



Mother Teresa School

Mount Ridley

2022

Annual Report to the School Community



Registered School Number: 2055

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Minimum Standards Attestation

I, Christopher Reed, attest that Mother Teresa 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.

31/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

We believe Mother Teresa Catholic Primary School is a place where:

We will embrace the values for which Mother Teresa herself was so famous:

- Caring for and supporting every person, no matter who they are,
- Giving kindness and compassion at all times,
- Teaching and nurturing the Christian faith with enthusiasm,
- Emphasising strong moral and ethical values and personal discipline.

We will live out these values through:

- Excellence in all that we do,
- Developing a modern, contemporary and innovative approach to learning,
- A commitment to personalised learning, allowing every child to learn and develop in a manner and at a pace best suited to them,
- An environment that both challenges and supports each individual child

School Overview

Mother Teresa Catholic Primary School was established in 2009 to serve the educational needs of the growing Catholic population, who reside in the Mt Ridley area. It is now one of five Catholic primary schools in the Parish of Our Lady's, Craigieburn & Roxburgh Park, in Melbourne's northern growth corridor.

As a professional learning community, staff value the partnership of all within and beyond the learning community. Mother Teresa Primary school is a place where children, parents and staff engage in learning together to create the very best Catholic learning environment.

Our learning and teaching approach focuses on inquiry-based learning and the development of a culture of thinking. It is reflective of a culture of thinking where thinking is valued, visible and actively promoted (Ritchhart, 2002). As a contemporary Catholic learning community we are attuned to current research in learning and teaching and are undertaking a strategic approach, which is clearly identified in our vision for Mother Teresa Catholic Primary School.

As a Catholic Dialogue school and more specifically a Recontextualising Dialogue School we provide a contemporary Catholic education. In keeping with the beliefs and understandings of the hermeneutical –communicative model of religious education time and opportunities are provided for learners to engage in authentic dialogue about the Catholic faith. This dialogue occurs within the context of a culturally enriched and multi faith learning community. We believe the following continues to resonate with our vision as a Catholic school today:

“The end product of Catholic education is not the perfectly socialised pupil, but a pupil who is able to inquire into everything and everyone positively and with an open mind, inspired by a profound sense of humanity and by a connection with old and new stories which can open alternative worlds and which grant the future a utopian orientation (i.e. the promised land, kingdom of God)” M. Moyaert & D. Pollefeyt (2004)

Principal's Report

As a Catholic Dialogue school our 2022 whole school focus Hospitality and Dialogue...an invitation to encounter, provided us with many opportunities to engage with others. On the surface our focus means being welcoming to all. However, at a deeper level hospitality is an invitation to encounter 'the other'. Through being open to others we seek to gain new perspectives and understandings not only about 'the other' but ourselves. In terms of our hermeneutical learning we speak of 'seeing new layers of meaning', 'valuing a multiplicity of voices' and 'an openness to and from other religions, cultures and ways of life'. Through our encounters with one another Pope Francis suggests we can encounter God. In a Twitter tweet in December 2022 Pope Francis said:

'Let us be shaken out of our torpor (mental inactivity) to recognise God's presence in daily situations. If we are unaware of His coming today, we will also be unprepared when He arrives at the end of time. Let us remain vigilant!'

Throughout 2022 our Catholic Dialogue school took up the invitation to be hospitable and enter into an authentic dialogue in order to encounter others. Our learning opportunities through an inquiry-based approach enabled this to be realised.

The constant commitment of staff to the learning and teaching philosophy through professional learning, collaborative planning and the facilitation of learning and teaching is commendable.

Congratulations to all in our learning community for your ongoing commitment to excellence in Catholic education for all in our community.

Catholic Identity and Mission

Goals & Intended Outcomes

To continue to build the culture of a Recontextualising Dialogue School within the Catholic tradition.

- That our learning community will be empowered to think, question, reflect and develop religious understandings.
- That learners our learning community will be empowered to engage in authentic dialogue with all within and beyond out learning community.
- That learners will embrace and enact a hermeneutical approach to religious learning.

