



Diocese of Sale  
Catholic Education Ltd

# 2023

## Annual Report to the School Community



### St Therese's School

131 Endeavour Drive, CRANBOURNE NORTH 3977

Principal: Felicity Broughton

Web: [www.sttcbourne.catholic.edu.au](http://www.sttcbourne.catholic.edu.au)

Registration: 1926, E Number: E4035

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## Principal's Attestation

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I, Felicity Broughton, 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 10 May 2024

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## About this report

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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](#).

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## Governing Authority Report

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The 2023 school year marked my first year as Director of Catholic Education in the Diocese of Sale following the retirement of previous Director, Ms Maria Kirkwood who served in the role for ten years.

Throughout the year, I had the pleasure of visiting each of our 38 Catholic primary schools and five Catholic secondary schools. It was inspiring to witness the dedication of staff and the wonderful work taking place to provide a high-quality Catholic education for our students in a faith-filled environment.

Working with the Bishop, the Diocese of Sale Catholic Education Limited (DOSCEL) Board, DOSCEL Secretariat, schools and parishes, the mission to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best, remained at the forefront of our work.

Investing in school staff and leadership teams to promote expert learning and teaching practices was a top priority. The nation-wide shortage of teachers presented challenges, but we were committed to finding new and innovative ways to attract and retain high quality, committed Catholic educators.

Reflecting on the 2023 year, we have much to be proud of. Ongoing significant investment in new learning facilities and refurbishments through the Capital Grants Program and school community funding continued across our schools to enhance learning spaces and amenities to benefit students and staff.

During 2023, 13 blessing and opening ceremonies were held to celebrate school projects completed over the past three years, while the commencement of three new major projects were recognised with sod-turning ceremonies.

We were particularly excited to begin construction on the new St Josephine Bakhita Catholic Primary School at the newly established Five Farms estate in Clyde North. This will be the 44th school within the network of primary and secondary schools operated by DOSCEL.

The care, safety, and wellbeing of children and young people remain a central focus and fundamental responsibility. During Child Safety Week 2023, schools and parishes were invited by DOSCEL to showcase their innovative projects and activities to keep young people safe. Many of the projects were developed by young people themselves. A video and education resource were created from the submissions to share the work and promote awareness of child safety.

Our Catholic schools continue to be places of learning and enrichment, nurturing students in their spiritual, academic, physical, and emotional development.

I extend my deep appreciation to everyone involved in Catholic education within the Diocese of Sale for their commitment to our vocation of Inspiring Faith, Inspiring Learning.

Paul Velten

Director of Catholic Education - Diocese of Sale

Chief Executive Officer - Diocese of Sale Catholic Education Limited

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## Vision and Mission

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### Vision

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

- An individual's personal relationship with Jesus is nurtured within the tradition of a Catholic community that is prayerful, accepting and loving.
- The wellbeing of each member is nurtured through building positive relationships and respecting the dignity and talents of individuals.
- We are successful learners. Our school is a safe, harmonious and engaging learning environment. Everyone works together cooperatively and is responsible for their learning.

### Mission

St Therese's Catholic Primary School is part of St Agatha's Parish, Cranbourne. Our staff are committed to teaching the Catholic traditions and to the spiritual tradition of Saint Therese of Lisieux.

Inspired by Saint Therese's belief that even the smallest act of love is large in the eyes of Jesus and her commitment to do the simple things extraordinarily well, our school is committed to valuing young people and their development as persons with a lifelong love of learning.

The school undertakes to nurture in the students their cognitive, affective and spiritual development, to enable them to find God in all things, to enable them to live out their vocation in life according to God's plan and the variety of their gifts and to encourage them to serve others with an understanding of Saint Therese's words: "It is love alone that matters," Saint Therese of Lisieux.

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## School Overview

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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 of over thirty nationalities that we are blessed to have at St Therese's School.

The school is divided into 3 learning communities. The Foundation to Year 2 students classrooms were upgraded to create more contemporary learning spaces for each class, breakout spaces for small group work and a kitchen space for cookery and science. The middle learning neighbourhood consists of two renovated and two newly built classrooms with a spacious shared area and kitchen space. The senior classes are currently located in the older classrooms, furnished and decorated to blend with the rest of the school.

