Contents

Our School Vision .......................................................................................................................... 2
School Overview ............................................................................................................................. 3
Principal’s Report .......................................................................................................................... 4
Education in Faith .......................................................................................................................... 5
Learning & Teaching ...................................................................................................................... 6
Student Wellbeing .......................................................................................................................... 10
Leadership & Management ............................................................................................................ 12
School Community ......................................................................................................................... 15
Financial Performance .................................................................................................................... 19
Future Directions ............................................................................................................................ 20

Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>50 Grossmans Road Torquay VIC 3228</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Pauline Audley</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Fr Linh Tran</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Brendan McKeegan</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 5261 4246</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@sttorquay.catholic.edu.au">principal@sttorquay.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.sttorquay.catholic.edu.au">www.sttorquay.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

Minimum Standards Attestation

I, Pauline Audley attest that St Therese 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 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014
Our School Vision

St Therese School is built on sound educational principles directed towards the growth of the whole person where values, life culture and faith are developed within a Catholic framework.

The school Vision was developed in light of the UNESCO Report of the International Commission on Education for the Twenty-first century, which outlines the following four fundamental types of learning as essential if a school is to succeed in its tasks.

At St Therese all children will be provided with the opportunity to inquire, develop, grow and discover through:

1. Learning to learn, that is acquiring the instruments of understanding;

2. Learning to do, so as to be able to act creatively on one’s environment;

3. Learning to do, so as to participate and co-operate with other people in all human activities;

4. Learning to live together, to give people the freedom of thought, judgment, feeling and imagination they need in order to develop their talents and remain as much as possible in control of their lives. This is an essential progression which proceeds from the previous three.

As outlined in the Commission Report life in the 21st century will provide unprecedented means for communication and for the circulation and storage of information and ... that each individual child must be equipped to seize opportunities, knowledge, skills and attitudes and adapt to a changing, complex and interdependent world.

School Overview

- St Therese School has twenty multi-age classes, with 20 full time and 10 part-time teaching staff, including specialist staff in the areas of Art, Indonesian, Music/Dance/Drama, Reading Recovery, Student Wellbeing, Play and Creative Arts and Physical Education. The school enrolment has increased steadily since 2009, with the Surfcoast Shire predicting that population growth will continue in the coming years. The school Enrolment Policy now gives highest priority to children who are baptised Catholic who live in the immediate areas of Torquay, Anglesea and Jan Juc.

- The learning areas are arranged in four main buildings – Prep (4 classes), 1/2 (5 classes), 3/4 (5 classes) and 5/6 (5 classes) in open, purposeful spaces, with an emphasis on both inside and outside learning. In addition, there is are well equipped Art and After School Care rooms. The library collection is distributed throughout the 4 learning spaces to ensure access to books for students at all times.

- The Catholic nature of St Therese School is evident in the daily lives of the children, teachers and community. A well coordinated Religious Education program that is connected to faith development and social justice, and a caring community-based approach to the sacraments, provides the students and community with many opportunities to integrate their life and faith. The school, as part of the Nazareth Parish, is well supported by our Parish Priest, Fr Linh Tran.

- **Learning and Teaching:** The learning environment is contemporary and personalised and continues to evaluate programs for their relevance to living in the twenty-first century. The St Therese students benefit from rigorous staff ‘team’ approaches to planning; teaching that focuses on individual student’s learning and social needs; staff access to ongoing, relevant training; and the use of research, resources and data to inform decisions about learning and teaching and reporting to parents.

- **Student Wellbeing:** The Student Well-being Committee has implemented programs and processes to support the social and emotional wellbeing needs of all students. All staff members promote a positive wellbeing philosophy within a nurturing environment and this is the basis upon which student learning is developed and extended.

- **Leadership and Management:** St Therese has implemented a number of leadership initiatives that provide a broad, strategic and distributed approach to leadership development and school management. Staff members hold positions of leadership in the areas of School Management, Curriculum Leadership, Team Leadership and professional learning vertical teams. Collegial, consultative and supportive relationships are evident at all levels of the school’s operations.