Achievements

Our Catholic Dialogue School continues to provide opportunities for all within our learning community to engage in dialogue with the multiplicity of voices that make up our learning community. This includes Eastern Catholic traditions, Orthodox traditions and a number of non-Christian traditions. Through dialogue all traditions have a voice with the Catholic faith tradition as a key dialogue partner. The focus on Faith and Life Inquiry mirroring the beliefs and practices of the hermeneutical-communicative model of religious education enhances the dialogue and the learning.

Learners within our school community are empowered to reflect on religious learning through an inquiry approach supported by hermeneutical prompts that scaffold interreligious and intercultural dialogue. This is evident through our learning community's ongoing partnership with Murrundindi, Wurundjeri elder. Engagement with other cultural and religious groups also enrich this learning.

Through the commitment of staff, parents are supported in their role as primary educators in faith. Sacramental preparation including parent and children workshops provide faith development within the context of the Catholic faith tradition and how to express this faith today.

Our previous participation in the Recontextualising Prayer project promoted by MACS and the ECSI project has continued to impact on our learning community. Whole school and learning space prayer has been influenced by the 10 characteristics of recontextualising prayer. This is evidenced through prayer opportunities that are provided at school.

VALUE ADDED

The value added is the additional value and contribution our school makes to the learning outcomes of the students in the sphere of Education in Faith. These areas have been our focus for a number of years to ensure they are embedded with our learning community to enable our goals and intended outcomes to become the agreed ways of living and learning at Mother Teresa PS.

The value added in Education in Faith continues to be reflected in our professional learning community and is evident in:

- The involvement of the parent and wider community at our whole school prayer, Mother Teresa Feast Day celebrations and sacramental celebrations.
- Students leading whole school prayer including reading and playing guitar
- Student input into the formulation of prayers and the sharing of religious ideas at whole school prayer;
- Parent and child sacramental evenings for families wishing their children to prepare for and receive the sacraments.
- Staff attendance and support of children and families at sacramental celebrations.
- The presence of Murrundindi, Wurundjeri elder through onsite and online workshops
- The presence of an active Mini Vinnies group that promotes social justice actions in our learning community.

Learning and Teaching

Goals & Intended Outcomes

To maintain strong partnerships inclusive of all, which sustains and promotes a safe and positive learning community for all learners.

To strengthen our culture of learning as a Community of Inquiry and a Culture of Thinking to enable our students to achieve their expected learning growth and beyond.

That students are motivated, empowered and animated learners, able to participate fully in school life and the wider community.

That students will continue to be stimulated and engaged through a variety of learning opportunities.

Achievements

Flexible learning spaces and multi-age groupings (Foundation–Year 2, Year 3/ 4 & Year 5/ 6) enable and promote a safe and positive learning environment. Within the Mother Teresa numerous learning opportunities include Foundation – Year 6 groupings such as our Sustainability program.

Student learning opportunities are informed by student interest through student input in curriculum design specifically inquiry-based learning. This learning is supported and enhanced through a Culture of Thinking which values student thinking and ways in which this is made visible through dialogue

Data informs learning and teaching and the formulation of targeted teacher focus groups in both literacy and numeracy. The learning needs of children across a range of abilities is addressed through focus groups. Students who require additional assistance with learning are supported through the development of personalised learning plans that are also supported through day-to-day teacher programming based on progress.

Our ongoing engagement with consultants in the areas of literacy, numeracy and inquiry support the planning process for learning and teaching. Engagement with literacy consultant Deb Sukarna has seen the continuation of a focus on writing. The development of a whole school writing process with routines and structure has supported this work. This includes seeds for writing, writing exemplars and writing workshops and conferences. A focus on writing conferences began in 2022. Ongoing professional learning in this area has been put in place to continue this work.

In 2022 students participated in specialist learning including visual arts, performing arts - music, Japanese language, sustainability (including the Stephanie Alexander Garden Program), physical education, cyber safety and digital technologies. These specialist programs are engaging and highly valued by students and parents.

STUDENT LEARNING OUTCOMES

Mother Teresa Primary School focuses on the learning for all through data informed planning for learning and teaching. Learning and teaching occurs through teacher focus groups which

targets the needs of individual learners. Co-educators support the facilitation of groups offering additional assistance to learners.

