

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY



**Mother Teresa Catholic Primary School**  
**Mt Ridley**

REGISTERED SCHOOL NUMBER: 2055

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## Contact Details

|               |  |
|---------------|--|
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|               |  |

## Minimum Standards Attestation

I, Christopher Reed , attest that Mother Teresa Catholic Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

## Our School Vision

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,
- Emphasizing 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

Established to serve the educational needs of the growing Catholic population, who reside in the Mt Ridley, North Craigieburn area Mother Teresa Catholic Primary School began in 2009. Mother Teresa Catholic Primary School is one of three primary schools in the Parish of Our Lady's, Craigieburn & Roxburgh Park. In 2015 the school enrolment was 305.

Mother Teresa Catholic Primary School identifies itself as a professional learning community, valuing the partnership of all within and beyond the learning community. It is a place where children, parents and teachers engage in learning together to create the very best learning environment possible. Our learning and teaching approach focuses on inquiry 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 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.

Our learning community continues to draw on the work of key scholars in the fields of education, leadership and Catholic identity. As a Catholic school providing excellence in contemporary education we believe that our approach continues to be resonated in the following:

“The end product of Catholic education is not the perfectly socialized 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)

The learning environment of Mother Teresa Catholic Primary School has a variety of flexible learning spaces that inspire creative, productive and efficient learning. These include our flexible open-plan design with learning spaces created for a variety of learning opportunities including outdoor learning and play spaces providing an environment conducive to personalised and cooperative learning preparing children for a future of lifelong learning.

Our Faith and Life Inquiry approach to learning, capturing the Belgian Hermeneutical Communicative model of religious education, ensures that the Catholic narrative is seen as a valid story in today's world and provides us with authentic ways to view and make sense of our world. As a faith based learning community we are challenged to live and make decisions in light of these beliefs particularly under the patronage of Mother Teresa.



## Principal's Report

Through the ongoing commitment of staff to our professional learning community we have seen continued development of our Community of Inquiry and Culture of Thinking.

In 2015 our school participated in a formal review process with a focus on the inquiry question: Who are our children becoming as a result of their time with us? This question enabled us to engage in further dialogue about our pedagogical approach through professional learning opportunities and through our engagement with educational consultants who worked alongside us.

Our strengths as a professional learning community were identified through the presence of the 8 characteristics of a professional learning community as defined by Stoll: “shared values and vision; collective responsibility for pupils’ learning; collaboration focused on learning; individual and collective professional learning; reflective professional enquiry; openness, networks and partnerships; inclusive membership; mutual trust, respect and support”. Each of these characteristics is evident through our focus on targeted teaching, our specific pedagogical approach and through the many and varied learning and teaching opportunities available to learners. The facilitation of learning in both indoor and outdoor flexible learning spaces is affirmed and seen as exemplar practice.

Congratulations to all in our learning community for your commitment to providing the best learning opportunities for all. It is a privilege to witness learners embrace the learning opportunities, which were captured by our external reviewer in this way:

“Students at Mother Teresa Catholic School are clearly engaged in their learning. This is obvious to any observer who walks through the wide learning street with adjoining open learning studios. Small independent student groups, teachers in focused groups, teacher assistants with groups and specialist teachers are all clearly seen engaged in their particular focussed learning and teaching. There is a *learning hum* and orderliness evident with students’ purposefully engaged.

*Students are involved in both guided and personal inquiries during the day, supported by the development of a Community of Inquiry and a Culture of Thinking. Students exhibit independence and focus in their learning and can articulate thinking routines and thinking moves to assist in their inquiry.”*

We look forward to the coming year and continuing to bring about the best in Catholic education at Mother Teresa Catholic Primary School.

## Education in Faith

### Goals & Intended Outcomes

To strengthen our learning communities Catholic identity through the ongoing exploration of the Enhancing Catholic School Identity Project recommendations and our Faith and Life Inquiry Approach to Religious education.

