



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Mother Teresa School

5-15 Windrock Avenue, MOUNT RIDLEY (NTH CRAIGIEBURN) 3064

Principal: Jessica Davis

Web: www.motherteresa.catholic.edu.au

Registration: 2055, E Number: E1387

Principal's Attestation

I, Jessica Davis, attest that Mother Teresa School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 26 May 2025

About this report

Mother Teresa School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

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:

Principal's Report

It gives me great pleasure to present the 2024 report to the community. It is hoped that this report provides a reflection and insight into key activities and achievements of Mother Teresa Catholic Primary School, its students, staff and parent community, throughout the 2024 school year.

2024 has presented a year of challenge and growth, not only in student numbers but most importantly, student achievement in literacy and numeracy. Supported by the school community, the changes introduced in Term Four of the year have been embraced positively and has enriched who we are as we strive to meet the vision and mission of the school.

I am conscious that in many ways, the last 12 months continues to be a period of significant transition as the school continues to adjust to some new ways and ideas that come from addressing the findings of our previous 'school improvement report'. Most importantly amongst these are:

- Introducing the MACS Vision of Instruction to developing high quality Instructional teaching across the school.
- Improving student literacy and numeracy outcomes across the school
- Ensuring that the principles of Child Safety are reflected in our school culture and organisational behaviour.
- Focusing on a strategic wellbeing and behaviour management approach across the school.

The support, encouragement, and confidence from staff, parents, students and our wider community to address these key improvements has been very reassuring. 2024 can certainly be looked upon as a year during which the words of St Teresa of Calcutta "Not all of us can do great things, but we can do small things with great love" were certainly a focus. Our school has continued to grow and flourish in its desire for a quality education and its belief in supporting the faith development of each child. I am ever so grateful for the ways in which the entire school community has worked together in the desire for and achievement of common goals and in the attainment of a real and common vision.

The coming 12 months provide us with lots of opportunities to dream, envision, and to work towards a reality that is exciting and rich in possibilities. Therefore, as we look forward to the continued commitment of all to Mother Teresa, we ask that God continue to bless our school abundantly and inspire us to progress our work in service for the betterment of our students, their learning and their wellbeing.

With kindest regards,

Mrs Jess Davis

Principal

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

As a Catholic Dialogue School, the staff at Mother Teresa are committed to fostering an inclusive and respectful environment where all members of our learning community can engage in meaningful dialogue. This includes voices from Eastern Catholic, Orthodox, and various non-Christian traditions. Through these conversations, all perspectives are valued, with the Catholic faith tradition serving as a key dialogue partner.

The current approach to teaching Religion happens through 'Faith and Life Inquiries.' This approach is grounded in the hermeneutical-communicative model of religious education. This approach means that students are able to reflect deeply on religious concepts using inquiry-based methods, supported by hermeneutical prompts that encourage interreligious and intercultural engagement.

Staff play a vital role in supporting parents as the primary educators in faith. Sacramental preparation, including parent and child workshops, offers meaningful opportunities for faith development within the context of the Catholic tradition and how it is lived in today's world.

Our school's involvement in the Recontextualising Prayer project, supported by MACS and the ECSI initiative, continues to influence our school. Prayer practices across the school reflect the ten characteristics of recontextualised prayer, evident in the diverse and thoughtful prayer experiences offered throughout our learning spaces.

In all we do, we remain dedicated to nurturing a vibrant, inclusive, and faith-filled learning community through dialogue, reflection, and shared spiritual growth.

Value Added

At Mother Teresa Primary School, the value added in Education in Faith reflects the significant contribution our school makes to the spiritual and religious development of our students. Through intentional focus over a number of years, these practices have become embedded within our learning community, shaping the way we live, learn, and grow together in faith.