In 2023, our enrolment figures were 268. There were thirteen class groups that were structured as follows: 3 multi-age Foundation/1 classes, 2 Year 2 classes, 2 Year 3 classes, 2 Year 4 classes and 4 multi-age Senior classes (5/6). Class sizes remained on average at 20 per class.

Specialist areas included, Visual Arts, Languages - Japanese, Physical Education and Performing Arts. Digital Technology was taught by classroom teachers and incorporated into inquiry-based learning.

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

The following Strategic Intent was developed that will guide us over the next four years; 'We commit to collaborative professionalism in developing expert teacher practice to achieve improved learning outcomes for all students.' (SIP 2020-2023)

The school continued to maintain its unrelenting focus on school improvement with the following goals being addressed:

- That recontextualised and dialogical approaches are utilised to promote a post-critical belief stance for students and staff in the area of Religious Education.
- To continue to develop expert teacher practice and collective efficacy.
- To improve the learning outcomes for all students.
- For leaders to engage with staff to develop and empower professional growth.

- To continue to develop and embed a culture of high expectations supportive of a Child Safe school community.



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## Principal's Report

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2023 was another busy year for the staff and students at St Therese's. Many of the events that had been placed on the back burner due to COVID were reinstated on the calendar and families enjoyed being part of the community once again. Whilst the pandemic was not forgotten, the community had certainly moved forward and school life had returned to normal.

St Therese's school review occurred as part of the School Improvement Cycle. As someone relatively new to the school, I had the opportunity to delve deeper into what was functioning effectively, identify our challenges, and explore growth opportunities. As part of this process the leadership team worked together to develop the Strategic Improvement Plan that will form the work of the school for the next four years. This allowed me to develop a real sense of ownership and understanding of the direction for the school moving forward.

All staff continued to demonstrate a commitment to supporting student learning and wellbeing with leadership and teachers collecting evidence of student perspectives to enhance safety and foster a strong connection with the school.

The final phase of the refurbishment and extension project was also completed with the Official Blessing and Opening of the learning spaces, led by Fr Joseph, Paul Velten (Director of Catholic Education Ltd) and Gary Maas (MP for Narre Warren South). This was a true celebration of the work that had been undertaken to transform the old learning spaces and turn them into the contemporary learning neighbourhoods that are so appreciated by staff and students alike.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

To promote a post-critical belief stance through recontextualisation and dialogue.

- That recontextualised and dialogical approaches are utilised to promote a post-critical belief stance for staff and students.
- That the planning cycle is used to implement an inquiry approach to Religious Education with a focus on student voice.
- That the Diocesan's Sexuality Education program is known and utilised.

### Achievements

- Professional Learning Community (PLC) planning for Religious Education occurred twice a term. This was led by the Religious Education Leader allowing for teachers to deepen their knowledge, application, and delivery of the Religious Education curriculum, *To Live in Christ Jesus*.
- RE professional learning involving the use of Scripture and how assessment strategies can be developed and used to collect purposeful data.
- Provided regular formation and prayer opportunities for whole staff to engage in Lectio Divina and Visio Divina promoting prayer variation and faith formation.
- The use of the curriculum for planning, researching, and moderating allowed teachers to guide and assess the knowledge and skills of the students along their faith journey and religious knowledge.
- Student agency continued to be a focus throughout planning and teaching.
- Teaching teams continued implementing Religious Education through an inquiry model, using the other curriculum areas and capabilities to enhance the progression of learning in both curricula - *To Live in Christ Jesus* and Victorian Curriculum.
- Pupil Free Day – Planning an Inquiry with an emphasis on Religious Education.

### Value Added

- This year we celebrated our Easter journey with each year level creating an artistic representation of the Stations of the Cross and Holy Week. Classes journeyed through the school to engage with these scenes and pray together. Our senior classes also led the school in relevant liturgies.
- We celebrated the Stations of the Cross Liturgy during Holy Week and the Resurrection of our Lord through a liturgy and an Alleluia Day, whereby the students were involved in multi age groupings to complete activities relevant to the Easter story.