- **Community:** The parent, parish and local communities are very welcoming and involved in the school in a variety of ways. Parent/Teacher interviews are scheduled on a fortnightly basis to maintain high levels of parent/teacher/student communication. These meetings are led by the students and focus on the use of evidence to inform parents about their learning. A Parents and Friends group and the School Advisory Board work to ensure that the students and the St Therese community have resources and opportunities to learn together, share experiences, have a point of social contact and celebrate their faith. The school will continue to extend invitations to the parents, parishioners and wider community to be connected in ways that will strengthen the school and its community relationships.

- **Sustainability**
  Living sustainably and showing leadership to others is a high priority at St Therese School. St Therese has been involved in the AuSSIE Vic Sustainable Schools Project since 2008 and now has a 5 Star sustainability award, one of only two schools in the Surf Coast Shire. Students are involved in taking action that matter, both at school and in the wider community. Student environmental teams lead others in developing the skills of composting, looking after worm farms, chicken management, recycling, growing vegetables and fruit trees and maintaining the school garden beds. In the wider community the students work with Torquay Landcare, The Friends of Jan Juc, Torquay Plastic Bag Free and The Great Ocean Road Coast Committee to help maintain and revegetate local coastal and creek areas. We are always involved in National Sustainable Travel Days and regularly participate in local and global environmental initiatives that continue to support the school’s achievements in this area.
Principal’s Report

St Therese School values an approach to curriculum development which encourages teachers to listen, observe, interact and learn from the child, with the emphasis on the development of relationships, student wellbeing and student engagement. This approach aims to develop the whole child – spiritually, academically, socially and emotionally and is supported by well-equipped, aesthetically pleasing environments. Teachers continue to explore the nature of how children learn best and to actively engage them in taking responsibility for their own learning.

Staff members have been encouraged to value continuous professional learning and formal academic study to assisted them in becoming focussed on improvement through extending the depth of their skills and understandings, in personalising the learning for all students, in improving participation and achievement of all students and in making learning and teaching more effective and efficient. Teachers have become better at developing the partnerships between school, home and the community, and students and staff at developing a life-long capacity for learning. A targeted ‘team approach’ to professional learning for all staff (both teaching and non-teaching) is nurtured and visits to other schools, invitations to ‘experts’ to share knowledge, regular learning walks in-house to learn from each other, coaching/modelling are valued, evaluated and developed.

The school continues to comply with the government request for reporting to parents via the A-E rankings and Naplan testing, and places great emphasis on and the collection and use of data to inform assessment for future learning and teaching and working with and learning from the children in the school community. The Contemporary Curriculum is based on the Australian Essential Learning Standards (AUSVELS) and an Inquiry approach.
Education in Faith

Goals & Intended Outcomes

To actively involve staff, students and families in Religious education and Parish liturgical celebrations

To improve learning and teaching practices in the Religious education program

Achievements

During 2013 there has been a strong focus on more visible signs of our Catholic identity maintained, with regular displays in the office and church foyer, school prayer celebrations, greater involvement of staff in preparing Masses, prayer celebrations, social justice activities and Sacramental programs. The development of the Religious Education (RE) curriculum team has also been a contributing factor in raising the profile of the Catholic culture of St Therese, as well as providing experiences for students which will assist them in learning more about the Catholic faith. The school has also encourages opportunities for students, staff and families to participate in the rituals of the Catholic Church through prayer, weekly Masses, Eucharistic liturgies and Sacraments. In these ways school members are invited to become active participants in the liturgical life of the school and parish communities.

VALUE ADDED

St Therese School aims to make explicit the Catholic identity of our community ensuring that it continues to grow and be valued.

The school values and supports School /Parish partnerships, with staff contributing to Children’s liturgy at the Sunday Parish Masses. The school participates in and promotes Parish events and all classes walk to weekly morning Parish Masses at St Therese Church on a rostered basis.

A designated time is provided for our REC to support teachers and co-ordinate the learning and teaching in RE. The RE Leadership Team meets regularly to support this at each year level.

There is a social justice focus within the student leadership group which supports our recently introduced Catholic mission outreach work in Vietnam and this will continue to develop further in the future.

A Sacramental program is supported by family information nights at school facilitated by staff members.