- That learners will strengthen their capacity to think, question, reflect and develop religious understandings.
- That learners will display characteristics that sit within the Post Critical Belief scale

### Achievements

The focus of our professional learning community since 2009 on a Faith and Life Inquiry approach Foundation to Year 6, drawing on the Belgian Hermeneutical Communicative Dialogue Model, has involved ongoing dialogue through professional learning to bring about the very best contemporary religious education opportunities for our children. Our Faith and Life inquiry approach has promoted and enabled student voice related to faith and faith understandings. In order to ensure student voice, our learning community has assisted and supported children so they are able to articulate the language of inquiry and that of a Culture of Thinking using thinking routines and thinking moves. As a result of this approach we believe our children are active and reflective learners making connections to learning through multiple lenses, specifically a faith lens.

Various opportunities for staff professional learning has seen a growing confidence in making connections across learning areas to the Catholic faith and other faith traditions. Through an inquiry approach and through the use of thinking routines staff have brought about a Culture of Thinking and Community of Inquiry enabling open dialogue about faith. Our 2014 Enhancing Catholic School Identity Project data highlights our successes in bringing about a 21<sup>st</sup> century Catholic learning community.

#### 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. 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, staff commissioning mass, whole school masses, such as Mother Teresa Feast Day and sacramental celebrations.
  - Student's participation in and leading whole school prayer including playing music and reading.
  - The embedding of the spirituality of our indigenous sisters and brothers through the recontextualisation of an Aboriginal message stick and connections to key religious symbols that provide insights to our own Catholic beliefs. For example: connections to the symbols of fire and water.
  - Connections to other faith beliefs and perspective where possible.
  - The exploration of scripture from a future orientated perspective based on the work of KU Leuven scripture scholar Reimund Beringer.
  - Student voice seen evidenced through students' learning documentation.
  - Documentation in our learning community that articulates our beliefs and pedagogical approach highlighting the walls as the second teacher.





## Learning & Teaching

### Goals & Intended Outcomes

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

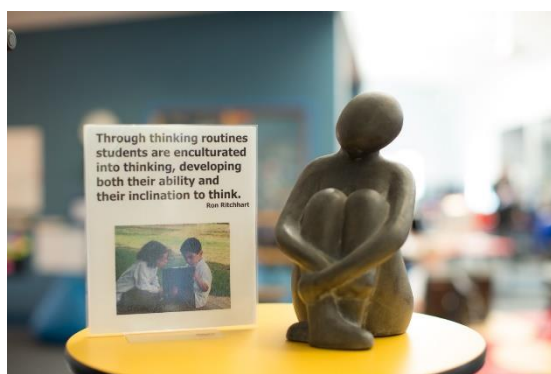
### Achievements

Through the development of a Community of Inquiry and Culture of Thinking our students are able to engage in both guided and personal inquiries. This continues to stimulate and engage students in their learning. The presence of learning tasks and spaces that both motivate and stimulate learning such as Lego spaces, Chess games, Interactive Apps, Sustainability workshops, Kitchen garden opportunities, Visual Arts workshops, Japanese calligraphy and Performing Arts all create engagement, fostering and nurturing a learning community where children are stimulated, engaged and connected.

Our ongoing success in the area of early literacy particularly the attainment of text level standards can be attributed to the 'Agreed Ways' of teaching reading at Mother Teresa Catholic PS. The focus on the Oxford sight words and continued monitoring of data and data driven teaching through targeted and focused teacher groups has assisted us in our success. The building of teacher capacity through team planning, data literacy related to reading and whole school planning has also had an impact on our success Foundation – Year 6.

The focus on data to formulate teaching groups continues to provide learning and teaching that targets children at their point of need. The formulation by children of wonderings related to curriculum areas ensures student input into the development of teaching groups and foci. The continued focus on a whole school approach Foundation – Year 6 is evident in the learning behaviours exhibited across our school and the ability of children to articulate their learning and their learning behaviours.

