



2023

Annual Report to the School Community



St Therese's School

27 Albion Street, KENNINGTON 3550

Principal: Petra Teggelove

Web: www.stkennington.catholic.edu.au

Registration: 1555, E Number: E3037

Principal's Attestation

I, Petra Teggelove, attest that St Therese'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 05 Apr 2024

About this report

St Therese'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

The 2023 Catholic Education Week theme “Let the Words You Speak Always Be Full of Grace” reminds us of Pope Francis’s call to be a synodal Church in which our understanding of others and respect for diversity is shaped by respectful dialogue borne from deep listening.

Catholic Education Sandhurst continues to be committed to providing contemporary and innovative learning environments that value diversity and promote care, respect and co-operation. In 2023 we launched the CES Ltd Strategic Plan 2023-2027 which sets out directions and priorities that will guide the way in which our Catholic schools pursue excellence in fostering the development of each person in all the dimensions of human existence: intellectual, spiritual, emotional, bodily, relational, environmental and cultural.

Schools have begun the process of developing School Improvement Plans aligning their local strategic planning to the CES Strategic Plan, under the direction of Principal Consultants and in response to schoolbased review findings.

Our governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment.

Our learning data has identified pockets of excellence in school communities across the diocese but also highlighted greater scope for improvement in the future. The development of the CES Ltd Catholic Learning and Teaching Framework will promote greater collaboration and focus on student learning growth.

The nation-wide shortage of teachers continues to impact all schools demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

CES Ltd has a small number of schools with low enrolments and personnel and the Catholic Education Office works closely with leadership in these schools to ensure continued viability. An incentive scheme to attract and retain educators has been initiated and the CES Ltd Board has taken a robust interest in the way small schools are promoted through the CES Ltd Marketing Strategy.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2023 of Catholic Education Sandhurst Ltd - our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, true bearers of the Mission to which they have been called.

PAUL DESMOND

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

School Identity Statement:

Amor Vincit Omnia - Love Conquers All

Vision Statement:

St Therese's school strives to be a faith and learning community that celebrates God's presence through our Catholic heritage, excellence in teaching and learning and a strong partnership between family, parish and staff.

Graduate Outcomes:

St Therese's Graduates are people of:

Faith: who develop a relationship with God.

Integrity: who show a strong sense of justice.

Hope: who are self confident and believe in themselves.

Wisdom: who strive to achieve their full potential through a love of learning.

Courage: who are inclusive, and make responsible choices, even when it's difficult.

Respect: who show respect for life, self, others, the wider community and the environment.

School Overview

St Therese's School was blessed and officially opened on 1st March 1956 by Bishop Bernard Stewart. The original school, begun by the Sisters of Mercy, was spread over two campuses with the Junior School in the old St Aidan's Orphanage and Grades 3 to 6 at the current site in

Lowndes St. The initial enrolment was 52 students. At the February census in 2023, the student population was 463.

St Therese's School has 21 classrooms, a library, Expressive Arts Centre and an administration block, and sundry other small meeting and tuition rooms.

The school is situated in the Bendigo suburb of Kennington, approximately 2.5 kilometres from the city centre and is open to all families who wish to seek the values of a Catholic Education.

The school has a straight class structure, with 3 classes at each level from Foundation to Year

6. Teachers plan together to ensure consistency of practice, content and assessment across the year level, and our students are offered a specialist curriculum in the areas of Visual Arts, Performing Arts, Indonesian and Physical Education.

Each child is recognised as the individual they are. We acknowledge that best practice in teaching aims to meet the needs of each child, attending to learning styles, social, emotional diversity and academic progress. The school attends to the needs of each student with the support of our learning diversity leader, speech therapist, intervention teachers and school counsellor.

St Therese's has a dedicated, committed and caring staff who believe the profession is a call to service. Beyond the classroom, the staff provide extra opportunities for the students through the lunchtime clubs, school choir, school performances, camps, Energy Breakthrough Challenge and sporting teams, just to name a few.

As a community based on the teachings of Jesus Christ, Christian values permeate every aspect of school life. The relationships and interests are centred around caring and affirming the dignity and worth of each member of the school community.

Principal's Report

As a Catholic school community, we value the opportunity to gather as a school to celebrate the Mass. This year has seen many opportunities to celebrate our faith together. Our St Therese's Feast Day Mass is a very special time for our community, coming together to highlight the values and lessons shared by our Patron Saint. We also came together for Mother's and Father's Day Liturgies, our opening school Mass, the Feast of the Assumption, All Souls Day and our End of Year Mass. Each liturgy reminds us of God's presence within us and our school community.

