

2024

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 15 Apr 2025

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 Catholic Education Week theme for 2024, “Behold I Make all Things New,” invited us to reimagine possibilities to enliven our ministry in Catholic education in innovative and creative ways. The theme challenged us to ensure our educational enterprises were clearly focussed on every student, every teacher, every school, every day.

In 2024, the recognition that Catholic Education Sandhurst Limited (CESL) is a multi-school system found expression in our commitment to streamlined governance responsibilities and enhanced support for our learning centres. This approach allows for unified policies, consistent standards, and centralised support, while still catering to the unique needs of each individual learning centre.

To align the work of Catholic Education Sandhurst Ltd with the CESL Strategic Plan 2023-2027, three “Guiding Lights” have been identified that will shape the work of the organization for the next three years:

- **Authentically Sandhurst Catholic Education**
Recognizing our rich diocesan relationships and commitment to spiritual formation, Sandhurst Catholic Education is living the missionary call to respond to the needs of our young people and our world with an ongoing and Gospel infused process of encounter, deep listening, discernment and courageous action.
- **Outstanding Learner Growth**
Together, across the system, we will invest in educational and allied staff capabilities so that irrespective of personal circumstances, every young person in every school will have access to an equitable, sound, engaging and responsive learning program.
- **Solidarity and Subsidiarity**
Through our commitment to solidarity, in each of our learning centres, our young people have the same opportunity to flourish and grow. Our collective strength will be used for the benefit and growth of all parts of the organisation.

At the same time, subsidiarity allows entities to bloom and thrive under clear parameters, knowing in which circumstances decisions are to be made at the lowest level possible, or the highest level necessary.

In line with these three Guiding Lights and the recognition that CESL is both an evangelizing and educative entity, 2024 saw the groundwork established for Magnify Sandhurst, a transformative learning and teaching program to be rolled out to our 51 Catholic schools across the Sandhurst Diocese. This new learning and teaching program aims to significantly

enhance the learning experience for students and provide teachers with the tools they need to deliver an evidence-based curriculum that boosts student outcomes.

With the support of world-class educational partners such as Steplab, Knowledge Society, MultiLit, and Ochre Education, Magnify Sandhurst is an investment in the future of every child in all 51 schools. With the mantra, 'Every student, every teacher, every school, every day', the program is designed to create a learning environment that challenges and supports students, helping them reach their full potential.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2024 of our school staff and Catholic Education Sandhurst Office personnel; they continue to work tirelessly for the students and families in our schools and are true bearers of the Mission to which they have been called.

Kate Fogarty

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 August census in 2024, the student population was 457.

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

The 2024 academic year has been one of celebration, joy, challenge, and innovation. We began the year by welcoming Fr. Jake Mudge and Fr. Henry Onyirioha to our parish and school community with a combined Mass with St. Francis of the Fields staff. This beautiful celebration set the tone for an outstanding year of collaboration between parish and school.

St. Therese's Primary School continues to be held in high regard within the greater Bendigo community, with exceptional enrolment numbers for Foundation in 2025, as well as over twenty new students joining our learning groups throughout the year. Many of these students have come from overseas, bringing a new dimension to our already diverse population. Their presence has fostered inclusivity, acceptance, and a deeper understanding of the challenges faced by our newly arrived families.

As a staff, we set the goal of ensuring consistent practices from Foundation to Year 6 across all facets of Catholic school life in 2022. In 2024, we continued to build on this goal through the implementation of our Instructional Model for lesson delivery across all year levels, consistent planning documents, shared pedagogical understandings, and the intentional use of both formative and summative assessment tasks. These efforts have strengthened the integrity of our data analysis and response to student progress. This ongoing work has placed us in an excellent position to adopt the Catholic Education Sandhurst Limited Magnify Project in 2025, as many of the new initiatives align with and build on our current practices.

2024 has been a year of remarkable achievements for the students of St. Therese's. Our Foundation literacy data is the strongest it has been in many years. Our NAPLAN results also reflected strong performance, particularly in Year 3 and Year 5 reading. Several of our students were selected for state representative teams in their chosen sports, and we have seen much success in a range of SSV competitions, including cricket, soccer, and netball.

The parent community at St. Therese's continues to be a strong and supportive unit. Our parents have played an essential role in running the Brew House Café each Friday, organising social and fundraising events throughout the year, assisting at sporting carnivals, and actively promoting our school. We also thank the parents who organise our Energy Breakthrough teams, handling everything from logistics to mechanical breakdowns. Their dedication to their children's experiences and this important event is commendable.