This ongoing commitment is evident through:

- Active participation of parents and the wider community in whole school prayer, Mother Teresa Feast Day celebrations, and sacramental events.
- Students leading whole school prayer through readings and musical contributions, including playing guitar.
- Student input in formulating prayers and sharing religious reflections during school-wide liturgical gatherings.
- Parent-child sacramental evenings that support families in preparing for and celebrating the sacraments.
- Staff presence and support at sacramental celebrations, reinforcing the school's partnership with families in faith formation.
- Engagement with Murrundindi, Wurundjeri elder, through both onsite and virtual workshops, enriching cultural and spiritual understanding.
- The presence of an active Mini Vinnies group that promotes social justice actions within our learning community. This group not only supports social outreach but also provides authentic opportunities for all students to engage with and inquire into the principles of Catholic Social Teaching.

These elements collectively strengthen our mission to nurture a faith-filled, inclusive, and socially conscious community where every member is empowered to live out Gospel values.

Learning and Teaching

Goals & Intended Outcomes

The staff at Mother Teresa Catholic Primary School are committed to maintaining strong, inclusive partnerships that foster a safe and positive learning environment for all members of our school community.

By strengthening our culture of learning through a Community of Inquiry and a Culture of Thinking, the staff currently aim to support students in achieving expected learning growth and extending beyond it.

The goal of the school current structures is to nurture motivated, empowered, and engaged learners who actively participate in all aspects of school life and contribute meaningfully to the wider community. Through diverse and stimulating learning experiences, the staff ensure that students remain inspired, curious, and connected to their learning journey.

Achievements

One of the highlights of 2024 at Mother Teresa Primary School was the continued development of the school's Sustainability Program, which played a central role in fostering student engagement and environmental responsibility. As part of the specialist program, Sustainability provided authentic, hands-on learning experiences that encouraged students to think critically about their role in caring for the environment and making a positive impact on the world around them.

In 2024, the school also maintained its commitment to flexible learning spaces and multi-age groupings, with classroom structures organised across Foundation–Year 2, Years 3/4, and Years 5/6. This approach supported collaboration, differentiated teaching, and a strong sense of community among students. Student learning was further enhanced through inquiry-based learning driven by student interest and voice. A Culture of Thinking underpinned this approach, where student thinking was made visible and valued through dialogue, reflection, and shared inquiry.

The school offered a comprehensive specialist program, including Visual Arts, Japanese, Digital Technologies, Physical Education, and Sustainability. This well-rounded offering ensured all students had access to diverse and engaging learning opportunities. To address the needs of learners across a range of abilities, focus groups were used to target specific learning goals. Students requiring additional support were guided by personalised learning plans, integrated into everyday teaching through data-informed planning and monitoring of progress.

Ongoing engagement with external consultants in literacy, numeracy, and inquiry supported the school's planning and teaching practices. A continued partnership with literacy consultant Deb Sukarna sustained a whole-school focus on writing. This included the development and implementation of consistent writing processes, such as seeds for writing, writing exemplars, workshops, and writing conferences—a focus that began in 2022. In 2024, the school also maintained its emphasis on grammar and spelling, further building teacher capacity and strengthening English curriculum delivery.

Student Learning Outcomes

At Mother Teresa Primary School, we are committed to ensuring learning for all through data-informed planning that guides teaching and learning. the PAT suite was used for the first time in 2024 to assess students learning and understanding in the areas of Reading and Mathematics.

Lessons were delivered through targeted teacher focus groups, designed to meet the individual needs of each learner. Learning Support Officers (LSOs) play a key role in supporting these groups, providing additional assistance and enhancing learning outcomes across the school.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	363	32%
	Year 5	451	39%
Numeracy	Year 3	380	52%
	Year 5	479	64%
Reading	Year 3	374	55%
	Year 5	466	58%
Spelling	Year 3	389	54%
	Year 5	463	65%
Writing	Year 3	410	77%
	Year 5	476	72%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Our aim is to enhance our community's approach to student wellbeing, ensuring every student has the chance to thrive as learners and contribute positively to the global community.

- Cultivating students who exhibit confidence, resilience, and compassion within our learning community.
- Fostering positive interactions among students to create a secure and supportive environment.

Achievements

In 2024, we continued our strong commitment to the Agreed Ways of Living and Learning at Mother Teresa. Our inquiry-based pedagogy, together with Positive Behaviour Support, remained central to our educational approach. This ongoing focus was supported through both internal leadership and our continued partnerships with MACS. The school's structure, particularly our multi-age learning groups, continues to promote safe, positive, and nurturing engagement, fostering a peaceful and inclusive learning environment.