We have seen huge improvements both inside and outside our school with the painting of both the external and internal buildings, the completion of safety fencing around the school, planting and redevelopment of garden beds, the addition of display boards to six classrooms, safety barriers on our staircase and new basketball rings, possibly the most popular upgrade with the students. These improvements make our school a safer and more inviting learning environment and one that our community is proud of.

While academic success and improvement continue to be a priority for our school, this year has seen the running of successful Outdoor Education Programs from Years 2-6, including extended day experiences and overnight camps. We have held whole school sporting events such as cross country and the athletics carnival and participated in many sporting events, with students processing through to state-level. We also featured art in the McKillop Arts Festival and participated in this year's Festival of the Sacred.

I take this opportunity to thank the staff of St. Therese's; it is a pleasure and a privilege to work alongside them each day. Their commitment to our students and their learning and growth is evident to all.

I acknowledge our students who continue to amaze me with their enthusiasm and energy for life; this year, in particular, their willingness to embrace inclusivity and risk-taking has been a credit to them.

I would like to thank our P&F, who work tirelessly to raise funds for our school, with a particular focus on replacing the junior playground this year. Your work and commitment to fundraising and building community are to be commended. Thank you for your time, energy, and enthusiasm for this group and our school.

It is with sadness but much gratitude that I thank Father Andrew Fewings on behalf of our school community for his continued commitment to our school, Parish and the wider community. We will miss you, but please know you will not be forgotten.

Finally, thank you to the School Advisory Council for your continued support and encouragement this year. In particular, I would like to thank outgoing members Sharni McPherson, Ember Chittenden and Mick Hembrow. Thank you for the time you have dedicated to the Advisory Council over many years. To Mick, thank you for your leadership in chairing the School Advisory Council in 2022 and 2023. I am so grateful for your continued support over this time, Sharni, your energy and willingness to contribute, and Ember, your passion and knowledge for all things education.

St Therese's continues to be an exciting and evolving school community focused on developing independent, curious and empathic students. It is a privilege to lead our community.

Catholic Identity and Mission

Goals & Intended Outcomes

- Consistent practice in all facets of Catholic school life.
- Developing consistent practice in planning and implementation of the Source of Life curriculum from F-6

Achievements

The Catholic Identity Review allowed us to examine our school's participation in the mission of the Catholic Church by engaging with the quality indicators for each of the five domains and their subdomains.

The outcome of the review was the panel affirming our judgements, and offering commendations and recommendations that have been considered in the future planning for the school.

The school-wide consistent Religious Education planner which was implemented in 2022, was updated to ensure consistency with the school's instructional model.

Staff engagement with the Religious Education planner deepened through planning support provided by Colleen Hampson from Catholic Education Sandhurst Ltd, and professional development sessions with a particular focus on assessment in religious education.

Professional learning opportunities were provided to staff to enable a consistent understanding of the Gospel of Matthew and Mary. Kevin Lawlor from CES Ltd provided these professional learning experiences.

Value Added

2023 brought with it many opportunities for our community to engage in community prayer and worship through participation in Eucharistic celebrations, Liturgies and prayer experiences. Throughout the year the students worked with the teaching staff to plan and prepare prayer for whole school assemblies, liturgies and school masses, this encouraged active participation in the liturgical life of the school and parish community.

The 2023 school theme, 'Let your light shine' - Matthew 5:14 provided was explored and celebrated throughout our whole school and unit masses, prayers and liturgies and provided the opportunity for the graduate outcomes to link into our liturgical expression and celebration.

Reshaping of the school's graduation celebrations occurred in 2023, leading to the graduation celebrations to take place as a part of a liturgy of the word. This change enabled the focus of the liturgy to be graduation, enabling the use of rituals and symbols significant to the students to take place as a part of the celebration that would be liturgically inappropriate during a Eucharist celebration.

The sacramental program saw many students from our school community prepare for and celebrate the Sacraments of Reconciliation, Confirmation and First Communion. Although the sacramental program is parish-based, it was supported by the staff of our school, attending information nights and leading preparation sessions for the students.

While Marcia Arnold, the leader of Catholic Identity, was on leave for the majority of the school year, numerous staff across the school supported us in planning and preparing our Eucharistic celebrations and social justice action and supported the general Catholic life of our school, particularly David Mott, who stepped into the role as the main coordinator for all liturgies, masses and Catholic Identity focuses activities.