- Mini Vinnies leaders were appointed as the Social Justice Leaders of St Therese. The group of students worked with the Religious Education Leader to create social justice opportunities that raised money for Caritas and St Vincent de Paul. The team was instrumental in creating an awareness of the importance of giving to others through the organisation of the Food Drive for the Sacred Heart of Jesus celebration and Christmas Hampers that were donated to the St Vincent de Paul Society along with a Winter Appeal.
- Liaising with the St Vincent de Paul Society to promote school visits.
- The School and Parish continued to work together to deliver a comprehensive Sacramental Program, including child/parent workshops for Reconciliation, First Eucharist, and Confirmation.
- Liturgical celebrations such as Reconciliation, Class and Whole School Masses and Liturgies occurred at our school.
- Rosary celebrations with staff and students before school occurred.
- Caritas Project Compassion was promoted to raise funds and respective resources used as part of the RE Inquiry to educate students about the global work of the organisation.
- Catholic Mission Socktober was conducted to raise funds and educate students regarding the work they deliver.

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## Learning and Teaching

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### Goals & Intended Outcomes

To develop a culture of expert teacher collective efficacy.

- That teachers have a deep knowledge of the Victorian Curriculum and VCAA Learning Progressions in the EAL learning area.
- That teachers have a deep knowledge of the Victorian Curriculum and VCAA Learning Progressions for Maths and English.
- That the wellbeing needs of students are promoted and enhanced through the explicit teaching of the Victorian Curriculum Capabilities (Personal & Social Capability and Critical & Creative Thinking).

### Achievements

- Professional Learning Community (PLC) meetings continued to be held each week, facilitated by the team's Middle Leader and supported by the Learning Adjustment Leader, Religious Education Leader and Wellbeing Leader as required. These meetings provided time for teams to reflect on student learning data and plan for explicit teaching to improve student learning outcomes.
- The Leadership continued to support staff in developing an understanding and embedding protocols and processes for teacher to teacher feedback.
- Professional learning was provided to support teacher knowledge and understanding of the Victorian Curriculum Mathematics 2.0.
- The development of a culture of collaborative professionalism continued through the continued professional learning in the area of giving and receiving teacher to teacher feedback. This was also applied to the range of strategies that can be employed to give student feedback.
- The introduction of Little Learners Love Literacy program is identifying and addressing the needs of students in Foundation and Year 1.
- A tutor was employed to target the teaching of Literacy in Years One to Five.

### Student Learning Outcomes

In Year 3, the NAPLAN data indicates an upward trend in both Numeracy and Reading. 61% of students met the proficient standards in Numeracy, while 71% achieved proficiency in Reading. In Year 5, 83% of students met the proficient standards in Reading, whereas 65% achieved proficiency in Mathematics. The NAPLAN data for Writing shows that our students are performing at a higher level compared to the State.

The ACER Progressive Assessment Tests (PAT) for Reading and Mathematics were used in November to track student progress throughout 2023. The data from these assessments was analysed by teachers to provide information in identifying strategies to support all students in their progression of learning.

Teachers also used Essential Assessments for Mathematics, the Mathematics Assessment Interview (MAI) and the Benchmark Assessment System (BAS) for pre and post assessments to track student progress and provide data for planning for differentiation.

The school continues to develop teacher capacity to meet the ever changing and diverse needs of the students.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	376	38%
	Year 5	502	68%
Numeracy	Year 3	391	61%
	Year 5	468	65%
Reading	Year 3	408	71%
	Year 5	496	83%
Spelling	Year 3	388	53%
	Year 5	506	80%
Writing	Year 3	418	91%
	Year 5	499	88%

\*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.

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## Student Wellbeing

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### Goals & Intended Outcomes

To develop a culture of high expectations supportive of a Child Safe school community.

- That the wellbeing needs of students are promoted and enhanced through the explicit teaching of the Victorian Curriculum Capabilities (Personal & Social Capability).
- That the school meets all mandatory compliance benchmarks under all relevant State and Federal legislation.
- That employment induction and professional development practices reflect on a focus on the expert teacher in a Catholic school.

### Achievements

- There has been a continued focus on supporting or students with additional needs. Staff continued to develop their knowledge and understanding of supporting students who required extensive, substantial and supplementary adjustments to access the curriculum.
- Opportunities are provided for students to participate in weekly class meetings and the Student Voice Group. Student understanding and confidence in the fact that they have a voice regarding issues that affect them both in the classroom and on the playground has continued to grow.
- Staff and students consistently name and explain the School Wide Expectations and processes of the WSAPBS.
- Teachers have continued to use SIMON competently to record behaviour incidents. The regular review of behaviour incident data by the WSAPBS team enables the identification of trends and development of strategies to address these.
- Through the use of awards at assemblies, teachers recognise and celebrate students meeting the whole school expectations.
- Maintained training for staff in Mandatory Reporting and the use of the PROTECT document.
- Whole staff professional learning regarding the VIT Code of Conduct and Reportable Conduct along with Mandatory Reporting.

