



# St Therese's School Kennington

## 2022 Annual Report to the School Community



Registered School Number: 1555

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## Minimum Standards Attestation

I, Petra Teggelove, attest that St Therese's 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

21/03/2023

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

## Governing Authority Report

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

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

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

## Vision and Mission

### Our School Motto

Amor Vincit Omnia – Love Conquers All

### Our School Vision

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

### Our Graduate Outcomes

Graduate Outcomes have arisen from our Vision Statement and articulate what it is that the school community hopes to achieve for each student who graduates from this school.

St. Therese's graduates are:

- People of integrity, with a strong sense of justice, knowing that their actions can make a difference.
- People of hope, who are self-confident, spirited and believe in themselves.
- People with a love of learning, who strive to reach their academic potential and who see themselves as life-long learners.
- People who have the foundations for making responsible choices and living a Christian life.
- People who have a social confidence. They build positive relationships and have the skills to nurture their relationships.
- People with a genuine care and respect for life, self, others, the wider community and environment.
- People developing a relationship with God. They have an understanding of their God, have experienced God's love and are committed to their faith journey.



## School Overview

St Therese's School was blessed and officially opened on 1st March 1956 by Bishop Bernard Stewart. The original school, begun by the Sisters of Mercy, was spread over two campuses with the Junior School in the old St Aidan's Orphanage and Grades 3 to 6 at the current site in Lowndes St. The initial enrolment was 52 students. At the February census in 2022, the student population was 463.

St Therese's School has 21 classrooms, a library, Expressive Arts Centre and 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, Music, 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

We started the 2022 school year in the midst of a COVID wave and with extreme staff shortages, high student absence and a brand new leadership team.

Through all this, we have managed to provide a phenomenal number of learning and life experiences for our students. Our Years 2 -6 have all had an outdoor education experience. F-6 participated in swimming, athletics and cross-country. Our senior student participated in and experienced great success in many sports at various levels. The MacKillop Art Show, Sandhurst Arts on Show, our Cultural Day and Let's Get Moving allowed us to explore our creative side.

We have continued to improve the ascetics of our school with the redevelopment of the various areas, the laying of turf, the completion of the Senior Playground and the replacement of the Year 4 furniture.

For a year to be successful, many things have to come together and work in harmony.

The professionalism and commitment of the staff of St Therese to our students and the wider community, going the extra mile and providing exemplary learning experiences both inside and outside the classroom is something to be applauded and celebrated.

I thank Gabby Walsh and Leonie Tomlins who stepped up this year to support me as Co-Deputy Principals. Their wisdom, knowledge and friendship are something that I am truly grateful for.

I thank Fr Andrew for his ongoing support this year. I truly value the strong relationship between the school and Parish. It is one that I know the community is very proud of and one that we will continue to nurture and foster in the years to come.

I thank the Parents and Friends for their continued commitment to our school and community and Millie Bourke for her leadership. Their tireless work has seen our community come together in both social and fundraising events. They are often the unsung heroes of the school community, quietly getting organised and going about their business. Thank you for all you do.

I thank the parent community who have offered me encouragement and support throughout the year and have also put their trust in me to lead the school community.

I thank the students of St Therese's who have accepted and exceeded my expectations in many of the challenges I have set for them this year. They have continued to work hard, settle quickly, accept responsibility for their actions and learn from their mistakes as well as celebrate their and others' successes.

Finally, thank you to Mick Hembrow as Chair of the School Advisory Council and all the members of the Board. It has been a huge year with some change and a lot of conversation and sharing. It is my great hope that I have stayed true to my goal to:

Respect the Past

Live in the Present

And Plan for the future this year.

I wish you all a Holy and restful Christmas period and a safe and happy holiday with your families and look forward to 2023 with hope and excitement.

Petra Teggelove

Principal.



## Parish Priest's Report

The Year 2022 began with Mrs Petra Teggelove taking the principalship role at St Therese's School. Petra arrived with many strengths in Teaching and Learning, Administration and a great love of people, staff, students and parents.