Our annual whole-school inquiry focus, Learning to Learn, again provided a foundation for building student confidence, resilience, and compassion, while reinforcing our shared values. Through inquiry-based learning and Personal Inquiries (iTime), students engaged with diverse perspectives, developing deeper understanding and building pathways to success.

Student wellbeing remained a priority in 2024. Support was provided through access to MACS Student Services referrals, our on-site school counsellor, and ongoing collaboration with Allied Health professionals to assist students and families when needed. We continued to embed wellbeing-focused components within our inquiry units to enhance the overall learning experience. Additionally, the Smiling Minds Program, introduced as part of the MHiPS funding in 2023, was further implemented in 2024 to support the mental health and wellbeing of both staff and students.

Value Added

The added value at Mother Teresa Primary School lies in the meaningful contributions we make beyond the standard curriculum to enhance student wellbeing and learning outcomes. This is reflected in the active engagement of our professional learning community in a range of enriching initiatives, including:

- The ResourceSmart Schools Program (AuSSi Vic)
- Student participation in sustainability focus groups
- The Mini Vinnies Group (Foundation to Year 6), promoting social justice and Catholic Social Teaching
- The Stephanie Alexander Kitchen Garden Program, encouraging healthy habits and hands-on learning
- School-wide recognition of National Sorry Day and Reconciliation Week, fostering respect and cultural awareness
- Celebration of the Mother Teresa Feast Day, deepening our Catholic identity
- Continued implementation of the Smiling Minds program, supporting mental health and emotional wellbeing

In addition to these initiatives, we offer further opportunities that allow students to flourish, such as:

- Involvement in the Sustainability Leaders Group
- Access to the Experience Music Program with private music tuition
- iTime sessions that support personalised inquiries and independent learning

Student Satisfaction

Student satisfaction data from the 2024 MACSIS survey shows that students at Mother Teresa Primary School hold a positive attitude toward learning and their school environment.

Students perceive that clear expectations are set and generally feel safe and connected within the school community. Students also believe that their voices are heard, valued, and acted upon. Additionally, they express a strong, positive perception of the school's Catholic identity.

Student Attendance

Within our learning community, the importance of regular school attendance is consistently highlighted through informational sessions and ongoing communication. Attendance expectations are regularly reinforced in the school newsletter. When a student is absent, families are promptly contacted and provided with resources such as the pamphlet "It's Not OK to Be Away" to support understanding of attendance requirements. Families planning

extended absences during school holidays are required to submit a formal leave request in accordance with MACS guidelines.

For any unexplained absences, follow-up messages are sent via SMS, and if no response is received, phone calls are made to ensure clear communication and provide necessary support.

Average Student Attendance Rate by Year Level	
Y01	94.1
Y02	93.3
Y03	93.9
Y04	94.3
Y05	92.8
Y06	94.9
Overall average attendance	93.9

Leadership

Goals & Intended Outcomes

In 2024, the school remained committed to providing high-quality professional development opportunities that support staff growth and enhance student learning outcomes. Throughout the year, staff participated in facilitated planning sessions focused on fostering dialogue and consistency in teaching and learning across our educational community. A shared language around inquiry phases, learning dispositions, thinking processes, learning assets, and hermeneutical learning continued to strengthen our contemporary approach to 21st-century education.

The school upheld its dedication to the theme of “Hospitality and Dialogue... an invitation to encounter,” promoting professional growth through an annual staff professional reading initiative. This practice, alongside reflective discussions and partnerships with educational consultants, helped staff stay current with the latest educational research and best practices.

In 2024, the school maintained strong collaborations with consultants who brought specialist expertise to our school community. These included Kath Murdoch, supporting inquiry and personal iTime inquiries; Deb Sukarna, focusing on writing conferences and advancing teacher capacity in spelling and grammar instruction; and Colleen Monaghan, providing guidance in mathematics.