### Value Added

- Families and staff attended the school Welcome BBQ.
- The school celebrated Harmony Day.

- Book Week was celebrated with teachers and students dressing up as their favourite book characters. The Scholastic Book Fair was also onsite allowing families to purchase books and raise money for additional books for the school library.
- Bedtime Stories and Cocoa allowed families to come together to share reading activities as part of Book Week.
- Footy Day
- St Therese's Feast Day was celebrated with a liturgy as well as year level and a whole school workshop and concert led by Andrew Chinn.
- Kaboom Sports
- Grade 5/6 students participated in 3 Lightning Premiership tournaments hosted by St Peter's College along with students from St Agatha's and St Thomas the Apostle.
- The Taiko drumming group was open to students in Grades 3-6 led by Joy Andrews our Japanese teacher.
- Grade 5/6 students attended Candlebark Farm camp

## Student Satisfaction

The student opinion results completed by the students from Years 3 and 4 continue to show growth in many areas with significant growth once again in the area of Student Behaviour. The student opinion results completed by students from Years 5 and 6 showed improvement in the area of Engagement in Learning with significant growth in student desire to learn.

The Student Wellbeing data shows growth in the aggregated indicator moving from 71.5 to 75.4.

Student Wellbeing will continue to be targeted in 2024 and beyond, with a strong focus on Mental Health in Primary Schools.

## Student Attendance

Attendance is closely monitored via the collection of electronic roll data, twice data. The school has a policy of requiring parents to notify the school when children are absent and providing a reason for the absence. Communication occurs via a phone call, email, notification through the School Attendance form on PAM or written note. Parents who wish to take their children out of school for family reasons are required to write to the Principal for approval of such absences.

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

- SMS sent to parents/cares for any unexplained absences by 10:00am of the day of absence.
- If parents are unresponsive to the text message, phone calls are made to emergency contacts to verify the reason of a student's absence.

- A further step is followed up by the Principal if necessary, and may include a report being made to the Department of Families, Fairness and Housing - Child Protection or Police to conduct a Welfare Check if contact cannot be made to determine a reason for an absence.

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

<b>Average Student Attendance Rate by Year Level</b>	
Y01	90.3%
Y02	91.7%
Y03	89.1%
Y04	91.4%
Y05	91.3%
Y06	90.9%
Overall average attendance	90.8%



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## Leadership

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### Goals & Intended Outcomes

To develop a culture of professional growth.

- That school leaders create the conditions in which expert teacher practice is developed to enact the curriculum so that students have access to learning entitlement.
- School leaders and teachers create the conditions in which high-functioning teams collaborate to achieve improved student outcomes.

### Achievements

The strategies that formed the work in this area were focused on continuing to build each staff members' capacity and understanding around collaborative professionalism and expert teacher practice to achieve improved learning outcomes for all students.

- Professional Learning Community (PLC) meetings continued to be held each week, facilitated by the team's Middle Leader and supported by the Learning Adjustment Leader, Religious Education Leader and Wellbeing Leader as required. These meetings provided time for teams to reflect on student learning data and plan for explicit teaching to improve student learning outcomes.
- The Leadership continued to support staff in developing an understanding and embedding protocols and processes for teacher to teacher feedback.
- Middle Leaders continued to meet weekly to build their understanding of leading a team.
- Education Support Officer (ESO) meetings continued to further improve the communication between classroom teachers, leadership and the ESO group. These were led by the Learning Adjustment Leader and also provided professional learning.
- All members of the Leadership team continued to attend DOSCEL Learning and Teaching Network days and collaborated to embed the work into Professional Learning Meetings at Whole Staff and team level.

