



Diocese of Sale  
Catholic Education Ltd

# 2024

## 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 2024 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 14 May 2025

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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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During 2024, more than 18,200 students were educated in 43 Catholic schools, owned and operated by Diocese of Sale Catholic Education Limited (DOSCEL).

Across our Catholic schools 2,900 staff were employed nurturing students in their academic, spiritual, physical, and emotional development.

Working with the Bishop of Sale, the 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 continued to be a priority. Efforts to develop new recruitment strategies against a national teacher shortage were also fruitful.

In 2024, we partnered with Swinburne University of Technology to launch the first Accelerated Bachelor of Education (Primary) degree. The program is tailored for staff working as Education Support Officers (ESOs) in our Catholic schools, providing a structured pathway for them to become qualified teachers. In November 2024, we welcomed 29 ESOs who will commence the program in 2025.

Reflecting on 2024, 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.

In December 2024, we were thrilled to complete construction of the new St Josephine Bakhita Catholic Primary School at Clyde North in preparation for its opening in 2025. This is the 39th primary school within the network of primary and secondary schools owned and operated by DOSCEL. The project was supported by the Victorian Government Capital Funding Program (VGCF) and a loan from the Capital Development Fund (CDF).

We also welcomed capital funding announcements from the Victorian and Australian governments to support continued school infrastructure development.

Most notably we welcomed Victorian Government funding announcements to support the building of two new primary schools in growth areas - St Oscar Romero Catholic Primary School Stage 1 at Drouin and Blessed Carlo Acutis Catholic Primary School Stage 1 at Clyde planned to open in 2027. The funding support recognises the demand for Catholic education in these growth communities.

The care, safety, and wellbeing of children and young people remain a central focus and fundamental responsibility of everything we do. Child Safety Week 2024 was an opportunity for schools to share with their communities their activities and programs to keep young people safe every day.

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 Primary School our vision is simple: do all that you do with love.
- We aspire to provide a faith-filled, safe, respectful and welcoming community where everyone thrives.

### Mission

- At St Therese's we are an integral part of the Parish of St Agatha's. We are committed to the spiritual, emotional and academic growth of our young people and to guiding them on their journey of faith and lifelong learning.

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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 neighbourhood provides 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 four 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 2024, our enrolment figures were 265. There were twelve class groups that were structured as follows: 2 Foundation classes, 2 Year 1 classes, 2 Year 2 classes, 3 multi-age Middle classes (3/4) and 3 multi-age Senior classes (5/6). Class sizes were on average at 22 per class.

Specialist areas included, Visual Arts, Languages - Japanese, Physical Education and Design and Digital Technology.

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:

*'St Therese's will be a safe and inclusive environment*

*where all members of the community feel respected.*

*The staff will be collaborative, reflective and confident*

*with a deepened knowledge of content and practice.*

*Our students will be challenged and confident in their learning,*

*demonstrating accelerated growth in all areas.'*

(SIP 2024-2027)

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

- To be an inclusive Catholic School that is driven by the Gospel in dialogue with all faiths.
- To be a learning community where every member aspires to succeed and is equipped with the skills to be lifelong learners.
- To be leaders that empower staff to drive a culture of high expectations that results in the success of all.
- To embed a culture of child safety.
- To ensure all school resources benefit the student population.



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## Principal's Report

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At St Therese's, our vision is simple: "Do all that you do with love." This guiding principle is reflected in every aspect of our school community. Despite the dynamic nature of school life, the dedication and care of our staff continue to shine brightly. This year, our community came alive with numerous celebrations and events, and I extend my heartfelt gratitude to our staff for their unwavering commitment to our students.

Aligned with our vision, we remain deeply committed to fostering a strong connection with our Parish. Through our sacramental program, we proudly provide opportunities for our students to deepen their understanding of their faith and strengthen their relationship with God, nurturing their spiritual growth.

Following our school review in 2023, we began the 2024 school year by writing a new strategic intent. Engaging with parents, students, and staff was essential to ensure the language of our strategic intent truly reflected the needs and aspirations of our entire school community. I look forward to advancing the work of our Strategic Improvement Plan to bring this vision to life.

Beyond our school, 2024 saw the St Therese's community further strengthen relationships with the other Cranbourne Catholic schools. Our senior students participated in several Lightning Premiership Sports Days, hosted by St Peter's College and supported by their students. These events continue to be a wonderful opportunity for students from different schools to come together.

Additionally, our commitment to professional learning saw staff from St Therese's, alongside colleagues from the Cranbourne Catholic primary schools, engage in a collaborative day of professional development focusing on Inclusive Education. This tradition of shared learning has become a valuable fixture in our annual calendar, fostering collaboration and mutual support among our educators.

Felicity Broughton

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

To be an inclusive Catholic School that is driven by the Gospel in dialogue with all faiths.

- Build leader and teacher capacity to create recontextualised dialogical communities.
- Deepen the expertise of teachers to deliver high quality religious education.
- Strengthen parish/school partnerships.