Installing the new junior playground was a highlight of 2024 for both our parent and student communities. This initiative was entirely funded through the efforts of our parent community

in 2022 and 2023. The final landscaping will be completed in the coming months, providing a beautiful entrance to our school from the Lowndes Street gates.

The School Advisory Council plays a vital role in supporting our school leadership and representing the school community. We are grateful to Michael Carney for his leadership as Chairperson and to each Council member for their time, commitment, and contributions to St. Therese's Primary School.

Finally, I would like to extend a heartfelt thank you to the staff of St. Therese's for their unwavering support, work ethic, resilience, and professionalism. Their dedication is invaluable and deeply appreciated.

Catholic Identity and Mission

Goals & Intended Outcomes

- Develop a deeper understanding and connection with contemporary Catholic Identity.
- Move from a surface to a deep understanding of Religious Education, liturgy, scripture and prayer, enabled through staff professional learning and development.
- Rigorous, consistent and thorough planning and teaching of Religious Education.

Achievements

Staff learning and growth in the areas of Religious Education and Catholic Identity was a priority for 2024. Early in the year, the staff engaged in professional development focused on staff and student prayer experiences, drawing on the resource from CES Ltd – Praying as One. This learning experience was followed by a staff professional learning day with the newly appointed Parish Priest – Fr Jake Mudge. The focus of this learning was the background to the scriptures and how in the Catholic tradition we interpret scripture, and opportunities for praying with Scripture. These two experiences contributed towards the deepening of staff understanding of scripture and prayer in the Catholic Tradition.

Staff engaged in professional learning presented by Colleen Hampson from the Catholic Mission Team at CES Ltd on Catholic Social Teaching. This professional development contextualised the social justice actions we undertake in our school community with the teachings of the church. This learning led to a greater awareness amongst our staff of the Church's call to action, enabling us to make clearer connections for our students between what we do and the mission of Christ. This included clarifying for the school community the place of celebration of 'secular' days of social justice such as Harmony Day.

Curriculum support and a series of professional development sessions were provided to our staff, focused on developing a deep and consistent understanding of shared Christian praxis, the pedagogical approach used for teaching the Religious Education Curriculum—Source of Life. The learning in this area took place over five professional development sessions, allowing the staff to engage deeply with each of the movements and reflect on these in relation to their teaching.

Three classroom teachers commenced studies to gain their 'Accreditation to teach Religious Education or lead in a Catholic School.' St. Therese's School has a strong commitment to ensuring that all staff who have been teaching in Catholic Education for at least 5 years have

commenced or gained their accreditation.

Value Added

The 2024 school theme—Grow in the likeness of God—provided many opportunities to explore what it means to be ‘Christ-like’ and ‘made in the image of God’. The theme was the focus of our beginning and end-of-year Eucharistic celebrations, and ongoing links, discussions, and prayer experiences focused on this theme occurred throughout the year, including the principal awards.

The St. Therese’s School Prayer was developed and shared with the community. This prayer brings together the school’s Graduate Outcomes and our Catholic Faith, showing that all we aspire to achieve at St. Therese’s is based on Christ’s life and love.

The Catholic Identity Student Leadership group were actively involved throughout the year in promoting and running our Social Justice initiatives, which included a range of awareness raising learning experiences, solidarity actions, and charitable works and actions.

Through the Project Compassion appeal the students in the school participated in a range of awareness raising activities including a day of almsgiving, where each class were asked to complete 40 acts of kindness, a day of fasting where each class chose an essential item to go without for the day, and day of prayer involving the students praying a short prayer every hour for the needs of the various communities around the world that Caritas Australia support. The students also participated in a rice solidarity lunch. Throughout the project compassion appeal the St. Therese School community raised \$3284.55 for the works of Caritas Australia.

The students also participated in their first Socktober event supporting Catholic Missions. This involved a day of learning focused on the principles of Catholic Social Teaching and participation in soccer ball making and a soccer penalty shoot-out. Vinnies remained a focus for our local social justice action, supporting both their winter and Christmas appeals.

Sacramental program was supported extensively by the St. Therese’s school staff in 2024 to support the parish as it moved to a new model for delivery of the sacramental program.

Throughout the year the students continued to participate in a range of liturgical experiences including Eucharistic celebrations, school and unit prayer liturgies, and simple prayer services. Continue worked occurred to increase student participation in these worship

experiences, and ensure their relevance to our school population while also exposing and teaching the students about the richness of the Catholic Faith practices and Traditions.