The promotion of our learning community in the wider education arena is affirming of our efforts to bring about the very best in Catholic education for the students at Mother Teresa Catholic PS. Refer to: <http://www.kathmurdoch.com.au/blog/2015/05/06/curating-for-inquiry-learning-reflections-on-a-learning-space>



## STUDENT LEARNING OUTCOMES

*All children at Mother Teresa Catholic PS participate in the NAPLAN testing. Our results indicate that the majority of children are placed above the National Minimum benchmark. Once again our most significant growth is seen in the area of Mathematics particularly in the Year 5 data.*

*The Year 3 data shows a stable figure in all areas apart from Writing where there is a small decrease of 1.8%.*

*Our year 5 data while stable in reading and increasing in Grammar and Punctuation and Numeracy sees some decline in Writing and Spelling. These figures are impacted by a small cohort but also the enrolment of students from other school communities joining the cohort in the Year 4/ 5 area.*



## 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

*The following areas are a part of this strategy:*

- The ongoing development and sustaining of a Culture of thinking and Community of Inquiry.
  - The implementation and sustaining of whole school practices and agreed ways of living and learning at Mother Teresa PS
  - The promotion of student voice through Faith and Life Inquiry. Inquiry actions are often a result of student learning initiative such as the selling of worm tea, the purchase of resources for leaning, collection of goods for the poor.
  - An inquiry learning focus on agreed ways of engaging in our learning community
  - The whole school practice of brain food, water breaks and brain gym.
  - The development of personalised learning plans
  - Student connectedness through participation in learning across Foundation – Yea 6 through inquiry and whole school Foundation – year 6 cross age learning e.g. Sustainability, Visual Arts, and Stephanie Alexander Kitchen Garden.
  - Walk to School and Ride2Schools days accompanied by food breaks organised by children such as fruit kababs.
- *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 CEM guidelines.*

### 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),
- Bully Busters workshops,
- Walk to School Day and Ride2School Day,
- School Tree Day and Schools Clean Up Australia Day,
- Stephanie Alexander Kitchen Garden,
- National Sorry Day and Reconciliation Week, and
- Mother Teresa Feast Day activities.

### STUDENT SATISFACTION

Insights SRC data indicates that students continue to be highly motivated. They have a growing connectedness to their peers and respond positively to engagement and behaviour in the Learning Spaces.



## Leadership & Management

### Goals & Intended Outcomes

To strengthen our professional learning community culture of mutual trust, and support with a focus on sustainable school improvement with an emphasis on improved student outcomes.

- That leadership capacity will be enhanced.
- That our professional learning community is strengthened and sustained.
- That the learning and teaching is supported by human and material resources to reach outcomes.

### Achievements

Our whole school approach to the ongoing development and sustaining of a Professional Learning Community has seen a number of areas as part of this strategy:

- The focus on professional learning to enhance and build teacher capacity
- Promotion of the learning community through participation in a number of local community events including: Education Expo 3064 and the Hume Sustainability cluster.
- Hosting visitors to our learning community sharing our practice.
- Staff presentations at the Culture of Thinking Conference – Bialik Hawthorn
- Ongoing Professional Learning including both internal and external. For example weekly professional learning and credentialed study.
- Mentoring of graduate teachers
- Participation and promotion of our school's sustainability learning through ResourceSmart
- The attainment of a Supplementary Capital Grant for a Year 5/ 6 Leadership Centre to be built 2016.

#### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

##### DESCRIPTION OF PL UNDERTAKEN IN 2015

- *First Aid training*
- *Attendance at Cultures of Thinking Conference Bialik College*
- *Inquiry Professional Learning – Kath Murdoch*
- *Mathematics Professional Learning - Colleen Monaghan*
- *ECSIP Professional Learning*
- *Stephanie Alexander Kitchen Garden*
- *Engagement in an inquiry question: "Who are our children becoming as learners as a result of their time with us?" Facilitation by Helen Goode & Rina Madden*

##### NUMBER OF TEACHERS WHO PARTICIPATED IN PL

25

##### AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 1,379



## TEACHER SATISFACTION

The Insight SRC data 2014 indicates high levels of staff satisfaction with the organisational index for 2013 and 2014 sitting at 75.7% and 85.4% respectively. The data also reflects high levels of professional growth, curriculum processes, engaging practice and supportive leadership. Benchmarked against Australian organisations the data reflects high level of school improvement focus at 93%. Team based Insight SRC scores 73% for student management and 88% for curriculum process are high, indicating that staff are working effectively in teams. Levels of engagement are all above 80%.