### Catholic Schools Restructure / Incorporation

School governance moved from parish proprietorship and local management to a diocesan incorporated board: Catholic Education Sandhurst Limited (CESL) in 2021. This required, among many new policies and procedures, five major documents to be prepared and implemented:

1. School Transfer Agreement
2. Shared Mission Statement – Commitments
3. Right of Use of Land and Buildings
4. Terms of Reference of the School Advisory Council
5. Use of Common/Shared Areas MOU between school and parish buildings, roadways etc.

Some have to be reviewed and agreed upon when a new principal and parish priest are appointed, some are ongoing and some need rewriting as we move forward with greater insight into these matters and reflecting on experiential practice

### Sacraments

While some parishes deferred Confirmation and First Eucharist during the pandemic St Therese's Parish decided to press on. Bishop Shane delegated parish priests to confer confirmation and we had many children ready to proceed. In 2021 there were 21 separate celebrations of Confirmations and First Eucharist, in 2022 we celebrated eight occasions since larger numbers could attend, also they were integrated into the Sunday Parish Mass schedule. Many long-time parishioners remarked that it was the first time they witnessed Confirmation and First Communion for a long, long time. Thus these sacraments were truly parish celebrations.

Reconciliation: Preparations moved back into the church settings with parents and children in four groups. The celebrations were over two evenings, as in pre-pandemic years, on 22 & 23 November. All families and parishioners participated in meaningful celebrations. and the traditional purple robes were proudly worn, excitedly thrown into the air and appropriately laundered each night and ready for the next day. Thank you to all the parents and teachers and helpers and to the visiting priests and Bishop Shane who were confessors.

### RCIA / RCIT / RCIC

Four adults, two teenagers and eight children were baptised after participating in the Catechumenate process and programs suited to their ages during 2022. They also received Confirmation and First Eucharist as part of the sacraments of Christian initiation. Also, a large number of infants and small children were baptised now that lock down and travel restrictions were lifted.

Congratulations to them and their sponsors and the RCIA Team. The program is ongoing with inquiries for next year.

### School Liturgies

Whole School Masses were often curtailed. The Graduation Mass was back in the Church and End of Year Thanksgiving Mass witnessed a full “back to normal” church!

Parish Pastoral Council, Parish Finance Committee, Communication Team and Parish Child Safety Standards Team

These committees and teams now meet in person but some members are still able to join via zoom (a benefit of the pandemic innovations). We need more members as older ones retire. Fortunately, a few have stepped forward, but more are needed. We discovered we need fresh agendas and innovative pastoral practices. We cannot do the same things we used to do in the past.

Many Sunday bulletins and messages were emailed to those who supplied email addresses. Thanks to the schools who forwarded the bulletins and messages to school families.

Blessings of sports grounds, HPV's

Blessings of sporting teams and grounds and fields continued in 2022. This year Energy Breakthrough resumed at Maryborough. HPV's and their teams were blessed before their departure.

Diocesan Mission and Pastoral Council (DMPC)

At The Chrism Mass in Holy Week Bishop Shane announced a consultation phase for new DMPC. The consultation was conducted in parish settings, secondary schools and Catholic agencies to seek the wisdom and concerns of the people of the Diocese. 14 participated at St Therese's sessions which included prayer, reflection, discussion, discernment and submissions of findings. A Good process, I had hoped more would have attended, though comparatively it was a very good number.

National Church Life Survey

Every five years to co-incidence with the Australian Bureau of Statistics Census of population, housing and employment, the churches survey people in the pews about several issues regarding demographics, faith practices and beliefs. The pandemic delayed this somewhat and fewer people were surveyed due to the slow return to church at the beginning of the year. Six Sandhurst parishes participated in the NCLS survey. St Therese's provided about 50% of the total. The Parish Pastoral Council received Parish Profile with 32 pages of tables, graphs and comments and 36-page workbook to facilitate the study of the results

Parish Collections and Special Appeals

While parish collections have slightly increased during the year from a big drop in 2021, we are still not fully recovered from pre-pandemic collections. Many have taken on direct debit and credit card giving. We have fared much better than other parishes. Our special collections: Missions, Project Compassions, Seafarers, Holy Places, Caritas Emergency Appeals and St Vincent de Paul have been excellent. In the case of the Priests Retirement Foundation, St Therese's contributed 50% of the diocesan total again!