### 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 develop consistent planning structures that support the development of students' ability to recontextualise.
- RE professional learning involving opportunities for teachers to deepen their knowledge, application, and delivery of the Religious Education curriculum, *To Live in Christ Jesus*.
- Provided regular formation and prayer opportunities for whole staff, engaging in prayer in a variety of formats.
- 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.
- 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 the Victorian Curriculum.
- Pupil Free Day focused on Developing Meaningful Assessment Practices through the Inquiry Approach to Religious Education.
- Staff learning opportunity with Abe Schwarz, Jewish Facilitator, providing an opportunity to create Interreligious Dialogue.

### Value Added

- Again, 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 in the lead up to 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's. This 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 the winter appeal.
- 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 took place at the school.
- Rosary celebrations with staff and students before school occurred.
- 3 members of staff completed training with the Parish Priest in order to be Eucharistic Ministers at Whole School Masses.
- 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 be a learning community where every member aspires to succeed and is equipped with the skills to be lifelong learners.

- Develop expert leader and teacher capacity.
- Develop capacity for inclusive education.
- Build the capacity of leaders and staff to address mental health needs of students.
- Increase opportunities for student voice and agency.
- Build teacher capacity to measure success in student learning beyond NAPLAN and PAT.

### 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.
- Professional learning was provided to support teacher knowledge and understanding of the Victorian Curriculum English V2.0.
- The Little Learners Love Literacy program was implemented into Year 2 so that all junior classes were consistent in the teaching of phonics and phonological awareness.
- Teaching staff engaged in a review of planning documentation and ratified a suite of documents for all staff to use ensuring consistency across all areas of the curriculum.
- With leadership guidance, teachers audited the school's assessment schedule and implemented a new Assessment Plan outlining the assessments, their methods, and data usage.
- Teachers continued fostering collaborative professionalism by enhancing their ability to measure student success. Staff participated in professional learning to moderate whole-school writing tasks, set team goals to improve student writing, and deepen their understanding of PAT and NAPLAN data.
- Middle Leaders participated in professional learning to strengthen their mathematical content knowledge and pedagogy, enhancing their leadership and ability to support teachers in developing their practice in teaching Mathematics.

## Student Learning Outcomes

The ACER Progressive Assessment Tests (PAT) for Reading and Mathematics were used in November to track student progress throughout 2024. The data from these assessments was analysed by teachers to provide information in identifying strategies to support all students in their progression of learning and at their point of need.

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 and differentiation.

The school continues to develop teacher capacity to meet the ever changing and diverse needs and backgrounds of our 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	365	40%
	Year 5	465	50%
Numeracy	Year 3	351	33%
	Year 5	453	50%
Reading	Year 3	350	43%
	Year 5	465	56%
Spelling	Year 3	368	53%
	Year 5	464	68%
Writing	Year 3	391	65%
	Year 5	479	78%

\*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.

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## Student Wellbeing

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### Goals & Intended Outcomes

To embed a culture of child safety.

- Improve and sustain an inclusive child safety culture in the 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.
- All staff, teaching and non-teaching, completed Team Teach Level 1 De-escalation Training.
- Staff and students consistently name and explain the School Wide Expectations and processes of the WSAPBS.
- A range of Professional Learning Community (PLC) meetings were attended by teaching staff to build capacity in the areas of Social and Emotional Learning for students, the Victorian Curriculum Personal and Social Capability and Mental Health for Children.
- 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 documentation.
- Whole staff professional learning regarding the VIT Code of Conduct and Reportable Conduct along with Mandatory Reporting eLearning modules.

### Value Added

- Families and staff attended the Whole School Welcome BBQ.
- Whole School Kaboom Sports in multi age groups.
- The school celebrated Harmony Day.

- Grade 5/6 students attended the Island Camp at Phillip Island.
- 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.
- 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 groups was open to students in Grades 3-6 led by Joy Andrews, the Japanese teacher. The students visited St John's Primary School, Frankston East, and performed for their Japanese day celebrations.

## Student Satisfaction

The Student Insight SRC data shows positive trends within Teacher Relationships and Connectedness to School. The data shows the school has maintained positive results in the area of Student Engagement in Learning and Eagerness to Learn.

Student Wellbeing will continue to be targeted in 2025 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.

Average Student Attendance Rate by Year Level	
Y01	89.8
Y02	90.6
Y03	90.6
Y04	89.6
Y05	90.3
Y06	90.8
Overall average attendance	90.3



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## Leadership

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### Goals & Intended Outcomes

To be leaders that empower staff to drive a culture of high expectations that results in the success of all.

- Leadership capacity is developed across all levels of leadership in the school.
- The school's vision and strategic intent is known and owned by staff.
- Effective leadership structures systems and processes support the development of expert teacher practice and impactful school improvement.