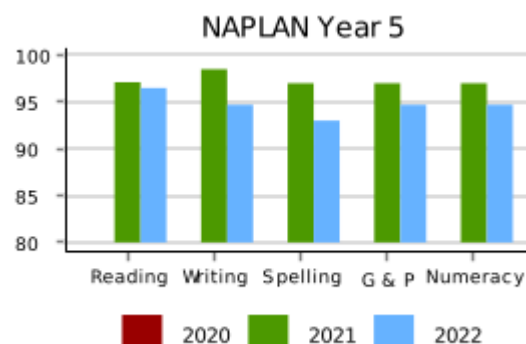
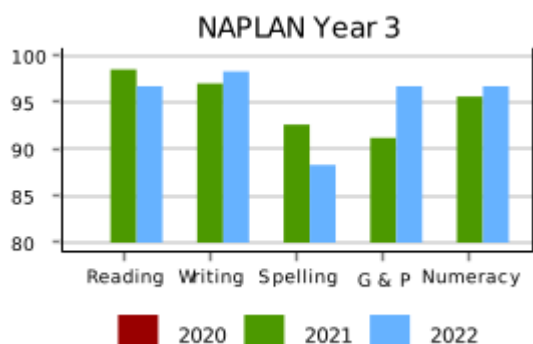
Learning and teaching is audited against the Victorian Curriculum both termly and annually.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	91.2	-	96.7	5.5
YR 03 Numeracy	-	95.6	-	96.7	1.1
YR 03 Reading	-	98.5	-	96.7	-1.8
YR 03 Spelling	-	92.6	-	88.3	-4.3
YR 03 Writing	-	97.0	-	98.3	1.3
YR 05 Grammar & Punctuation	-	97.0	-	94.7	-2.3
YR 05 Numeracy	-	97.0	-	94.7	-2.3
YR 05 Reading	-	97.1	-	96.5	-0.6
YR 05 Spelling	-	97.0	-	93.0	-4.0
YR 05 Writing	-	98.5	-	94.7	-3.8

* 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

To strengthen our community's approach to student wellbeing, so that all students have the opportunity to be empowered and challenged as learners and be responsible members of the global community

- That students are confident, resilient and compassionate members of the learning community.
- That students engage with each other in positive ways fostering a safe and secure environment.

Achievements

'Agreed Ways of Living and Learning at Mother Teresa' continued to be a focus in 2022.

Positive Behaviour Support within the context of an inquiry-based pedagogy focusses on all aspects of learning. This continues to be explored in our school context. This is supported by both internal and external facilitators- our school Diversity Leader in consultation with MACS.

Our school structure supports students as they engage in a safe and positive way. Multi-age learning groups promote and nurture a caring, calm and peaceful learning environment. Our annual whole school focus on, 'Learning to Learn' continues to support the 'Agreed Ways of Living and Learning' at Mother Teresa Primary School and sets a foundation from which we continue to explore and support confidence, resilience and compassion among learners. Learning opportunities through inquiry and iTime (Personal Inquiries) enable students to engage with a wider range of people and promotes confidence and opportunities for success.

Student Wellbeing continues to be supported through the access of MACS Student Services referral process when required and the provision of a school counsellor. A number of Allied Health professionals are also accessed to support some learners and their families.

A learning and teaching focus related to Wellbeing is included each year as part of an inquiry sequence.

VALUE ADDED

The value added is the additional value and contribution our school makes to the learning outcomes of the students in the sphere of Student Wellbeing.

The value added in Student Wellbeing continues to be reflected in our professional learning community's participation in:

Resource Smart Australian Sustainable Schools Initiative Victoria (AuSSi Vic);

Children's participation in sustainability focus groups;

Mini Vinnies Group Foundation to Year 6
Stephanie Alexander Kitchen Garden;
National Sorry Day and Reconciliation Week; and
Mother Teresa Feast Day celebrations
Further opportunities for children include:
Sustainability leaders group
Experience Music (private tuition)
iTime –personalised inquiries

STUDENT SATISFACTION

Student satisfaction expressed in our 2022 MACSIS data indicates that students have a positive learning disposition. Students feel safe and connected to the school and believe their voice is valued and acted upon. Students have a positive perception of the Catholic identity of the school.

