

ANNUAL REPORT TO THE SCHOOL COMMUNITY

St Therese's Primary School
CRANBOURNE NORTH

2019

REGISTERED SCHOOL NUMBER: 1926



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Contact Details

ADDRESS	131 Endeavour Drive Cranbourne North VIC 3977
PRINCIPAL	Michelle Bruitzman
GOVERNING AUTHORITY	Diocese of Sale Catholic Education Ltd Ms Maria Kirkwood, Chief Executive Officer
SCHOOL ADVISORY COMMITTEE CHAIR	Keith St Mart
TELEPHONE	(03) 59967525
EMAIL	principal@sttcbourne.catholic.edu.au
WEBSITE	www.sttcbourne.catholic.edu.au
E NUMBER	E4035

Minimum Standards Attestation

I, Michelle Bruitzman, attest that St Therese's Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

April 27, 2020

Governing Authority Report

2019 was a year of growth and consolidation for Catholic Education in the Diocese of Sale. A year where we truly embodied our commitment to solidarity and subsidiarity.

As the first Diocese in Victoria to adopt a contemporary governance model, we are both leading and learning.

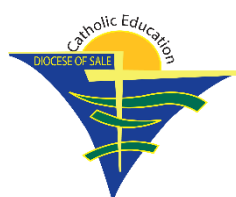
In its second year of operation, Diocese of Sale Catholic Education Limited (DOSCEL), continued to provide outstanding service and direction to Catholic primary and secondary schools across the Diocese, from Cranbourne and Narre Warren in the west, to Cowes and Wonthaggi in the south, right through to Orbost in the east.

Together with our schools, we faced a number of challenges in 2019. Unprecedented levels of population growth continued to increase the demand for high quality Catholic education in parts of our Diocese. Bushfires near Bunyip and Churchill damaged properties, threatened lives and caused short-term school closures, while a fire at St Catherine's Primary School in Berwick seriously damaged 12 learning areas, displacing hundreds of students. Each of these challenges was met with integrity and solidarity.

Under DOSCEL's guidance, rigorous reporting and accountability structures have been implemented and maintained, to comply with our regulatory requirements. With pastoral support from our Parish Priests and expert advice from within the Catholic Education Office Sale, our highly-committed school leadership teams are able to maintain their focus on creating safe and welcoming learning environments where children can thrive.

We continue to prioritise the creation of educational opportunities for every student, to nurture them, and allow them to encounter God and to develop a knowledge of the Catholic faith and tradition. We invest in leadership and support for school communities, to promote expert learning and teaching practices. We collaborate with and involve each member of our school communities in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

We aspire to see our students thrive in the world; to be confident, competent and connected. I am thankful for the contributions of everyone involved in Catholic education in our Diocese in 2019. It has been an honour to work alongside you as we bring life to our vocation of Inspiring Faith, Inspiring Learning.



Maria Kirkwood

*Chief Executive Officer
Diocese of Sale Catholic Education Ltd*

Our School Vision

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

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



School Overview

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.

In 2019, St Therese's School's enrolment figures grew slightly to 286 students. There were thirteen class groups that were structured as follows; two Foundation classes of 24, two Year One classes of 22 and 21, two Year Two classes of 21 and 19, two Year Three classes of 23 and 21, two Year Four classes of 18 and three multi-age Senior classes (5/6) of 25. Specialist areas included Visual Arts, Languages; Japanese and Physical Education. 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.

2019 was the last of the four-year School Improvement Plan 2016-2019. Throughout 2019, the school's focus included reviewing the effectiveness of the School Improvement Plan.

The following goals were evaluated:

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

Principal's Report

2019 was a significant year for the St Therese's school community. Having completed a four-year improvement cycle, it was time for the school to undertake a formal review of how the school is performing and to set goals and prioritise actions for the following four years.

The school's Leadership Team, supported by the Catholic Education Sale, led the Review and involved members of the parent body, students and all staff. The review centred on a deep inquiry into the policies, processes and practices that underpin the domains of Catholic Identity, Learning and Teaching, and Leadership for Learning and Resources. The Review process uncovered a range of areas that our school can be proud of, such as:

- A strong Catholic Identity, evidenced by distinctly Catholic rituals, traditions and iconography.
- The implementation of the Collective Team who led the staff to build their understanding of using student learning data to better meet the needs of all students through differentiated learning.
- The implementation of an effective and consistent process to respond to challenging behaviours, leading to minimal disruptions to learning and an overall safe school community.

There were also areas recommended that we should continue to develop, such as:

- Promoting dialogue between the vast arrays of faiths represented at the school to deepen our understanding of the Catholic faith.
- Strategically developing teachers' knowledge of the Victorian Curriculum to deepen and embed the practices of using pre and post student learning data within the cycle of inquiry model of learning.