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2023

- DOSCEL Learning and Teaching Network meetings were attended by all members of the leadership team.
- The Principal participated in Principal Induction sessions and Faith Formation professional learning run by DOSCEL.
- The Deputy Principal participated in Faith Formation professional learning run by DOSCEL.
- St Therese's School continued its involvement with the DOSCEL Collective meetings.
- Professional Learning Community meetings continued throughout the year and enabled classroom teachers to work collectively to analyse student data and plan for learning using the VCAA Progressions of Learning, within the framework of the Cycle of Inquiry.
- All staff members were led through a series of professional learning activities to further understand students with additional needs and the requirements of NCCD.
- All staff members were led through a series of professional learning activities to develop understanding of the Whole School Approach to Positive Behaviour Support.
- Five new staff members participated in a 'Play is the Way' professional learning day as part of their induction process to support their knowledge and understanding of the program being embedded within the classrooms.
- All teaching staff participated in An Inquiry Approach to Religious Education professional learning to further develop capacity in the area of inquiry-based learning.
- Tracey Ezard was engaged to lead all staff members in professional learning that focused on collaborative professionalism and creating a positive team-based culture.
- All teaching staff participated in professional learning to further develop their understanding of teacher to teacher feedback.
- Glen Pearsal was engaged to lead all staff members to further develop their understanding of student feedback.
- All teaching staff participated in a range of professional learning activities to further develop their understanding of the Child Safe Standards and VIT Code of Conduct.
- All staff members were led through a series of professional learning activities to further understand students with English as an Additional Language, the EAL curriculum and how to support these students in their classrooms.
- All teaching staff participated in Learning and Teaching - Unpacking the Victorian Curriculum Mathematics 2.0
- All staff completed CPR training.
- All staff members completed the online Mandatory Reporting module.
- All staff members participated in Emergency Management professional learning.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
Number of teachers who participated in PL in 2023	33
Average expenditure per teacher for PL	\$955.00

## Teacher Satisfaction

The 2023 Insight SRC data shows:

- Individual teacher morale remains high.
- Teachers believe they are well supported by leadership.
- Teachers have ownership over their work.

The school will continue working towards developing stronger teams that will, in turn, lead to greater teacher confidence.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	17.6%
Graduate	14.7%
Graduate Certificate	2.9%
Bachelor Degree	50.0%
Advanced Diploma	8.8%
No Qualifications Listed	5.9%

<b>Staff Composition</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	24
Teaching Staff (FTE)	19.7
Non-Teaching Staff (Headcount)	13
Non-Teaching Staff (FTE)	8.6
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

To develop a culture of high expectations that supports a Child Safe school Community.

- That partnerships with local community are strengthened to assist families to partner with the school to achieve improved learning outcomes.

### Achievements

For the first six months of the year, the Community Hub continued to support and connect community members, in particular migrant women, with local community services. The following achievements were made via the Community Hub:

- Playgroup sessions were run on a weekly basis.
- The Hub Leader continued to build and develop networks with services such as Merinda Park Community Centre, The Orange Door and Wellsprings for Women.

Upon closure of the partnership with Community Hubs, the playgroup continued to run and grow, supporting the socialisation of mothers and pre-school children. A parent-led yoga group also began to use the Hub space.

In addition to this:

- Meet and Greet Barbecue took place allowing all families to come together for the first time post-COVID.
- Mother's Day Liturgy and Morning tea took place in person.
- Father's Day brekkie and Liturgy.
- The year ended with our Concert, a picnic on the oval was followed by each year group sharing songs and performances that had grown out of performing arts lessons.
- VCAL students from St Peter's College, Cranbourne West, studying the Parks and Gardens certificate continued to maintain the orchard in the veggie garden and garden beds around the school.
- Grade 5 students visited the kindergarten at Merinda Park for shared reading activities.
- St Therese's, St Agatha's and St Thomas the Apostle formed the Cranbourne Cluster Lightning Premiership. The three schools came together in Term 2, 3 and 4 for a day of sport hosted by St Peter's Secondary.
- St Therese's, St Agatha's and St Thomas the Apostle co-created and provided professional learning on Inclusive Education for the staff of all three schools.

## Parent Satisfaction

Parents understand that St Therese's school is focused on learning. The school works diligently to ensure students have an opportunity to connect with their peers. There is a strong sense that behaviour of students is well managed. The school is aware that it needs to continue to actively build stronger relationships with parents post-Covid.

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.sttcbourne.catholic.edu.au](http://www.sttcbourne.catholic.edu.au)