STUDENT ATTENDANCE

Within our learning community the importance of school attendance forms part of information sessions about our school. Attendance requirements are placed regularly within the school newsletter. Families are contacted when their child is absent from school and the use of information pamphlets such as, “It’s Not OK to be away” are forwarded to families. Families taking their children out of school for long holiday periods are required to request such leave in accordance with the MACS guidelines.

Any unexplained absences are followed up via an SMS and if contact is not made phone calls are made.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	85.6%
Y02	87.3%
Y03	87.0%
Y04	87.0%
Y05	88.9%
Y06	87.2%
Overall average attendance	87.2%

Child Safe Standards

Goals & Intended Outcomes

To ensure the safety of all children within our learning community in keeping with the Ministerial Order No. 870 – Child Safe Standards – Victoria

- That all children in our learning community are safe
- That all members of our learning community are aware of the Code of Conduct and our Child Safe Policy
- That the child safe practices are embedded within the culture of our learning community through lived experience and policy

Achievements

Embedding Child Safe practices continued through a focus on actions to ensure the safety of all children in our care. Some of these actions are listed below.

- Staff continued to engage in a number of professional learning opportunities through both online modules and on-site learning. These were inclusive of opportunities to consider strategies and actions to promote child safety.
- The implementation of a positive behaviour matrix continued to be reviewed by staff and embedded in our *Learning to Learn* inquiry focus in term one.
- *The agreed ways of living and learning together at Mother Teresa PS* supported our child safety focus. This work continued to be supported by our Learning Diversity Leader and MACS staff.
- Through our cybersafety learning children explored safe online behaviour and the importance of reporting unsafe behaviour. Communication regarding parent education was provided in weekly newsletters enabling parents the opportunity to access workshops and seminars.
- Parent and Staff workshops were provided to support safe internet use.
- Throughout 2022 our school newsletter outlined and promoted the child safe standards.

A number of policies form part of our learning community and include a:

Child Safety Policy

Child Safety Code of Conduct

Community Grievance

Other child safety practices include:

Ongoing emergency management training and drills

Learning and teaching opportunities through specific inquiry concepts to empower children to be safe and identify feelings of safety and being unsafe

The policies and procedures developed enable our learning community to continue to foster our commitment to, and culture of child safety.

Leadership

Goals & Intended Outcomes

To further establish and maintain a high-performing culture of an organised and responsive professional learning community that empowers and builds the capacity of all learners.

- That all members engage in a PLC which is data informed and research-based, to maximise outcomes for all learner
- That a PLC continues to be developed and sustained where all leaders regularly reflect and transform their practice.

Achievements

In 2022 our Professional Learning Community continued to provide quality professional learning opportunities for all staff.

The following actions support our professional learning community with the intention of improved learning outcomes for our children:

Facilitated planning for learning and teaching took place with a focus on the dialogue about and for learning to ensure consistency across our learning community. Supportive of our whole school approach to learning was the continued use of a common language associated with the phases of inquiry, learning dispositions, learning assets, the language of thinking and hermeneutical learning.

Staff engaged in dialogue regarding student data which provided insights into student learning and the development of further learning and teaching opportunities.

A whole school focus *Hospitality and Dialogue...an invitation to encounter* supported ongoing professional learning through the annual staff professional reading book. Through professional reading and reflective practice staff kept abreast of current educational research and practice. This is further supported by ongoing partnership with a number of educational consultants.

The following consultants continued to engage with us in 2022, Kath Murdoch (inquiry, iTime personal inquiries), Deb Sukarna (Writing conferences) and Colleen Monaghan (Mathematics).