My Vote of Thanks

Thank you again to our Leadership team and the Teaching and Admin Staff, Students, Advisory Council Members, Parents and Friends Group, many volunteers and all families for all your support and care. We also thank the enduring work of the Catholic Education Office who resource the school in so many ways. May God continue to guide, grace and bless our lives and work during this coming year.

Blessings and Best Wishes

A handwritten signature in black ink that reads "A.J. Fewings". The signature is written in a cursive style with a large, stylized 'A' and 'F'.

Fr Andrew Fewings

Parish Priest

## School Advisory Council Report

It has been a privilege to be the Chairperson of the St Therese's School Advisory Council in 2022.

This year we have participated in presentations from

- Catholic Education Sandhurst
- Sustainability leaders
- Korrie Education Worker

We have also had the opportunity to work closely with the Parents and Friends Association and commit to various fundraising and community-building events.

I thank each and every member of the St Therese's school community for their work.

Mick Hembrow

## Catholic Identity and Mission

### Goals & Intended Outcomes

Developing consistent practice in planning and implementation of the Source of Life curriculum from F-6

- Develop a school-wide Source of Life Unit planner.
- Deliver professional development on the source of life curriculum, and practices for planning.
- Work with units in planning a new source of life unit.
- Deliver professional development focusing on assessment in Religious Education, developing common understandings and practices.
- Provide professional development addressing breaking open and engaging with scripture in the classroom.

### Achievements

- A school-wide consistent planner was implemented, leading to greater consistency in the implementation of the Source of Life curriculum.
- Staff were supported in the implementation of this planning through professional development sessions with the school's Catholic Identity Leader and Catholic Education Sandhurst Religious Education Officer – Lee Pethybridge.
- Staff engaged in supported planning sessions to develop consistent practice in preparing Religious Education lessons, using the new planner, and consistent guidelines for planning.
- Staff engaged in professional learning supported by CES Religious Education Officer Lee Pethybridge, focusing on ways of breaking open scripture with students in Religious Education lessons, and were supported with a professional development session on Godly Play a play-based strategy for sharing scripture and tradition in Religious Education by the school's Catholic Identity Leader.
- These strategies and opportunities have led to a greater focus on Religious Education planning and teaching, and greater consistency across the school regarding the use of the Source of Life curriculum and the Shared Christian Praxis framework.

#### VALUE ADDED

2022 brought with it opportunities for our school once again to engage in community worship. From the Second Term onwards, our students and staff were able to attend whole school and unit Masses. These Masses were planned by the staff and engaged the students in active participation in Catholic worship and Parish Life.

The students participated in social justice activities throughout the year, supporting our two major charities, Caritas Australia through the annual Project Compassion Appeal and the St. Vincent de Paul Society through their winter and Christmas appeals. Students raised a total of \$5446.45 for social justice causes throughout the year.

Daily prayer is an important aspect of our school life, this year provided the opportunity through staff meeting-based professional development to explore the types of prayer we offer our students and develop a deeper understanding of the purpose and practice of Christian Meditation. This saw a revival of Christian Meditation practice across the school during the second half of the year.

The school continued to support the Parish Sacramental Program with the school's Catholic Identity leader participating in the Parish Sacramental Team, and numerous staff supporting the program, leading sacramental preparation sessions in our Parish Churches.

The 2022 Sacramental Program saw a number of students from grade two and beyond receive the Sacrament of Reconciliation and students in grade three and above receive the Sacraments of Confirmation and First Communion.

The staff participated in a staff spirituality day which was led by Maria Ford from the CES Spirituality and Faith formation team. During the spirituality day, the staff reflected on what it means to be a Catholic Educator and explored how they can nurture their own spirituality to enable them to be a spiritual companion for our students.



## Learning and Teaching

### Goals & Intended Outcomes

*Continue to develop a whole school approach (philosophy) with evidence-based practices that lead to greater student success.*

### Short Term Strategy

Consistent practice in writing structure and pedagogy from F-6.