Learning and Teaching

Goals & Intended Outcomes

- Embed all elements of St Therese's Instructional Model, including monitoring and updating this model based on current research.
- Establish clarity about the processes to collect, analyse and respond to student performance data, ensuring data collection is always purposeful and enables analysis of individual student growth and whole-school trends.
- Implementation of whole-school approaches to teaching and evaluation of student performance.
- To build the capacity of the Learning Leaders team.

Achievements

Early in Term 1, the Learning Leaders and staff worked collaboratively to revise our Educational Philosophy. Informed by core documents such as previous Learning Philosophies, the Melbourne and Alice Springs Declarations, and the recent Grattan Reading Guarantee report, staff identified consistent and evidence-based priority areas and used these in the creation of our new Educational Philosophy. In addition to the updated Educational Philosophy, 2024 saw the introduction of St Therese's Curriculum, Assessment and Reporting Guidelines. Utilised by school staff, this comprehensive document outlined St Therese's approach to curriculum, assessment and reporting, including the scope and sequences for curriculum areas, assessment schedules and St Therese's reporting processes.

From the beginning of the year, teachers began teaching and assessing students according to the revised Victorian Curriculum - Mathematics Version 2.0. New Reporting Guidelines were directed to schools, with a major change to how schools reported the Mathematics Curriculum 2.0. Rather than reporting at a strand level (e.g. Number & Algebra, Measurement & Geometry and Statistics & Probability), students received a single, aggregated progression point for Mathematics. Staff ensured data was triangulated and moderated to ensure compliance, and this was enhanced through the whole school use of Essential Assessment.

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.

Student outcomes are largely impacted by the quality of teaching they receive and the teachers commitment to professional development and ongoing professional improvement was evident throughout the year. Following the introduction of St Therese's Instructional Model in 2023, staff continued their professional learning in regards to high quality and evidence-based pedagogy, including the PEN Principles and Hight Impact Teaching Strategies. The Learning Leaders were trained as GROWTH Coaches and held termly coaching sessions with all teaching staff and our Deputy Principal / Learning & Pedagogy Leader undertook a university Micro-credential on Phonics: Theory, Research and Differentiated Instruction.

Inspired by our professional learning and current research, the Grade 1 Unit successfully trialled UFLI, an explicit and systematic phonics program; and Grade 5 used evidence informed practices to enhance their spelling inquiry program. The ongoing professional learning and literacy trials placed St Therese's in a good position when Catholic Education Sandhurst announced Magnify Sandhurst. Much of Term 4 was spent training and preparing for the launch of Magnify Sandhurst for Day 1, 2025. By the end of 2024, 15 staff members were trained in InitialLit, and all teaching staff participated in a series of Ochre training and information sessions.

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

A range of Health and Physical Activities including swimming, cross country, Jet's Gymnastics, athletics, pickleball and cricket

A range of Camps, Excursions and Incursions, including historical walks around Bendigo, performances at the Capital Theatre, Bendigo Writers Festival, Sandhurst Arts on Show, War Memorial visits, WBBL Cricket, Book Week and adventure camps, excursions and incursions.

Parent and community involvement increases all students' achievement. Parent and student involvement was encouraged throughout the year through Class Newsletters, which highlighted the learning intentions for each term, welcome and cultural evenings, Senior School learning expos, Learning Conversations and PSG meetings.

Student Learning Outcomes

NAPLAN data was released on the 14th of August 2024, with comparisons able to be made with State and National data. Our Year 3 data indicated that in Reading 67.7%, Writing 84.6%, Grammar & Punctuation 61.5% and in Numeracy 78.4% of students received Strong or Exceeding Expectations results. In Writing, Grammar & Punctuation and Numeracy, more

St Therese's students were working at the Strong level when compared to State and National results. Our overall Grade 3 results indicate that Reading is an area to focus on, in addition to extending students who are already working at a Strong level.

Within Grade 5, our data indicated that in Reading, 80%, Writing, 70.2%, Grammar & Punctuation, 70.8%, and in Numeracy, 70.8% of students received Strong or Exceeding Expectation results. Similar to the Grade 3 results, these results were favourable when compared to State and National data; however, an area to focus on for St Therese's is the support for students to move from Developing to Strong and Strong to Exceeding levels of growth.