Our Parish Priest visits the school weekly and provides a very welcoming presence at out Parish church for weekday and Sunday Masses which involve the children and parents as part of the whole Parish community.
Learning & Teaching

Goals & Intended Outcomes

- To provide a stimulating contemporary learning environment for all students
- To improve student achievement across all areas of the curriculum
- To ensure a planned and developmentally appropriate program for the teaching of literacy and mathematics

Achievements

St Therese School has a commitment to continual improvement in Learning and Teaching, with high expectations that all students will succeed. The curriculum focus areas of the school in 2013 were:

1. Religious Education (RE) – The RE curriculum expresses an authentic understanding of Christ and his teaching, seeking to bring into harmony faith, culture and life. The St Therese School community has an understanding of the dignity of the human person and is committed to social justice and service. The Catholic Identity Project is assisting us to develop our understandings of our student, parent and staff demographic and future directions in this area.

2. Contemporary Learning supports us in our endeavours to ensure that we are preparing our students for living in the 21st Century, by becoming responsible citizens and flexible life-long learners, equipped to learn through the use/support of multi-media and technology. Through participation in the Contemporary Learning Research project we have implemented protocols for planning, including purposeful analysis of data to help set and monitor personal goals with the students. At planning days teachers use ICT programs such as ‘Confer’, ‘Google Docs’ and ‘Evernote’ to gather and present evidence of student learning and as a result, our reflective practice has become more rigorous and challenging and our year level teams empowered to constantly move forward with their own learning. As well, it has ensured that:
   - Learning opportunities are relevant to children, personalised and tap into their Passions, Interests and Needs (PINS),
   - Learning environments are connected to local and global networks, collaborative, safe and secure, flexible, supportive of innovation, focused on the children’s inquiries, and
   - Learners are engaged in the Contemporary world through building relationships and connecting with others, taking responsibility for self, taking action that matters, committing to service and justice, developing partnerships and active citizenship.

3. Numeracy and Literacy – The school aims to develop literate learners who are able to successfully engage with the texts of traditional and new communications technologies via spoken, print and multimedia. A Maths coach has been appointed to plan with each year level and support staff and students in developing an understanding of Mathematical concepts, processes and strategies and to authentically represent the ways in which the knowledge and skills will be used in the future.

4. Asian Studies - opens up an understanding of our nearest neighbours and our place in the world. In 2011 the school participated in the Studies of Asia program and through this the children explored cultural perspectives and considered cultural influences in our community. This was successfully linked with the visit of a number of staff to India as part of our Outreach Program and the impact this had on the students, parents and wider community was evident. The development of the Asian Garden has stimulated mindfulness of our Asian project and signalled it as a fundamental presence within the school. A Parish based Outreach Program will continue to develop in Vietnam for staff and the wider parish in the future.

5. The Catholic Schools Sustainability Project supports and promotes our beliefs that we need to educate our students and families about the importance of caring for our environment and working towards a sustainable future for those who come after us.
### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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<thead>
<tr>
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<td>100.0</td>
<td>2.1</td>
<td>100.0</td>
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</tr>
</tbody>
</table>
Analysis of 2010-2013 NAPLAN Data

NAPLAN results for Year 5 indicate in 2013 that on average our students are above or substantially above the average of similar and ‘all’ schools in the areas of Reading, Writing, Spelling and Numeracy. There was also a noticeable positive trend in the 2013 Numeracy scores, improving from below similar schools in 2009 and 2010, to being at the average of similar schools and above the average of ‘all’ schools in 2013.

The NAPLAN results for Year 3 Reading show that on average in 2013 our students are close to or above the average of ‘all’ schools in the areas of Reading, Narrative Writing, Spelling, Grammar and Punctuation and Numeracy, a similar result to our 2012 cohort of students.

Over the period from 2010 to 2013 the Year 3 Reading and Writing data has been above state average and demonstrates a consistently positive trend of improvement from year to year.

The NAPLAN summary report in 2013 indicates that 100% of Year 5 students tested are meeting National Minimum Standards in all areas while 100% of Year 3 students are meeting National Minimum Standards in Reading and Grammar and Punctuation.

YEAR THREE

READING:
Results demonstrate that students performed better than both ‘all’ and ‘like’ school students in 2013, with 100% of Year 3 students at or above the national benchmark.

WRITING:
Writing results indicate that students performed above both ‘all’ and ‘like’ school students in 2013.

SPELLING:
2013 results indicate that Year 3 students achieved a standard at the National average for all Australian schools.