To provide professional learning through PLC time focusing on:

- Best practice in writing
- Writing structure
- Explicit teaching through modelled writing

### Long Term Strategy

To build the capacity of the Learning and Teaching Team

- Seek support from CES staff to implement leadership development.
- Build the capacity of the Learning and Teaching team through professional learning focused on coaching strategies and self-awareness.

### Achievements

- Staff met 3 times each term during PLC time. The focus of each meeting was specific to the next point of learning to increase consistency of practice in writing.
- Learning and Teaching team members were empowered to lead PLC meetings
- Learning and Teaching team members participated in 4 full days of Professional Learning and 4 x 1-hour coaching sessions focused on enhancing coaching and communication skills.
- Completed whole school review of Assessment and Reporting approach, refining our assessment schedule and reporting package.
- Whole Staff Professional Learning Day to establish a pedagogical focus for 2023 examining and exploring best practices from current research

### STUDENT LEARNING OUTCOMES

#### Year 3

All assessment tasks except for spelling reduced the spread of the lowest 35th percentile, raising the scale score of the lowest performing students. Assessment tasks in reading and

Numeracy indicated a reduced spread of the lowest 35th percentile, raising the scale score of the lowest-performing students.

### **Year 5**

Year 3 Data indicated a slight drop in all areas from 2021 to 2022 however numeracy, writing and reading assessment data indicated an increase in scale score from 2019. All assessment tasks except for spelling reduced the spread of the lowest 35th percentile, raising the scale score of the lowest-performing students.

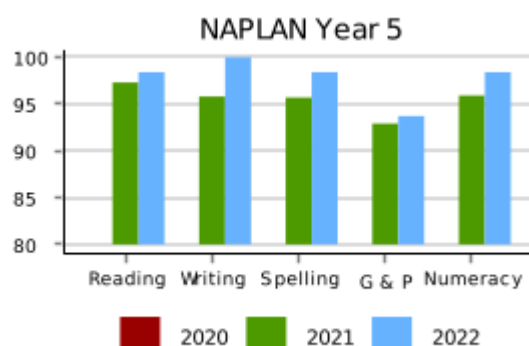
In 2022 St Therese's implemented literacy intervention from Foundation to Year 6 that included individual and small group programs. These programs occurred with high frequency and were led by qualified teachers or Learning Support Officers depending on the program and student needs.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	98.4	-	96.2	-2.2
YR 03 Numeracy	-	98.4	-	98.1	-0.3
YR 03 Reading	-	96.6	-	100.0	3.4
YR 03 Spelling	-	100.0	-	98.1	-1.9
YR 03 Writing	-	100.0	-	98.0	-2.0
YR 05 Grammar & Punctuation	-	92.9	-	93.7	0.8
YR 05 Numeracy	-	95.9	-	98.4	2.5
YR 05 Reading	-	97.3	-	98.4	1.1
YR 05 Spelling	-	95.7	-	98.4	2.7
YR 05 Writing	-	95.8	-	100.0	4.2

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

Consistent understanding and practices for behaviour management and support from F-6  
Implement strategies that focus on improving the connections and relationships amongst all ages of students, and all members of the school community.

### Achievements

Our focus for the beginning of the year was to build a consistent approach to behaviour management and routines. As a staff, we spent time each week designing routines for expected behaviours. These routines were then explicitly taught, modelled, practised, acknowledged and corrected.

We engaged the practices of Dan Petro to assist and coach our new Behaviour Support Team. This team consists of our Deputy Principals and 3 members of our teaching staff. Dan is a Behavioural Analyst and has previously supported our school in implementing Behaviour Strategies within our Behaviour Management Framework. The team had 5, 1-hour online sessions and 5 onsite full-day workshops. The purpose of these workshops was to engage in learning evidence-based practices that focus on teaching as a means of promoting student academic and social development. This was also followed through via our staff meetings and professional learning community meetings. The meetings were facilitated by Pastoral Wellbeing Leader and on occasion the Pastoral Wellbeing Officer at CES Ltd. The focus was on consistent practice across all areas. Staff were updated and trained in the following areas:

Responding to Behaviours of Concern

Consistent use of Language

Briefing on student behaviour trends

Developing school-wide and class routines

Student Break Procedures and One-Page Safety Plans

Functional Behaviour Plans

Encouraging positive behaviour

Restraint and Seclusion guidelines

Social skill instruction

It was wonderful to see our community being able to reconnect face to face by coming to The Friendly Brew each Friday and catching up for organised social gatherings such as Park Plays.

