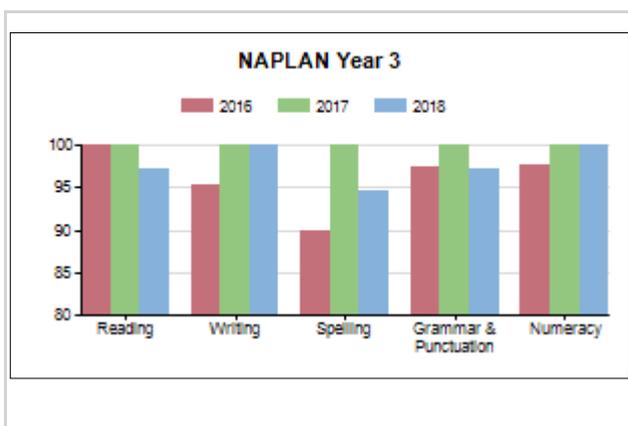
Overall the results of the 2018 Insight SRC survey indicate improvements. The Teaching Climate has shown growth particularly in regards to Student Behaviour. This can be attributed to the work done in the area of Student Wellbeing and having a more consistent approach to behaviour management. This is an area that will continue to be a focus for the school.

The Organisational Climate of the school has seen little change from the 2017 results. A future focus on developing processes for providing staff with effective feedback will assist in the improvement of areas such as Appraisal and Recognition and Empowerment.

School Performance Data Summary

E4035 St Therese's School, Cranbourne North
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PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016	2017	2016 - 2017	2018	2017 - 2018
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	97.5	100.0	2.5	97.3	-2.7
YR 03 Numeracy	97.7	100.0	2.3	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	97.2	-2.8
YR 03 Spelling	90.0	100.0	10.0	94.6	-5.4
YR 03 Writing	95.3	100.0	4.7	100.0	0.0
YR 05 Grammar & Punctuation	94.3	94.6	0.3	97.1	2.5
YR 05 Numeracy	97.3	100.0	2.7	97.1	-2.9
YR 05 Reading	97.4	100.0	2.6	90.9	-9.1
YR 05 Spelling	94.3	97.3	3.0	97.1	-0.2
YR 05 Writing	97.3	100.0	2.7	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y01		93.1
Y02		93.9
Y03		92.6
Y04		91.3
Y05		93.3
Y06		91.0
Overall average attendance		92.5

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.2%

STAFF RETENTION RATE	
Staff Retention Rate	85.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	10.0%
Graduate	35.0%
Graduate Certificate	10.0%
Bachelor Degree	70.0%
Advanced Diploma	30.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	24
Teaching Staff (FTE)	20.1
Non-Teaching Staff (Headcount)	13
Non-Teaching Staff (FTE)	10.6
Indigenous Teaching Staff (Headcount)	0