Through the completion of a survey tool developed by Ritchhart and Brooks in 2012: *The Development of a Culture of Thinking in My Classroom: Self – Assessment* staff have indicated that the eight cultural forces: Expectations, Language, Modeling, Time, Opportunities, Routines, Physical Environment, and Interactions are 'hard to miss' in their Learning spaces. Such a response is affirming of our whole school development of a Culture of Thinking and its ownership by staff.





## School Community

### Goals & Intended Outcomes

Achieve stronger partnerships with families and local community to support students' learning.

- That through effective communication parents will be further engaged in the language and experience of 21<sup>st</sup> century learners.

### Achievements

Our successful partnerships with parents and their participation on the life of the school has been brought about over a long period of time. A small number of parents have been actively involved since July 2008 prior to the school beginning and have empowered others to participate. Parents are invited to participate in any school happening they feel comfortable to engage in and that suits their circumstances.

Communication of events and opportunities to participate occur through our weekly newsletter. The newsletter contains a 'What's Happening in the Learning Studios' section which outlines the key learning and teaching that will take place in the coming week. This section also highlights many aspects of our learning and teaching philosophy through examples of how this is put into practice.

A 'Parents and Friends', section outlines the activities of the Parents and Friends encouraging the participation of others in the events.

Our active Parents and Friends group focuses on fundraising and community building events. Fundraising events include; Bunnings BBQs, Mother's and Father's Day Stalls, Family portraits, Scholastic book sales and special food days. Community building occasions include: Foundation BBQ at the end of term one, whole school welcome BBQ and Morning teas.

Parent participation is also evident in the presence of parent helpers in literacy, numeracy, Faith and Life Inquiry, personalised inquiries and the Stephanie Alexander Kitchen Garden. Attendance at Morning Prayer, by a minimum of 20 parents each Monday, Wednesday and Friday is also testament to parent participation in our learning community.

## PARENT SATISFACTION

In 2014 our Insight SCR data indicates an increase in all areas of the parent opinion data. Our parent's responses sit in the 70 -80% area of all primary schools with exception of extra curricula activities, which sits just below 60%.



## Financial Performance

| REPORTING FRAMEWORK  | MODIFIED CASH<br>\$ |
|--|---------------------|
| <b>Recurrent income</b>  | <b>Tuition</b>      |
| School fees  | 0                   |
| Other fee income   | 80,880              |
| Private income   | 46,856              |
| State government recurrent grants  | 695,565             |
| Australian government recurrent grants   | 2,293,407           |
| <b>Total recurrent income</b>  | <b>3,116,708</b>    |
|  |                     |
| <b>Recurrent Expenditure</b>   | <b>Tuition</b>      |
| Salaries; allowances and related expenses  | 1,934,077           |
| Non salary expenses  | 528,505             |
| <b>Total recurrent expenditure</b>   | <b>2,462,582</b>    |
|  |                     |
| <b>Capital income and expenditure</b>  | <b>Tuition</b>      |
| Government capital grants  | 0                   |
| Capital fees and levies  | 230,320             |
| Other capital income   | 0                   |
| <b>Total capital income</b>  | <b>230,320</b>      |
| <b>Total capital expenditure</b>   | <b>406,625</b>      |
|  |                     |
| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) |                     |
| <b>Total opening balance</b>   | <b>1,856,352</b>    |
| <b>Total closing balance</b>   | <b>1,683,736</b>    |