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 continued with the recording of goals, adjustments and interventions expanded on student Personalised Learning Plans and the setting, monitoring and reviewing learning goals for all St Therese's students throughout Learning Conversations.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	432	65%
	Year 5	494	72%
Numeracy	Year 3	419	82%
	Year 5	493	72%
Reading	Year 3	414	71%
	Year 5	508	82%
Spelling	Year 3	411	71%
	Year 5	476	61%
Writing	Year 3	431	89%
	Year 5	476	71%

*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

- Implementation of processes that show differentiation is prioritised and a feature of every teacher's practice.
- Ongoing monitoring and implementation of Child Safe policies and processes.
- Continually monitor and review culturally inclusive practices.
- Professional learning for community members surrounding student learning, wellbeing and safety.
- Review and monitoring of intervention strategies, ensuring all student needs are met.

Achievements

This year has seen a successful engagement in fostering pastoral wellbeing within our school community. Through the dedicated efforts of our class representatives, staff, and parent volunteers, we have initiated various activities aimed at strengthening connections with families and enhancing professional development opportunities for our educators.

One of the key highlights of the year thus far has been the proactive involvement of our class representatives in reaching out to families. They have demonstrated commendable initiative in organising events such as morning teas, play dates, and the annual dinner, which have provided invaluable opportunities for parents, students, and staff to come together, foster relationships, and build a sense of community within our school.

These events have not only facilitated informal interactions but have also served as platforms for addressing any concerns or queries that families may have had, thereby promoting open communication and trust between the school and its stakeholders. The positive feedback received from participants underscores the significance of such initiatives in promoting a supportive and inclusive school environment.

In line with our commitment to providing a nurturing and conducive learning environment, significant emphasis has been placed on staff professional development, particularly in the area of behaviour management. Through the implementation of the Positive Behavioural Interventions and Supports (PBIS) framework, our teachers have been equipped with effective strategies and tools to address behavioural challenges and promote positive behaviour among students.

The ongoing professional development sessions have not only enhanced the competency of our staff but have also fostered a collaborative and reflective culture within the school community. By adopting a proactive approach to behaviour management, we aim to create

an environment where all students feel valued, respected, and supported in their academic and personal growth journey.

Our student leadership groups were established. We had 10 students in the Health and Wellbeing Team. They were responsible for areas such as assisting in the canteen, assisting me in the design of school-wide PBIS routines and social story videos. The team also spoke at assemblies, introducing PBIS routines.

The Friendly Brew had a very successful year. Each Friday parents were able to catch up and meet new people. Every now and then, we had guest speakers such as our Koori Education Worker, speech pathologist, and school counsellor to talk to our parents.

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

Respectful Relationships was taught across the school to support students' well-being.

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

Each year, our staff receive ongoing training in Child Safety Standards, equipping them with the necessary knowledge and skills to create and maintain a safe and supportive learning environment. Additionally, all staff have completed mandatory reporting training, enabling them to identify and respond appropriately to any concerns regarding the welfare of our students.

Our Behaviour Support Team met every month to analyse our behaviour tracking data and develop actions where teachers and students need support.

The Six Stars Survey and Social Emotional Survey was conducted with students from Gr 3 – 6 to monitor their mental health and wellbeing. Our focus from the survey was building resilience.

We had a very successful Cultural Evening that promoted our diverse community. Families enjoyed games from different cultures and a shared meal.

Value Added

Camps and other co curricular activities such as Energy Breakthrough were held throughout the year.

Student voice was a priority this year actively involving students in decision-making processes and seeking their input on matters that affect them, we empowered them to take ownership of their learning journey and contribute to the development of a school culture that values inclusivity and collaboration. The Gr 6 School Leaders team worked with the all the units giving voice to the students in the way of a 'Parking Lot'. This is a poster where students in the classroom give ideas for school improvement and then feed the ideas back to Principal.

Mental Health Wellbeing Worker:

We appointed a staff member to this role this year. This is a government initiative to promote a whole-school approach to mental health and wellbeing. The role is 2 days per week. The MHWW will work across the school to implement a whole-school approach to mental health and wellbeing, including:

- building the capacity of school staff to identify and support students with mental health concerns.

- supporting the school to create clear referral pathways and connect to local services for students identified as needing further assessment and intervention.

- coordinating targeted mental health support for students by working with school staff, school community members and external agencies.

- implementing effective mental health strategies aligned with social and emotional learning and embedding a whole-school approach to wellbeing and learning initiatives.

Our KEW officer and our team from Catholic Education Sandhurst worked throughout the year with our families on cultural plans. The Possum Skin Cloak plan documents the following:

- the cultural knowledge and needs of the Aboriginal and/or Torres Strait Islander student

- clear targets and agreed actions to enable each student to reach their full potential

- aspirational learning goals which are measurable, achievable, realistic, and time-bound

- the development and implementation of strategies to support ongoing resilience and wellbeing how the child or young person wants to experience their culture to maintain their identity and their connection to family, community, and Country in their school setting.