NUMERACY:
In 2013, St Therese’s numeracy results were slightly better than the average of ‘all’ Schools. Numeracy was an area of focus for all staff professional learning at St Therese during 2009-2013 and as a result, we saw 98% of Year 3 students achieving a standard at or above the National benchmark.

YEAR FIVE

READING:
In Reading our students where substantially above the National average of ‘all’ schools and above the average of ‘like’ schools demonstrating a positive trend in Literacy growth at St Therese during 2013.
The results indicate that 100% of students performed at or above the National benchmarks in 2013.

WRITING:
In Writing, students where substantially above the National average of ‘all’ schools and above the average of ‘like’ schools. The results indicate that 100% of students performed at or above the National benchmarks in 2013.

SPELLING:
In Spelling our students performed above the National average of ‘all’ schools and at the average of ‘like’ schools. The results indicate that 100% of students performed at or above the ‘National’ benchmarks in 2013.
NUMERACY:
In 2013, 100% of Year 5 students achieved a standard at or above the National benchmark. Numeracy results in 2013 placed St Therese above ‘all’ schools and at ‘like’ School students.

Student Wellbeing

Goals & Intended Outcomes

- To develop, support and monitor the wellbeing of all students
- That students understand the social competencies required to develop and maintain positive relationships.
- That students develop their capacity to play an active role in leadership throughout the school

Achievements

Staff members continually work towards a consistent understanding with regard to the school’s approach to behaviour management and engagement of students, and in student’s assessment of their role in their own social skill development. The Student Wellbeing co-ordinator and the SW Team are responsible for co-ordinating and monitoring this approach and supporting and/or guiding teachers in developing appropriate learning and management plans for individual children. These individual plans set high, yet realistic expectations for all students, whilst allowing them to maintain a sense of hope and experience success.

A Wellbeing team meets, as required to monitor children at risk. Program Support Group (PSG) meetings are conducted with parents of students with particular learning or social/emotional needs and Individual Learning Plans are developed and regularly monitored. These are integral to communication and ensure a consistent approach and understanding between teachers and parents.

As part of our Student Wellbeing policy, Play and Creative Arts is offered as additional support to students with particular needs in this area. Students are referred by classroom teachers in consultation with the Student Wellbeing coordinator and the Principal. Contemporary learning and teaching highlights the benefits of a consistent approach to student behaviour management in a shared space. Accordingly, staff members have developed consistent expectations for students and all staff, which are regularly revised as part of team planning.

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>95.86</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.98</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.49</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.46</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.29</td>
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</table>
### VALUE ADDED

*St Therese School aims to:*

- enhance learning and ensure safe and effective learning environments and

- promote community partnerships,

In recent times new playgrounds have been established and include sensory gardens designed and created by the children.

A social competency program was introduced throughout the school and Cyber bullying policy is being developed to provide a safe use of IT,

Prep families are visited by teachers in their homes as a way of staff getting to know families and assisting children to settle into the new school environment during their first year at school,

A wider range in the roles of student leadership has been introduced - sports captains, school leaders in a variety of areas and the buddy system between Year 6 students and the Prep children was extended,

The Year 6 leaders attend a leadership camp in Melbourne and represent the school at a number of external events. The school has high expectations of the Year 6 students as designated leaders both within the school and externally,

All Staff have been trained in Restorative Practices and have implemented this program throughout the school.

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<table>
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<tr>
<th>Year 6</th>
<th>95.92</th>
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<tbody>
<tr>
<td>Overall average attendance</td>
<td>95.83</td>
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</table>

Families are required to contact the school office in the morning if their child will be absent, teachers are then informed in writing. If a student is away for more than two days without notification the teacher will contact the parents.
In the area of student attitudes to school, the 2013 survey levels have improved or remained steady in all areas. These include, Perceptions of Classroom Behavior, Student Motivation, Connectedness to School and Teacher Empathy. The 2013 data demonstrates that students are engaged at school, with ‘Student Motivation’ and ‘Enragement in Learning’ above the Primary Mean. ‘Student Safety’ and ‘Learning Confidence’ again ranked St Therese in the top 25% of all Victorian schools.

School Improvement surveys have also shown that parents see their children as enjoying and wanting to be part of the learning at school. Parent’s views place St Therese in the top 25% of all Victorian schools in Teacher Morale (92), appropriate fair Behavior Management practices (83), Stimulating Learning (87) student Social Skills (88) and Connectedness to Peers (84).