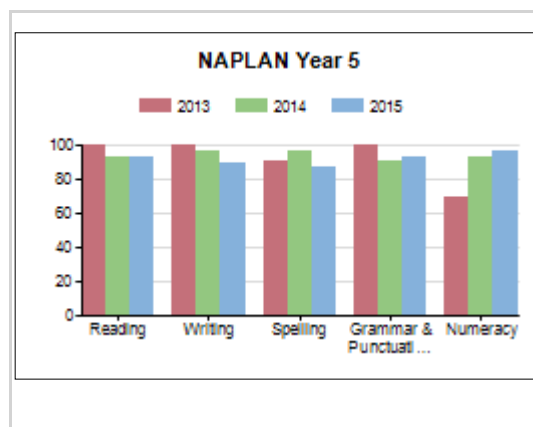
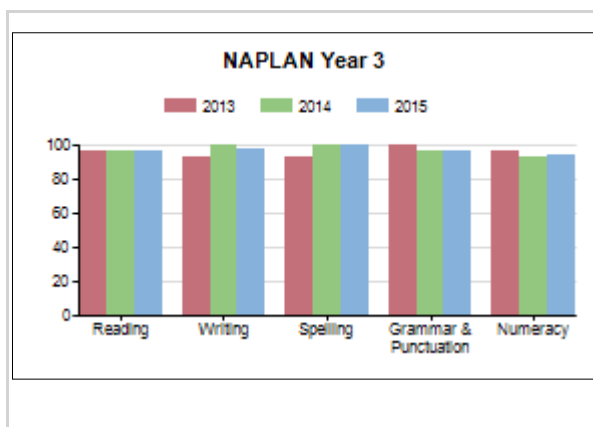
*The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.*

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

## VRQA Compliance Data

**E1387**  
**Mother Teresa School, Mount Ridley**

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS |           |           |                           |           |                           |
|--|-----------|-----------|---------------------------|-----------|---------------------------|
| NAPLAN TESTS   | 2013<br>% | 2014<br>% | 2013–2014<br>Changes<br>% | 2015<br>% | 2014–2015<br>Changes<br>% |
| YR 03 Reading  | 96.4      | 96.4      | 0.0                       | 96.4      | 0.0                       |
| YR 03 Writing  | 92.9      | 100.0     | 7.1                       | 98.2      | -1.8                      |
| YR 03 Spelling                                       | 92.9      | 100.0     | 7.1                       | 100.0     | 0.0                       |
| YR 03 Grammar & Punctuation                          | 100.0     | 96.4      | -3.6                      | 96.4      | 0.0                       |
| YR 03 Numeracy                                       | 96.4      | 92.9      | -3.5                      | 94.5      | 1.6                       |
|  |           |           |                           |           |                           |
| YR 05 Reading  | 100.0     | 93.3      | -6.7                      | 93.3      | 0.0                       |
| YR 05 Writing  | 100.0     | 96.8      | -3.2                      | 90.0      | -6.8                      |
| YR 05 Spelling                                       | 90.9      | 96.8      | 5.9                       | 86.7      | -10.1                     |
| YR 05 Grammar & Punctuation                          | 100.0     | 90.3      | -9.7                      | 93.3      | 3.0                       |
| YR 05 Numeracy                                       | 70.0      | 93.3      | 23.3                      | 96.7      | 3.4                       |
|  |           |           |                           |           |                           |



| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL |  | %     |
|---|--|-------|
| Y01   |  | 92.16 |
| Y02   |  | 91.80 |
| Y03   |  | 93.15 |
| Y04   |  | 91.02 |
| Y05   |  | 92.93 |
| Y06   |  | 91.70 |
| Overall average attendance                    |  | 92.13 |

| TEACHING STAFF ATTENDANCE RATE |        |
|--------------------------------|--------|
| Teaching Staff Attendance Rate | 91.25% |

| STAFF RETENTION RATE |        |
|----------------------|--------|
| Staff Retention Rate | 85.71% |

| TEACHER QUALIFICATIONS   |        |
|--------------------------|--------|
| Doctorate                | 0.00%  |
| Masters                  | 22.22% |
| Graduate                 | 38.89% |
| Certificate Graduate     | 5.56%  |
| Degree Bachelor          | 72.22% |
| Diploma Advanced         | 33.33% |
| No Qualifications Listed | 0.00%  |

| STAFF COMPOSITION               |        |
|---------------------------------|--------|
| Principal Class                 | 2      |
| Teaching Staff (Head Count)     | 26     |
| FTE Teaching Staff              | 20.380 |
| Non-Teaching Staff (Head Count) | 5      |
| FTE Non-Teaching Staff          | 5.143  |
| Indigenous Teaching Staff       | 0      |