Professional learning activities throughout the year encompassed a blend of internal and external opportunities, including on-site workshops and religious education credentialing studies.

Achievements

The 2024 MACSSIS survey data reveals that staff at Mother Teresa Primary School share a strong, common vision for ongoing school improvement. Staff highly value the opportunities for collaborative planning within teams and appreciate the support they receive from their colleagues. The survey also highlights a positive response to the quality professional learning provided at the school, which staff see as instrumental in their growth.

Teachers express strong confidence in their ability to improve student learning outcomes, reflecting a collective belief in their professional capacity. Additionally, the data points to positive and respectful relationships between staff and leadership, alongside a deep commitment to the school's Catholic identity.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
Our professional learning is linked to our school's 4 year Plan. Throughout 2024 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, Spelling and Grammar – Deb Sukarna • Positive Behaviour Support – Internal • 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 2024	41
Average expenditure per teacher for PL	\$1965.08

Teacher Satisfaction

The 2024 MACSSIS survey data indicates that staff at Mother Teresa Primary School share a strong, common vision for ongoing school improvement. They highly value opportunities for collaborative planning within teams and appreciate the support provided through these collaborations.

The data also highlights a positive response to the quality professional learning offered at the school. Teachers express confidence in their ability to improve student learning outcomes, and the survey reflects positive relationships between staff and leadership, alongside a strong commitment to the school's Catholic identity.

Teacher Qualifications	
Doctorate	0
Masters	6
Graduate	4
Graduate Certificate	1
Bachelor Degree	14
Advanced Diploma	4
No Qualifications Listed	12

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	31
Teaching Staff (FTE)	27.6
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	10.78
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

The 2024 MACSSIS survey data reveals that staff at Mother Teresa Primary School share a strong, common vision for ongoing school improvement. Staff highly value the opportunities for collaborative planning within teams and appreciate the support they receive from their colleagues.

Teachers express strong confidence in their ability to improve student learning outcomes, reflecting a collective belief in their professional capacity. Additionally, the data points to positive and respectful relationships between staff and leadership, alongside a deep commitment to the school's Catholic identity.

Achievements

In 2024, our learning community continued to strengthen partnerships with parents and families, fostering a collaborative and supportive school environment. The active involvement of our Parents and Friends group remained central, working closely with school leadership to organize social events that bring the community together. These included celebrations for Mother Teresa Feast Day, as well as raffles during Easter and Christmas. Special occasions such as Mother's Day and Father's Day were also marked with open mornings, allowing parents to share in their child's learning, followed by warm and welcoming morning teas.

To support new families, an information night and orientation session were held for incoming Foundation families, providing early opportunities to engage with school life and build connections. Families were regularly invited to attend whole-school prayer celebrations on Mondays, Wednesdays, and Fridays, which were consistently promoted in our newsletters. We were pleased to see many parents participating in these prayer sessions throughout the week.

Parent involvement grew in 2024, with increased participation in learning spaces and support for school excursions. Children were given opportunities to share their learning during open mornings and afternoons as part of their Faith and Life inquiries, further enhancing family engagement.

To promote strong partnerships in learning, onsite parent/child/teacher conversations were facilitated, encouraging collaboration and shared responsibility in the educational journey. Transparent communication was maintained through regular newsletters, which featured updates on learning and teaching activities in each learning space and specialist area via the "*What's Happening in the Learning Spaces*" section. Additionally, parents stayed informed

about their child's progress through portfolios showcasing their Faith and Life inquiries and documenting their growth over time.

Parent Satisfaction

The parent MACSSIS data for 2024 shows that while most domains—including Family Engagement, Barriers to Engagement, School Fit, School Climate, Student Safety, Communication, and Catholic Identity—are close to the MACS average, there are some areas for growth. Communication and family engagement have been identified as challenges, and the school is committed to strengthening these aspects moving forward.

Catholic Identity remains a clear strength of the school, with parents recognizing it as a defining feature of their community. Additionally, parents view school safety and school fit positively, reflecting their confidence in the supportive and secure environment provided at Mother Teresa Primary School.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.motherteresa.catholic.edu.au