Student Satisfaction

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

Of the ten domains, St Therese's students indicated their satisfaction was at or above the CES average in all but one area.

Significant improvement from 2023 data was also recorded in many areas. Pleasing results included:

School Engagement:

How attentive and invested students are in school. 52%, an increase from 47%

School Climate

Perceptions of the social and learning climate of the school. 59%, an increase from 55%

Student Voice

The extent to which students feel they have opportunities to have an impact on their school. 53%, an increase from 49%

Catholic Identity

Student perceptions about the Catholic identity of the school. 52%, an increase from 44%

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.

Parents, guardians, and/or carers should respond as soon as possible on the same day of the unexplained absence, allowing time for the parent, guardian, and/or carer to do so. If contact cannot be made with the parent, guardian, and/or carer (due to incorrect 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, it will be marked as an '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.

When students continue to have unexplained absences, the teacher contacts the Pastoral Wellbeing Team, and processes are implemented to support the students. 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

Average Student Attendance Rate by Year Level

Foundation	90.39%
Year 1	88.39%
Year 2	88.38%
Year 3	88.80%
Year 4	88.05%
Year 5	84.63%
Year 6	84.89%

Overall average attendance. 87.64%

Average Student Attendance Rate by Year Level	
Y01	91.6
Y02	91.8
Y03	90.9
Y04	91.3
Y05	90.2
Y06	89.4
Overall average attendance	90.8

Leadership

Goals & Intended Outcomes

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

Achievements

Successful creation and implementation of Data: Student Growth and Development Leadership position.

Middle Leadership: Leading whole school goal-setting and coaching sessions.

Successful Principal Formative Appraisal with high engagement from families

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
Leadership <ul style="list-style-type: none"> • 2 Days – Coaching PD with Growth Coach International for Middle Leadership Group • Participation in Deputy Principal, Learning Diversity, Pastoral Wellbeing and Numeracy • CES Network Days. Professional Supervision for all Executive Leadership team. 8 x 1 hour for each member 	
Curriculum <ul style="list-style-type: none"> • 2x2 Days Graduate Conference • 2 Day ACHPER Conference • 3 staff participating in Religious Education Accreditation. 	
Whole School Weekly PLC Foci <ul style="list-style-type: none"> • Catholic identity • Religious Education • Numeracy • Writing Moderation • HIT Strategies 	
Number of teachers who participated in PL in 2024	20
Average expenditure per teacher for PL	\$900.00

Teacher Satisfaction

St Therese's participated in the CES School Engagement survey. Forty staff completed this survey, and in all domains, the school's overall positive endorsement percentage was higher than the CES average. The areas of Instructional Leadership, Support for Teams, and School Climate were particularly high.

Support for Teams

Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.

2023 St Therese's: 68%. 2024 CES Average: 68% 2024 St Therese's: 86%

Instructional Leadership

The extent to which the school leaders set the conditions for improving teaching and learning at the school.

2023 St Therese's 74%. 2024 CES Average 54%. 2024 St Therese's 75%

School Climate

Perceptions of the overall social and learning climate of the school.

2023 St Therese's 87%. 2024 CES Average 71%. 2024 St Therese's 88%

St Therese's staff retention for 2024 was stable, with the employment of two new classroom teachers for 2025

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	5
Graduate Certificate	0
Bachelor Degree	28
Advanced Diploma	6
No Qualifications Listed	10

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	45
Teaching Staff (FTE)	35.96
Non-Teaching Staff (Headcount)	17.09
Non-Teaching Staff (FTE)	26
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 Principal Formative Appraisal Process
- Participation in the CES School Engagement Survey
- Internal and external painting of the entire school
- Completion of Junior Playground and landscaping work.
- New Air Conditioning in Yr 6 area
- Completion of classroom furniture replacements

Parent Satisfaction

As part of the Principal Appraisal process, the School Advisory Council and families were surveyed across the professional practices of the Snadhurst leadership Matrix.

The parent survey response rate was 26% with 79 families completing the survey.

Survey results are as follows

Leading a Catholic School

Average 5.30 /6

Leading Learning and Teaching

Average 5.48 / 6

Leading a Well Community

Average 5.27/6

Leading Improvement, Innovation & Change

5.0/6

Leading Management of the School

5.20/6

Engaging and working with the Community

5.15/6

Overall commendations indicated that the parent community were happy with St Therese's leadership and strategic direction.

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.stkennington.catholic.edu.au