Students ranked both Connectedness to School (82) and Student Distress (85) in the high end of the top 50th percentile of all Victorian schools, demonstrating a positive emotional tone in the school, an improvement on 2012 data.
Leadership & Management

Goals & Intended Outcomes

To build a professional learning culture that engages teachers in their own professional learning and practice

To build leadership capacity of all staff

To develop contemporary learning facilities and resources to support excellence

Achievements
St Therese has built a culture of learning and teaching that engages teachers in their own professional learning and practice underpinned by a strong culture of professional growth. According to the School Improvement Survey, all staff indicators in the area of Staff Climate have improved from 2012, particularly those of Clarity, Appraisal and Recognition, Empowerment and Ownership.

The school values and practises a model of shared and distributed leadership. Teaching and non-teaching staff are encouraged to take initiative in all areas of school leadership and improvement. To support this, collaborative processes have been established incorporating the use of staff opinion and other forms of data gathering; collegiality, shared responsibility, mutual feedback, focused professional learning and team planning. All staff members are encouraged to incorporate continuing professional dialogue at level team planning to ensure shared understandings.

Professional practice has been enhanced via peer mentoring and coaching, team and curriculum planning meetings, learning walks and continually improving contemporary teaching practices within purposeful learning spaces. These are supported by opportunities to plan in level teams (one day per fortnight) and participation in vertical curriculum teams (fortnightly). Staff members are exposed to relevant professional reading, discussions and professional learning, visits to schools demonstrating exemplary practice and feedback from professionals invited to observe our contemporary practices.

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
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<tr>
<td>Teaching Staff Attendance Rate</td>
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<table>
<thead>
<tr>
<th>STAFF RETENTION RATE</th>
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<tbody>
<tr>
<td>Staff Retention Rate</td>
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ST THERESE SCHOOL TORQUAY

<table>
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<th>TEACHER QUALIFICATIONS</th>
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<tbody>
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<td>Masters</td>
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### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

**DESCRIPTION OF PL UNDERTAKEN IN 2013**

- Reading Recovery
- Masters in Early literacy Studies
- Participation in Student Wellbeing Cluster Meetings and PL Restorative Practice training
- Masters in Religious Education
- Masters in Student Well Being
- Participation in regional network - Religious Education
- Participation in regional network - Special Education
- Zone Principal Network and conferences
- Participation in sustainable education networks

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
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<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
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STAFF COMPOSITION

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<tr>
<td>Non-Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Non-Teaching Staff</td>
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<tr>
<td>Indigenous Teaching Staff</td>
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TEACHER SATISFACTION

The 2013 School Improvement Survey showed Staff School Climate to consistently be in the high (75-90) ranking on the improvement scale, with Individual Morale (82) School Morale (84) and Ownership (82) ranking St Therese in the top 25th percentile of all schools surveyed for Staff Wellbeing. Staff indicated low levels of stress and work demands, ranking St Therese again in the top 25% of all schools, indicating high teacher satisfaction.

Teacher Respect for Students (97) and Teacher opinion of Student Behaviour (97), both ranked St Therese in the top 25% of all Schools.

Supportive Leadership again is ranked in the high 50th percentile of all schools surveyed with an improvement scale score of over 80. Staff also ranked highly Teamwork (83) and the opportunities they have to work together collegially and to support one another.

The Teacher Climate Aggregate, from the 2013 Insight data, which assesses schools’ team-based practices and teaching and learning environment indicated that St Therese is well above the mean for Victorian schools.
School Community

Goals & Intended Outcomes
To further develop and refine effective communication practices and involvement in the school within the parish and wider community

Achievements
- **Mission Day** is held each year and is coordinated by the Year 5&6 student leaders. This is an opportunity for the student body to raise awareness of other countries nationalities and connect with the Parish Mission initiative, REACH VIETNAM. A relationship has been developed with a small community in Vietnam which the principal, parish priest and 6 staff members visited during the year. Funds raised prior were used to establish and stock a library for the girls boarding there. An additional benefit of this project was the strong community-building exercise that occurred within our parent and parish community through our shared experience.
- Through participation in the Sustainable Schools Project St Therese has forged links with local groups and our students have been involved in the planting and revegetation of the local coastal area.
- Communication within our local and global community is evident on our website and as part of each year level Learning Community Blogs.