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

Our community was informed through social media and our newsletter throughout the year to promote School Wide Positive Behaviours and Supports (SWPBS). We also sent home an SWPBS

Family Handbook of families via PAM in Term 1 to further inform our families about our Behaviour Management Framework.

Respectful Relationships was taught across the school which aids in supporting students' well-being.

We had a very successful Cultural Evening in Term 4. We had much interest from our community who were keen to take part on the night. Some families shared their cultural dress and some families shared food with the school community from their culture.

#### VALUE ADDED

Camps and other co curricular activities were held where possible.

Energy Break Through

MacKillop Arts Show

Sandhurst Arts on Show

Choir Performances

Lego Bricks Exhibition

School, Inter school, and regional sporting events in athletics, swimming, football, netball and basketball.

#### STUDENT SATISFACTION

In 2022, we engaged the services of Pivot to conduct a student survey on students' level of engagement in Learning. Pivot's Student Survey on Teaching is a simple tool for teachers and schools to measure the impact of teaching practice and student engagement. The survey is supported by resources and recommendations that encourage next-day improvement. The survey identifies areas of celebration and areas for conversation. Our professional learning resources provide evidence-based recommendations to teachers and leaders to support their next steps.

#### STUDENT ATTENDANCE

The school's classroom teachers are required to monitor and record the attendance of all students at least twice a day and 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 (1:30 pm) using SIMON.

If a student is absent on a particular day and the school has not been previously notified by a parent, guardian and/or carer, or the absence is otherwise unexplained, St Therese's Primary

School notifies parents by SMS, phone or through SIMON. Classroom teachers follow up on unexplained absences and attempt to contact them.

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

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

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	84.9%
Y02	87.2%
Y03	86.4%
Y04	86.0%
Y05	86.0%
Y06	83.5%
Overall average attendance	85.7%



## Child Safe Standards

### Goals & Intended Outcomes

In 2021 staff participated in online training on Child Protection which includes Protect Behaviours.

Updates and information is communicated to staff through our Weekly Bulletin and regularly included in Staff Meetings.

Greater emphasis is placed on the planning of excursions and camps with a particular lens on child safety and care is taken to undertake risk assessments accurately and well thought out, thinking of all mitigating circumstances.

Child Safety is an agenda item at each SAC meeting.

### Achievements

- Through Complilearn - Mandatory Reporting, Child Protection Modules
- Through Staff Meetings and Staff Bulletin.
- Through the delivery of the Respectful Relationships program.
- Regular inclusion of Child Safe items in the school newsletter.
- Ongoing Policy reviews to ensure compliance.

## Leadership

### Goals & Intended Outcomes

1. ***Develop a whole-school approach to the continual growth of staff leadership capacity.***
  - Build the capacity of the L & T team through professional learning focused on coaching strategies and self-awareness.
  - Provide opportunities for various staff to lead meetings in their curriculum areas.
  - Participation in CDLP
  - Participation in Growth Coaching International Professional Learning
2. ***Work proactively together, engaging the gifts of all to serve our community***
  - For all members of our school community to feel valued.
  - To encourage involvement in all areas of school life.

### Achievements

1.
  - Extension of Learning and Teaching Team to include teaching staff from across the school
  - Provide Professional learning for the Learning and Teaching team focusing on capacity building in the area of coaching, vision and clarity and the creation of a psychologically safe workplace.
  - Learning and Teaching Team-led Team Goal reflection process in Professional Learning community meetings
  - One staff member completed the CDLP program, sharing her learning with school leadership.
  - One staff member completed Growth Coaching International 2 days of professional Learning.
2.
  - Full membership of the School Advisory Council
  - Successful fundraising events throughout the year with strong parent representation
  - Parents were welcomed back into classrooms after COVID restrictions had eased.