I acknowledge my outstanding Leadership Team, Paul Cowan, Meegan Blackney, Trish Lloyd and Rosie Osthmuller for their professionalism, dedication and commitment throughout the review process and indeed throughout the year.

2019 was also the 30th Anniversary of St Therese's Primary School. The celebrations included a magnificent Art Show coordinated by Mrs Catherine Hogan and supported by all staff. The Art Show's opening coincided with a fabulous family feast that included families sharing food from their country of origin. Father Joseph celebrated Mass with us and blessed the new prayer garden built in conjunction with VCAL students from St Peter's College. Each student at St Therese's was involved in the celebrations through the creation of thirteen mosaic pavers, each one a tribute to our patron Saint Therese of Lisieux.

Our parent community continued to support many aspects of school life. This was especially evident at the 30th anniversary celebrations. I would like to thank all the parents who continued to support the school through fundraising initiatives, membership of the School Advisory Committee and in the many other volunteer capacities.

This year we said goodbye to staff who have been members of the St Therese's family for many years. Mr Paul Cowan, left to take up a principalship position and Lyn Kelly retired after being at the school since its inception. To both of these staff members, I cannot thank you enough for the work you have done at the school and for the support you have provided to me personally. Thank you!

Lastly, I would like to thank the entire school team for their strong commitment and desire to provide the very best educational practices for each and every student. I am grateful for the genuine care they hold for all the families at St Therese's school.

Michelle Bruitzman ~ Principal

Catholic Identity and Religious Education

Goals & Intended Outcomes

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

Intended Outcomes:

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

Achievements

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

Staff deepened their knowledge and understanding of the charism of Saint Therese of Lisieux and the Mercy Sisters through a staff formation professional learning day led by Ange Virgona. The learning of staff culminated in the celebration of the school's 30th Anniversary and the creation of a new motto 'Do All That You Do With Love,' Saint Therese of Lisieux.

The 30th Anniversary celebrations initiated a close working partnership with St Peter's College. VCAL students built the prayer garden centred on our patron saint and incorporated mosaic pavers created by each class at St Therese's. The garden is also reflective of our Languages – Japanese program with a metalwork of a crane built by Sensei Andrews and Japanese maples standing proudly. The garden is a true testament of the connection between the two schools and our connections to Japan and the wider world.

Sacraments are a wonderful expression of our community of faith. Students were able to receive Reconciliation, Eucharist and Confirmation. Families participated in workshops and Masses to prepare for these Sacraments at St Agatha's Parish.

In 2019 we celebrated our Easter Journey with our community by each level creating an interactive scene. Classes travelled through the school to engage with these scenes and pray together.

Mini Vinnie leaders were introduced to the school and classes from Years 3-6 nominated a student to carry the title of Mini Vinnie. 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 year ended with our Christmas Nativity Concert. Each class presented songs and art work decorated the Hall. The evening was a huge success as the students re-enacted the nativity. This event brought our entire school community together

VALUE ADDED

- Whole School Mass held at St Agatha's Church to celebrate the beginning and end of the year.
- Prayer Boxes sent home with each family
- Prayer of the Air continues to be held weekly over the PA system with a focus on Sunday's Gospel
- The School and Parish continue to work together to deliver a comprehensive Sacramental program, including child/parent workshops for Reconciliation, First Communion and Confirmation
- Whole School Masses in the Hall to celebrate events such as the 30th Anniversary, Feast Days
- Graduation Mass and Ceremony for our Year 6 students
- Caritas – Project Compassion
- Lids for Kids project – collection of plastic lids donated to Lids for Kids to create artificial limbs



Learning & Teaching

Goals & Intended Outcomes

Goal: To improve the learning outcomes for all students

Intended Outcomes:

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

Achievements

Teachers have developed a greater understanding and knowledge of the Victorian Curriculum through a deep analysis of the VCAA Progressions of Learning in the areas of Numeracy and Reading.

Teachers continued to develop their understanding of the use of data to inform their teaching and the Learning Cycle of Inquiry was introduced in Numeracy and Reading. Essential Assessments for Numeracy continued to be used for pre and post testing in mathematics. Teachers used this information to identify student misconceptions, especially in regards to Place Value along the progression of learning in order to explicitly target the learning of students.

Professional Learning Team meetings, facilitated by the Learning and Teacher Leader, were held for careful analysis of data to inform teaching. In addition, planning days for levels were organised twice per term to provide opportunity for teachers to collaborate and plan for rich learning experiences.

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

Two teachers completed the Masters of Clinical Teaching course and one other teacher is half way through the same course. Opportunities were provided for these staff to share their professional learning around what teaching strategies are effective and which ones contribute little growth.