Learning and Teaching

Goals & Intended Outcomes

- Consistent practice in all facets of Catholic school life.
- Consistent practice of evidence-based practice in the area of Feedback from Foundation to Grade 6 and Specialist areas
- To use consistent, evidence-based practice from Foundation to Grade 6 in key learning areas to enhance greater student success.
- To continue to build the data literacy capacity of staff.
- To build the capacity of the Learning Leaders team.

Achievements

The NSIT Review in May allowed us to examine our current practices in each of the 9 domains of the tool. The findings, commendations, affirmations and recommendations were examined and aligned to current initiatives and will also feature in our school improvement documentation.

Student outcomes are largely impacted by the quality of teaching they receive. 2023 saw the introduction of the Learning Leaders team, who were committed in the development of their coaching skills and leading the school through our Feedback pedagogical focus using evidence and research backed approaches to feedback. The teacher's commitment to professional development and ongoing professional improvement was evident throughout the year. We have continued to learn together as a staff this year with our learning focus feedback and data analysis and response priority areas for school closure days and weekly PLC meetings.

A whole school Common Assessment Task for Writing was held in Terms 2, 3 and 4, and allowed for school-wide data analysis and the active involvement of students with their learning through Writing success criteria and Bump It Up Walls.

The St Therese's Instructional Model was created following intensive staff, leadership and advisory council contributions. The Instructional Model works to improve planning and builds teacher capacity through the development of a coherent, consistent and sequenced plan for curriculum delivery. School wide curriculum documentation was updated to reflect the new Instructional Model.

Throughout the year, the St Therese's students were able to participate in a variety of activities including, but not limited to:

- Health and Physical Activities: including swimming, cross country, Jet's gymnastics, athletics, Connected Circus for Grades 5 and 6, and Teddy Bear's Hospital for Grade 1.
- Camps and Excursions: including historical walks around Bendigo, performances at the Capital Theatre, visits to the War Memorial and Sovereign Hill, and adventure camps and excursions for students in Grades 3-6.
- Parent and student involvement was encouraged throughout the year through the introduction of Class Newsletters, which highlighted the learning intentions for each term, learning walks, Senior School learning expos, Learning Conversations and PSG meetings.

Student Learning Outcomes

NAPLAN data was released on the 17th of July, 2023. This year saw the introduction of proficiency standards, and consequently, 2023 results cannot be directly compared with results from 2008 to 2022. State comparisons are not available at this time; however, our Year 3 data indicates that in Numeracy, 85% of students and 83% of students in reading are strong (results meeting challenging but reasonable expectations at the time of testing) or exceeding (results exceed expectations at the time of testing). Year 5 data indicates that 60% of students in numeracy are strong or exceeding expectations, and in reading, 71% of students are strong or exceeding expectations. Punctuation, Grammar and Spelling data present areas for us to focus on. Writing data in Year 3 was strong, while the Year 5 data indicated the need for a continued focus in this area. A school-wide goal for NAPLAN in the coming years is to reach 85% of all students in all areas to be Strong or Exceed expectations.

Additional intervention support was provided for students through the provision of Intervention Teacher and Learning Support Officers. Interventions largely focused on improving students' speech, spelling and reading skills. Enhanced data recording and tracking allowed for targeted learning and teaching strategies.

The Learner Diversity program was enhanced with the recording of goals, adjustments and interventions expanded on student Personalised Learning Plans and the commencement of setting, monitoring and reviewing learning goals for all St Therese's students throughout the newly introduced Learner Diversity Drive.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	440	64%
	Year 5	480	60%
Numeracy	Year 3	422	86%
	Year 5	492	73%
Reading	Year 3	436	84%
	Year 5	496	75%
Spelling	Year 3	429	75%
	Year 5	491	68%
Writing	Year 3	436	89%
	Year 5	482	70%

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

Student Wellbeing

Goals & Intended Outcomes

- Consistent understanding and practices for Behaviour Management and support from F-6
- Implement strategies that focus on improving the connections and relationships among students of all ages and members of the school community.
- To continue embedding a consistent approach to behaviour management and routines, building on our work from the previous year.
- To continue to focus on consistent practices for our Behaviour Management Framework from F-6.
- Implementation of Child Safe Standards with the support of CES.

Achievements

Completion of the Protect Modules: Mandatory Reporting, Child Safeguarding, SWPBS Staff Handbook & Emergency Management Training.