PARENT SATISFACTION
The Parent Survey results for **approachability** show that from 2010 to 2013 our trend data is consistently towards the top 25% of Victorian schools, at 82 on the improvement scale.

The 2013 School Improvement parent survey demonstrated that parents feel connected to the school and that they felt that staff are approachable with a score (82), falling in the high middle percentile. Parents indicated that St Therese provides simulating learning (88) for their children, a small gain on the 2012 data, placing St Therese in the top 25% of all Victorian schools in all areas of Student Engagement. The Parent Satisfaction Index level of 78.3 is based on the indicators - School Climate, Relationships and Engagement from the School Improvement parent survey and an improvement from 76.5 in 2013.

The Community Engagement Aggregate, from the 2013 Insight data, which assesses parents’ perception of their engagement in the school and their child’s education, indicated that St Therese is above the mean for Victorian schools.

Examples follow of Annual Community events now embedded in the school calendar:
- School Information evening
- Sacramental Information Sessions
- Mother’s Day Luncheon
- Father’s Day breakfast
- Father’s Day golf day
- School Open day
- Weekly Masses for each year level
- LOTE celebration
- ‘Buddy’ picnic for Prep and Year 6 students and their families
- Meeting with Parish Priest for the enrolment of all new families
- Family evenings
- Easter Re-enactment liturgy
- Christmas concert
- End of Year Picnic
- Walkathon fundraiser
- Whole school Assemblies
- Year Level Assemblies
- School Mission Day
- Parents and Friends fund-raising activities
- Establishment of a School Advisory Board Foundation to help support families in financial need.
### Financial Performance

<table>
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<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH ($)</th>
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<td><strong>Recurrent income</strong></td>
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<tr>
<td>School fees</td>
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</tr>
<tr>
<td>Other fee income</td>
<td>159,189</td>
</tr>
<tr>
<td>Private income</td>
<td>142,158</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>826,801</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>2,396,583</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>3,741,390</strong></td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>2,719,329</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>854,810</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>3,574,139</strong></td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>-</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>141,754</td>
</tr>
<tr>
<td>Other capital income</td>
<td></td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>141,754</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>255,832</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td></td>
</tr>
</tbody>
</table>

Note that the information provided above does not include the following items:
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

In the following areas, St Therese School will continue to -

Religious Education:
- invite parents to weekly class Masses at the Church and whole school liturgical celebrations,
- engage staff, students and families through family meetings/sacramental workshops,
- participate in Professional learning through the Catholic Identity Project,
- ensure that the Catholic teachings are embedded in the curriculum and accessible to the school community,
- ensure that the teaching of Religious Education at St Therese is monitored, well planned and relevant to our students, and
- ensure that the students are actively engaged in their learning through a consistent approach in Contemporary RE pedagogies across all levels of the school.

Learning and Teaching:
- use SINE and NAPLAN data to inform planning. Use rich assessment tasks, pre and post testing and other sources of data to identify achievement and direction for future learning,
- ensure regular professional learning team meetings in the following areas: Religious Education, Contemporary Learning, Literacy, Numeracy, Student Wellbeing and Sustainability.

Student Wellbeing:
- develop, support and monitor the wellbeing of all students,
- embed a whole-school Cyber bullying policy and program,
- develop the children’s capacity to play an active role in their own social skill development, and
- continue with the employment of a staff member to support students through Play and Creative Arts.

Leadership and Management:
- build a professional learning culture that engages teachers in their own professional learning and practice,
- build the leadership capacity of all staff, and
- develop contemporary learning facilities, resources and practices.

School Community:
- develop and refine effective communication practices and build relationships between the school, parish and wider community, and

Rapid growth in the past three years, which is predicted to continue, has necessitated the following:
- Additional buildings to the 1/2 learning space to accommodate growth in student numbers in this area
- Placement of a new ‘relocatable’ building for the 3/4 area to accommodate additional students at this level
- Improvements to all playground areas and external learning spaces, well supported by funds raised by an active Parents and Friends,
- Continuation of monitoring the management of traffic congestion in the major street which services the two growing schools in the town, with a combined enrolment of 1100 Students, and
- Modification to the Parish Enrolment Policy for St Therese School, with an emphasis on baptised Catholic children as the highest priority, to be enrolled.