STUDENT LEARNING OUTCOMES

There has been considerable improvement in the NAPLAN Year 3 and Year 5 Spelling results. A strong whole school focus on phonemic awareness through the Words Their Way spelling program assisted this growth.

Approximately 95% of our Year 3 and Year 5 students reached the minimal standard for reading. The school has identified 66% of students who speak English as a second language. The Levelled Literacy Intervention program continues to be used for those students who do not meet the minimum standard.

It is pleasing to acknowledge that 100% of Year 3 and Year 5 students reached the minimum standard for Numeracy.



School Community & Student Wellbeing

Goals & Intended Outcomes

Goals:

To build a safe and inclusive whole school learning environment

To involve all families in effective partnership for learning

Intended Outcomes:

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

Achievements

The Whole School Approach to Positive Behaviour Support (WSAPBS) Universals team was established this year. The team began their work with support of CEO Sale to determine the first focus area. It was determined that the staff, under the guidance of the team, investigate active listening as the first area to develop as a universal strategy to behaviour management. The Universal strategies for behaviour management will continue to be focus in 2020.

The next step for St Therese's is to establish the WSAPBS Intensive Team to support those students who require intensive behaviour supports.

The whole school buddy program has been successfully continued and demonstrates the commitment to building positive relationships amongst students and adults.

VALUE ADDED

- Welcome BBQ at the beginning of the year was well attended and included KABOOM! Sports who provided entertainment for the students
- Mother's Day afternoon Tea and Father's Day Breakfast involved many families and provided an excellent opportunity for parent engagement
- Participation at the Box Hill Japanese Festival with the Taiko Drumming Team performing
- Discos held termly
- Art Show showcasing F-6 artworks
- Japanese inspired Prayer Garden built in conjunction with St Peter's School.

STUDENT SATISFACTION

The student Insight SRC survey data shows that student eagerness to learn is high. This is testimony to the teachers' belief that all students can learn and evidenced by the encouragement that is provided to each student.

Parents and staff identify school safety and classroom behaviour as high. In contrast, students rate safety and classroom behaviour as moderate to low. This will continue to be a focus next year as the school works to implement the Whole School Approach to Positive Behaviour Supports (WSAPBS)

STUDENT ATTENDANCE

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

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

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

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

PARENT SATISFACTION

Parent opinion data of the school in the areas of community engagement, teaching and learning and student engagement continues to be high. A significant increase in the parent opinion of student safety and classroom behaviour is pleasing to see.

This is testament to the school's commitment to ensure a safe and orderly learning environment with clear and high expectations for all students. Communication with parents is of a high priority, especially in relation to student learning and behaviour.



Child Safe Standards

Goals and Intended Outcomes

St Therese's continues to respond to the Child Safety Standards, since the requirements were set in August 2016, as per the Ministerial Order 870.

Our goal is to

- To embed a culture of Child Safety

Achievements

- Child Safe agenda item for all weekly Staff Bulletins and Staff Meeting Agendas
- Consultation with the School Advisory Committee with our efforts in Child Safety
- The implementation of the student version of the Child Safe Code of Conduct
- Training for staff in mandatory reporting and the use of the PROTECT document
- Whole School Approach to Positive Behaviour Support – Universals Team established with a focus on active listening to students
- Volunteer Induction Sessions held throughout the year before volunteers are able to participate in classroom assistance or on excursions
- Volunteers must hold a current WWCC and sign the Code of Conduct. Volunteers must wear a lanyard that clearly shows that they have signed in. Volunteer induction sessions are held at the beginning of each year and as required to explain our child safety procedures and ensure that all volunteers understand the Child Safety Code of Conduct
- All staff and visitors to the school are required to sign in on arrival using the Passtab app located on the iPad at Reception
- All teachers, including replacement teachers, must hold a current VIT certificate. The Principal conducts VIT certificate checks regularly
- All contractors must undertake an induction through Diocese of Sale Catholic Education Limited (DOSCEL) before being inducted at a local level at the school by the Principal or Deputy Principal. Contractors must supply copies of WWCC and liability insurances
- Evidence of complying with the seven Child Safe Standards collected and collated in a VRQA staff portal website to replace Complispace, making it easier for staff to access

Leadership

Goals & Intended Outcomes

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

Intended Outcomes:

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

Achievements

- Learning and Teaching Leader facilitated all Professional Learning Community (PLC) meetings on a weekly basis
- Opportunities provided to staff to attend Professional Learning to improve practice
- Collectives Team worked with staff regularly and introduced Helen Timperley's Inquiry Learning Cycle
- Regular maintenance of school buildings and improvements made, new furniture purchased for senior classrooms
- Leadership opportunities for students created, including Mini Vinnie Leaders to lead social justice initiatives. 'Lids for Kids' initiated by a student who won a community award, presented by Anthony Burn MP.
- Year Five students involved in Leadership Program, 'Lead The Way' incursion
- Merit awards awarded to students who consistently display appropriate learning behaviours
- Deputy Principal left at the beginning of Term 3 to take up a principalship position. Deputy Principal advertised and appointed to begin in 2020
- Leadership members involved in the Plenary Assembly for the Sale Diocese

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2019**

- CEO Sale Learning and Teaching Network Meetings – School Leadership Team members attended these meetings each term
- CEO Sale Collective Meetings – three staff members attended each term
- Masters of Clinical Teaching (Melbourne University) course completed by one teacher
- All staff took part in a full day First Aid course, including CPR and level 2 First Aid
- Six staff undertook Diabetes training
- Languages teacher attended the Languages PL through CEO Sale
- Diocesan Spirituality Day – Marg Carswell
- Online PL for challenging behaviours, language disorders undertaken by three staff
- Initial training for Targeted (Tier 2) and Intensive (Tier 3) Assessment through Pearson undertaken by three staff members
- RE Accreditation through Sale Diocese undertaken by one staff member
- ESOs completed Certificate IV in Education Support
- Student Wellbeing Leader and Principal involved in De-escalating training
- Principal involved in Induction sessions each term
- WSAPBS Team undertook PL

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

25

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$397.90

TEACHER SATISFACTION

Significant improvements have been made in both the Organisational and Teaching Climates. Staff reported an increase in clarity, which is attributed to the focus on the Collective Team leading staff in Learning and Teaching improvements.

It is pleasing to see staff perceptions of student behaviour, team-based practices and confidence in teaching and learning have all improved considerably.

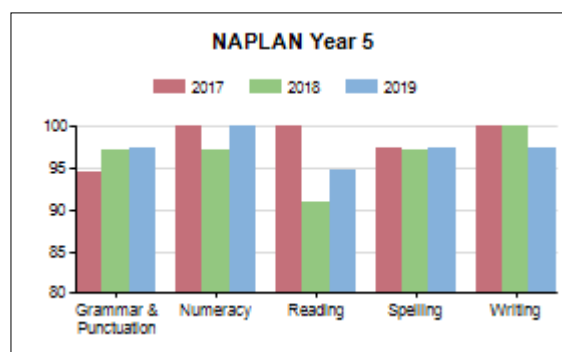
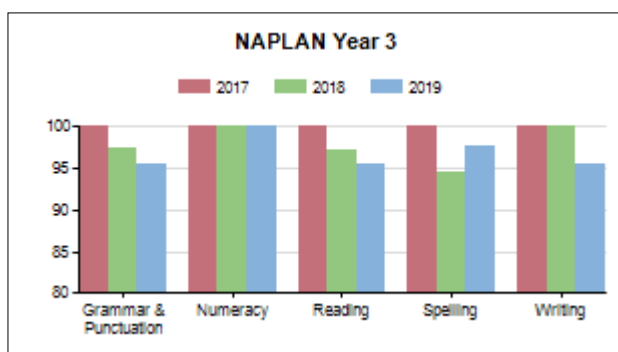
The focus for 2020 will be on developing staff collaborative practices and processes to give and receive effective feedback to improve expert teacher practice.

School Performance Data Summary

E4035

St Therese's School, Cranbourne North

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	97.3	-2.7	95.5	-1.8
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	97.2	-2.8	95.5	-1.7
YR 03 Spelling	100.0	94.6	-5.4	97.7	3.1
YR 03 Writing	100.0	100.0	0.0	95.5	-4.5
YR 05 Grammar & Punctuation	94.6	97.1	2.5	97.4	0.3
YR 05 Numeracy	100.0	97.1	-2.9	100.0	2.9
YR 05 Reading	100.0	90.9	-9.1	94.7	3.8
YR 05 Spelling	97.3	97.1	-0.2	97.4	0.3
YR 05 Writing	100.0	100.0	0.0	97.4	-2.6



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	88.6
Y02	88.2
Y03	89.3
Y04	87.7
Y05	87.8
Y06	90.6
Overall average attendance	88.7

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.9%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	83.9%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	25.0%
Graduate	30.0%
Graduate Certificate	5.0%
Bachelor Degree	75.0%
Advanced Diploma	25.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	17.2
Non-Teaching Staff (Headcount)	12
Non-Teaching Staff (FTE)	9.2
Indigenous Teaching Staff (Headcount)	0

NOTE: The School's financial performance information has 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.