Online training on Child Protection which includes Protect Behaviours, facilitated by the CES Ltd. The key changes include new requirements:

- to involve families and communities in organisations' efforts to keep children and young people safe
- for a greater focus on safety for Aboriginal children and young people
- to manage the risk of child abuse in online environments
- for greater clarity on the governance, systems and processes to keep children and young people safe.

Communicating updated information to staff and families through our Weekly Bulletin and regularly inclusion in Staff Meetings and in our school newsletter.

Emphasis is placed on planning excursions and camps with a particular focus on child safety. Care is taken to undertake risk assessments accurately, considering all mitigating circumstances.

Child Safety is a standing agenda item at each SAC meeting.

Value Added

Professional Development for Staff:

- Behaviour Management, with the Behaviour Support Team, CES Education Officer and Pastoral Wellbeing Leader
- Possum Skin Cloak Plans PD
- Ongoing training throughout the year in our staff meetings on behaviour management and Child Safety.

Gr 6 Leadership Groups

These included the leadership areas of the Behaviour Support Team, FIRE Carriers Team, Sports Team, ICT Team, and Sustainability Team.

Class Representatives

Our Class representatives continued to be visible over the year, being at the Friendly Brew, organising social gatherings, supporting new families by making them feel welcome and helping at our Community Welcome Night. We had a hugely successful Annual Dinner night where families got a chance to connect and socialise.

Respectful Relationship

The 4 R's program was taught across the school, which aims to support students' well-being. In Term 3, we had a special focus on the diversity of our community. At each assembly, students were invited to present information about their culture to the students.

E-Safety

In 2023 we engaged Grant Fitzgerald from the CES Ltd to facilitate a Cyber Safety parent/child information session. We have also regularly included E-Safety tips and guides in our school newsletter.

School Counsellor

Our school counsellor continued her valuable work with our students. Mena Baines worked 3 days per fortnight providing support for our students.

Supporting and Engaging with Families

Our Family Support Worker was active in supporting our students and families. We also included information in our newsletter and social media supporting families, e.g., Parenting Ideas articles, webinars and Parent Workshops through Catholic Care.

Our community was informed through social media and our newsletter throughout the year to promote School Wide Positive Behaviours and Supports (SWPBS). We also sent home a SWPBS Family Handbook to families via PAM in Term 1 to further inform our families about our Behaviour Management Framework.

The Friendly Brew had a very successful year. Each Friday, parents were able to catch up and meet new people. We had guest speakers such as our Koori Education Worker, speech pathologist, and school counsellor attend our coffee mornings to talk to parents and share supportive information.

Indigenous Perspectives:

We are always looking for opportunities to embed Indigenous Perspectives throughout our school. Our Koori Education Officer (KEW) was a guest speaker at the Friendly Brew during the year and we also had an Indigenous Perspectives section in our newsletter and Staff Bulletin. We included Indigenous Perspectives in our Staff Meetings each week, and our Leadership Team Leaders worked with our FIRE Carriers. As a group, our FIREcarriers wrote our Acknowledgment of Country, reading it at the beginning of each Assembly. We also developed a FIRE Carriers Covenant with the assistance of CES Ltd. A new cultural plan was developed by our Catholic Education Office, named Possum Cloak Skin Plan, and this was introduced to staff at staff meetings. Our indigenous families will be invited to develop a plan through 2024.

Student Satisfaction

181 students from Years 4-6 participated in the CES School Engagement Survey.

Of the ten domains, St Therese's students indicated their satisfaction was at or above the CES averages in all but two areas. Pleasing results included:

Rigorous Expectations

How much do student feels that their teachers hold them to high expectations of their efforts, understanding, persistence and performance? 79%

Teacher-student Relationship

The strength of the social connection between teachers and students, within and beyond the school. 72%

School Belonging

How much students feel they are valued members of the community. 69%

Areas for further work include:

Student safety presented as low at St Therese's and across the diocese, and Catholic identity presented a low result in Year 6.

Student Attendance

The school's classroom teachers are required to monitor and record the attendance of all students at least twice a day, including during school excursions, and report absences from school or class. At our school, attendance is recorded by the classroom teacher during the first session of the day (9 am) and after lunch (2:30 pm) using SIMON.

If a student is absent on a particular day and the school has not been previously notified by a parent, guardian and/or carer, or the absence is otherwise unexplained, St Therese's Primary School notifies parents by SMS, phone or through SIMON. Classroom teachers follow up on unexplained absences and attempt to contact them.