- Dual-mode meetings are offered for Learning Conversations, P&F meetings and School Advisory meetings allowing for great participation.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

4 Days - Building Leadership Capacity - Learning and Teaching Team

The Writing Process -Deb Sukarna - Teaching and Learning Team

Country leadership CDLP - Curriculum Leader

2 Day - Growth Coaching Internation - Leadership

4-Day ACHPER Conference - Physical Education

2-Day Math Conference - Curriculum Leader

Dynamic EMQ Training - Emergency Management - Online

2-Day Graduate Teacher Conference - Graduate staff

2-Day Graduate Mentor Program - Senior Staff

1 Day Spirituality Day - Catholic Identity

1 Day - Research-informed Best Practice - Whole Staff

6 Days - Behaviour Management - Behaviour Support team

Number of teachers who participated in PL in 2022

38

Average expenditure per teacher for PL

\$1100

## TEACHER SATISFACTION

In a year when our school experienced both a change in Principal and deputy principal the well-being of the staff was of great importance, ensuring they felt valued and supported.

The leaders of St Therese's committed to high visibility for staff, students and parents, moving around classrooms each day, checking in on staff and being on yard duty at the beginning and end of each day.

The Principal met with all staff in Term 1 and maintained an open-door policy welcoming the opportunity to discuss matters of concern when needed.

Anecdotal feedback from staff indicated that they felt supported by leadership and felt less tired at the end of the year compared to other years.

Staff intention forms indicated that all teaching staff wished to continue in 2023.

An indication of staff satisfaction was displayed by the number of teaching staff that applied for leadership roles for 2023 with applications exceeding positions.

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.1%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	80.0%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	9.4%
Graduate	25.0%
Graduate Certificate	3.1%
Bachelor Degree	62.5%
Advanced Diploma	21.9%
No Qualifications Listed	25.0%

#### STAFF COMPOSITION

Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	41.0
Teaching Staff (FTE)	33.2
Non-Teaching Staff (Headcount)	30.0
Non-Teaching Staff (FTE)	28.0
Indigenous Teaching Staff (Headcount)	1.0

## Community Engagement

### Goals & Intended Outcomes

**To continue to improve the appearance and safety of indoor and outdoor school areas — including active and passive spaces**

#### Short Term Strategy

- Landscaping around portable classrooms
- Construction of Friendship Stop and adding turf to the adjoining area
- Completion of Senior Playground.

#### Long Term Strategy

- Construction of retaining wall and drainage works on the south end of the oval

**To further the school's sustainable practices that involve the whole school community**

#### Short Term Strategy

- Initiate 'Nude Food Day' (Mondays) with support from the parent group

#### Long Term Strategy

- Partner with Bendigo Food Share to plant, harvest and share fresh food hampers and produce

### Achievements

- Landscaping around portable classrooms
- Construction of Friendship Stop and adding turf to the adjoining area
- Completion of Senior Playground
- Construction of retaining wall and drainage works on the south end of the oval
- Continuation of the partnership with Bendigo Food Share.
- A huge fundraising effort by the Parents and Friends Committee and extended parent community.

#### PARENT SATISFACTION

St Therese's remained committed to collaboration and consultation with our parent community in 2022. This included twice termly School Advisory Council Meetings, twice termly parents and Friends Meetings and regular conversations at both the Friendly Brew and community events.

St Therese's also provide twice-yearly Learning Conversation for parents, students and teachers to come together and share their experience, strengths and challenges in regard to school life. The response to these opportunities was overwhelmingly positive.

## Future Directions

### **Whole School Focus**

#### ***Catholic Identity***

Developing consistent practice in planning and implementation of the Source of Life curriculum from F-6

#### ***Learning and Teaching:***

Consistent practice of evidence-based practice in the area of Feedback from F-6 and Specialist areas

#### ***Well-being***

Embedding understanding and practices for behaviour support from F-6 based on the work of Dan Petro

#### ***Stewardship of Resources/Sustainability***

Consistent practices to reduce waste in the school

#### ***Leadership***

Develop a whole-school approach to the continual growth of staff leadership capacity.

Child Safety Focus:

Implementation of Child Safe Standards with the support of CES.

Enacting Action Plans for the new Child Safe Standards with the support of CES Ltd.