### Achievements

- Professional Learning Community 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 planned for explicit teaching to improve student learning outcomes.
- Middle Leaders continued to meet weekly to build their understanding of leading a team.
- 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.
- Middle Leaders were sponsored to attend the Mathematics Leadership Days facilitated by the DOSCEL Learning and Teaching team.
- 3 members of staff commenced further study in the Masters of Education in Evidence Based Teaching through the University of Melbourne, sponsored by the school and DOSCEL.
- The school began the process of restructuring the Leadership Team model to align with the needs of the school and the work of the Strategic Improvement Plan.
- Education Support Officer (ESO) meetings continued to further improve the communication between the classroom teachers, leadership and the ESO group. These were led by the Learning Adjustment Leader and also provided professional learning.
- Student Leaders participated in the '*i Sea, i Care*' Program to learn about stewardship in the ocean, sustainability and care for our local environment. The '*i Sea, i Care*' Ambassador program is designed for students in Years 5 and 6. Our students were chosen to be Ambassadors and to learn about what lives in our bays and waterways, and the many issues facing them. It was an amazing opportunity for our student leaders to participate in.

- Student Leadership was enhanced by providing opportunities for students to exercise their leadership skills within the school in a range of roles.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<ul style="list-style-type: none"> <li>• DOSCEL Learning and Teaching Network Meetings were attended by all members of the leadership team.</li> <li>• The Principal participated in Principal Induction sessions and Faith Formation professional learning facilitated by DOSCEL.</li> <li>• The Deputy Principal participated in Faith Formation professional learning facilitated by DOSCEL.</li> <li>• Middle Leaders attended Mathematics Leadership days facilitated by DOSCEL Learning and Teaching team.</li> <li>• 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 Cycle of Inquiry.</li> <li>• Staff members were led through a series of professional learning activities to further understand students with additional needs and the requirements of NCCD.</li> <li>• Staff members were led through a series of professional learning activities to develop understanding of the Whole School Approach to Positive Behaviour Support.</li> <li>• 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.</li> <li>• Staff members were led through a series of professional learning activities to further understand students with English as Additional Language, the EAL curriculum and how to support these students in their classrooms.</li> <li>• Teaching staff participated in Learning and Teaching - Unpacking the Victorian Curriculum English 2.0.</li> <li>• All staff completed CPR and First Aid training.</li> <li>• All staff members completed the online Mandatory Reporting and other Obligations eLearning module via the MARAM portal.</li> <li>• All staff members participated in Emergency Management professional learning.</li> <li>• All staff members received training in Team Teach De-escalation Training in accordance with the DOSCEL Restraint and Seclusion policy.</li> <li>• All staff members attended the Cranbourne Catholic Primary School Cluster Inclusive Education Day alongside staff from St Agatha's and St Thomas the Apostle.</li> <li>• Teaching staff participated in 'Developing meaningful assessment practices through the Inquiry Approach to RE' to further develop capacity in assessing students.</li> <li>• Staff participated in a professional learning day facilitated by Pearson in Social and Emotional Literacy for students.</li> <li>• 3 members of staff undertook the Mental Health in Primary Schools professional learning in line with the introduction of a Mental Health in Primary Schools leader.</li> <li>• 3 graduate teachers participated in the Graduate Induction program facilitated by DOSCEL.</li> </ul>

<b>Expenditure And Teacher Participation in Professional Learning</b>	
<ul style="list-style-type: none"> <li>• The Principal and Deputy Principal attended professional learning in Mental Health Essentials for Principals and School Leaders.</li> <li>• The Principal, Deputy Principal and a member of the middle leadership team completed Change2 training.</li> </ul>	
Number of teachers who participated in PL in 2024	37
Average expenditure per teacher for PL	\$2200.00

### Teacher Satisfaction

The overall trend in the 2024 Insight SRC data is positive and represents a strong and thriving school climate with many areas of growth.

These results reflect a positive and supportive work environment aligned with the school's strategic direction.

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	7
Graduate	4
Graduate Certificate	0
Bachelor Degree	19
Advanced Diploma	1
No Qualifications Listed	0

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	23
Teaching Staff (FTE)	19.2
Non-Teaching Staff (Headcount)	17
Non-Teaching Staff (FTE)	10.63
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

To embed a culture of child safety.

- Improve and sustain an inclusive child safety culture in the school.

### Achievements

- The playgroup continued to run, facilitated by parent-volunteers, to support the socialisation of parents and pre-school children.
- A parent-led yoga group used the community hub space each Friday morning to exercise, socialise and build the capacity of a newly qualified instructor.
- 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.
- Grade 5 students visited St Peter's College for a 'high school familiarisation day' to experience a taste of life in a high school.
- Grade 5 and 6 students were guests at St Peter's College school musical matinee performance.
- St Therese's, St Agatha's and St Thomas the Apostle continued the Cranbourne Cluster Lightning Premiership. The schools came together in Terms 2, 3 and 4 for a day of sport hosted by St Peter's College.
- St Therese's, St Agatha's and St Thomas the Apostle hosted another day of professional learning on Inclusive Education for the staff of all three schools.

### Parent Satisfaction

- Parent involvement including participation in parent/teacher interviews, parent information nights and school community events have continued to strengthen our partnership with parents and positively impacted our student outcomes.
- Meet and Greet Barbecue took place allowing all families to come together to meet the teaching staff for the school year.
- Mother's Day Liturgy and Morning Tea and the Father's Day brekkie and Liturgy took place.
- The year ended with our whole school sharing a picnic on the oval followed by our Christmas Concert, sharing the story of the Nativity.

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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)