Ongoing Professional Learning including both internal and external providers continued through 2022 such as on-site professional learning and religious education credentialed study.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Our professional learning is linked to our school's 4 year Plan. Throughout 2022 staff participated in a wide range of school based professional learning as well as external professional learning. These opportunities included:

- Inquiry Professional Learning – Kath Murdoch
- Mathematics Professional Learning – Colleen Mongahan
- Writing – Deb Sukarna
- Music Education
- Positive Behaviour Support – External/ MACS
- Stephanie Alexander Kitchen Garden – SAKG
- Resources Smart – CERES
- Graduate Teacher PL – VIT
- Post graduate studies - ACU
- RE Accreditation Studies – CTC
- Deputy Principal Network – MACS
- Northern Region Learning and teaching Network – MACS
- Religious Education Network – MACS
- Learning Diversity Network – MACS

Number of teachers who participated in PL in 2022	38
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Average expenditure per teacher for PL	\$1946
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TEACHER SATISFACTION

The MACSIS survey data 2022 indicates that staff at Mother Teresa PS consider there is a common vision for school improvement. They identify opportunities to engage in collaborative planning within teams and the support offered within teams. Highlighted in the data is the positive response to quality professional learning offered at Mother Teresa PS. The data also indicates that teachers have a positive belief in their capacity to improve student learning.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	85.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	88.9%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	23.8%
Graduate	28.6%
Graduate Certificate	4.8%
Bachelor Degree	66.7%
Advanced Diploma	19.0%
No Qualifications Listed	14.3%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	35.0
Teaching Staff (FTE)	32.0
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	8.5
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

To maintain strong partnerships inclusive of all, which sustains and promotes a safe and positive learning community for all learners

- That families are engaged with, and empowered to actively participate in the life of the school

Achievements

Our learning community has an active Parents and Friends group who work with school leadership to promote social events for the community. In 2022 these included a whole school outdoor film night and celebrations for Mother Teresa Feast Day. The celebration of Mother's Day and Father's Day included open mornings sharing learning. Morning tea followed these open mornings.

An information night and orientation session for families took place in 2022 for 2023 foundation families. These provided new families with opportunities to participate in some aspects of school life. Invitations for families to participate in whole school prayer celebrations on a Monday, Wednesday, and Friday were regularly placed in our newsletters. Many parents joined us for prayer during the week.

Parent /child/ teacher conversations took onsite promoting a partnership in learning. The learning and teaching focus within each learning space, as well as, specialist areas continued through our newsletter in the section 'What's Happening in the Learning Spaces'. Learning continued to be shared with parents through the 'Faith and Life Inquiry' portfolio and a Portfolio 'Showing Growth Over Time'.

PARENT SATISFACTION

The parent MACSIS data in relation to the 7 domains: Family engagement; Barriers to engagement; School fit; School climate; Student safety; Communication; and Catholic Identity sit close to the MACS average comparison.

The school climate is a strength of the school. Parents acknowledge the school's Catholic Identity and the communication from the school as positive.

Future Directions

As a Catholic Dialogue we continue to strive to provide excellence in Catholic Education. As a result of our external school review in 2019 we have identified a number of goals and intended outcomes to assist us to enhance the learning community of Mother Teresa.

Goal: To continue to build the culture of a Recontextualisation Dialogue School within the Catholic tradition.

Intended Outcomes:

- That our learning community will be empowered to think, question, reflect and develop religious understandings.
- That our learning community will be empowered to engage in authentic dialogue with all within and beyond our learning community.
- That our learning community will embrace and enact a hermeneutical approach to religious learning.

Goal: To further establish and maintain a high-performing culture of an organised and responsive professional learning community that empowers and builds the capacity of all learners.

Intended Outcomes:

- That all members engage in a Professional Learning Community (PLC)which is data informed and research-based, to maximise outcomes for all learners.
- That a PLC continues to be developed and sustained where all learners regularly reflect and transform their practice.

Goal: To maintain strong partnerships inclusive of all, which sustains and promotes a safe and positive learning community for all learners.

Intended Outcomes:

- That students are motivated, empowered and animated learners, able to participate fully in school life and the wider community.
- That families are engaged with, and empowered to actively participate in the life of the school.

Goal: To Strengthen and build our PLC (Community of Inquiry, Cultures of Thinking and Recontextualising Dialogue School), through a focus on a range of data sets.

Intended Outcomes:

- That staff are proficient in the rigorous use of data through cycles of inquiry to drive practice which meets the needs of all learners and improves student outcomes.
- That all members of the school community are accountable and act on specific academic and wellbeing targets.
- That clear processes for the mapping of all areas of the curriculum are strategically designed to ensure the progression of learning for all.