Parent, guardian and/or carer as soon as practicable on the same day of the unexplained absence, allowing time for the parent, guardian and/or carer to respond. If contact cannot be made with the parent, guardian and/or carer (due to incorrect contact details), the school attempts to make contact with any emergency contact/s nominated on the student's file held by the school, where possible, on the day of the unexplained absence. The school then keeps a record of the reason given for each absence. If the school considers that the parent has provided a reasonable excuse for their child's absence, the absence will be marked as 'approved absence'. If the school determines that no reasonable excuse has been provided, the absence will be marked as 'unexplained absence' or 'parent choice unauthorised'. The parent, guardian and/or carer will be notified if an absence has not been approved.

In the cases where students are continuing to have unexplained absences, the teacher contacts the Pastoral Wellbeing Team and processes are then put in place to support the student. For example, meeting with the parents to design an attendance plan and if necessary seek assistance from Catholic Education Sandhurst Limited.

Average Student Attendance Rate by Year Level	
Y01	90.0%
Y02	90.7%
Y03	91.0%
Y04	88.7%
Y05	90.4%
Y06	89.4%
Overall average attendance	90.0%

Leadership

Goals & Intended Outcomes

- To create a culture where school leaders are committed to the ongoing professional learning of all staff and to the development of school-wide, self-reflective practices focused on improving classroom teaching and student outcomes and well-being.

Achievements

- Implementation of a new leadership structure, including the introduction of Learning Leaders.
- Successful appointment of new Deputy Principal
- Successful creation and appointment of the Senior Leader: Learning Diversity and Pastoral Wellbeing.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>Leadership:</p> <p>4 Days - Building Leadership Capacity for Learning Leaders</p> <p>Participation in CES Network Days for :</p> <ul style="list-style-type: none"> - Deputy Principal - Religious Education - Learning Diversity, - Pastoral Wellbeing <p>Curriculum:</p> <p>2x2 Days Graduate Conference</p> <p>2-Day ACHPER Conference</p> <p>Numeracy CES Network Days.</p> <p><u>Whole Weekly PLC</u></p> <p>Catholic Identity</p> <p>Religious Education</p> <p>Numeracy</p> <p>Writing Moderation</p> <p>HIT Strategies</p>	
Number of teachers who participated in PL in 2023	32
Average expenditure per teacher for PL	\$900.00

Teacher Satisfaction

St Therese's participated in the CES School Engagement survey. 30 staff completed this survey, and in all domains, the overall positive endorsement percentage of the school was

higher than that of the CES average. The areas of Instructional Leadership, Staff-leadership relationships and Collaboration around an improvement Strategy were particularly high.

Staff-leadership relationships

Perceptions of the quality of the relationship between staff and members of the leadership team. CES Average: 82% St Therese's Average: 97%

Instructional Leadership

The extent to which the school leaders set the conditions for improving teaching and learning at the school. CES Average: 54% St Therese's Average: 74 %

Collorabation around an improvement strategy

Perceptions of the coherence of the school's improvement strategy. CES Average: 58% St Therese's Average: 83 %

St Therese’s staff retention for 2023 was stable. Two new classroom teachers were appointment for 2024, and no ongoing staff leaving the school.

Teacher Qualifications	
Doctorate	0.0%
Masters	8.0%
Graduate	14.0%
Graduate Certificate	2.0%
Bachelor Degree	50.0%
Advanced Diploma	14.0%
No Qualifications Listed	12.0%

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	45
Teaching Staff (FTE)	35.6
Non-Teaching Staff (Headcount)	33
Non-Teaching Staff (FTE)	29.2
Indigenous Teaching Staff (Headcount)	2

Community Engagement

Goals & Intended Outcomes

- To ensure all families are made to feel welcome and included in all facets of school life.
- To provide opportunities for families to gather, socialise and celebrate together.

Achievements

- Participation in the National School Improvement Review, including parent and student contributions
- Participation in the CES School Engagement Survey
- Internal and external painting of the entire school
- Retainer wall and fencing around the school
- Significant funds were raised to install a new junior playground

Parent Satisfaction

St Therese's participated in the CES School Engagement Survey. Eighteen families completed the survey. The overall school endorsement was 64% on par with Catholic Education Sandhurst's average. In five of the seven domains, St Therese's displayed a higher level of a positive endorsement than the CES average however, the area of Barriers to Engagement - Factors that can hinder a family interaction or involvement with a child's school presents us with an area of focus for improvement in the future.

As part of the National School Improvement Review completed in 2023, 18 parents were interviewed with an overwhelmingly positive response to the school's work, learning engagement and clarity of vision.