



Melbourne Archdiocese  
Catholic Schools

# 2024

## Annual Report to the School Community



### St Teresa of Kolkata Catholic Primary School

2 Caddy Road, TARNEIT 3029

Principal: Mrs Robyn Kelly

Web: <https://stktarneitnorth.catholic.edu.au/>

Registration: 22251, E Number: E1416

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## Principal's Attestation

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I, Robyn Kelly, attest that St Teresa of Kolkata Catholic Primary 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 19 May 2025

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## About this report

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St Teresa of Kolkata Catholic Primary 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](#).

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## Governing Authority Report

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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

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## Vision and Mission

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St Teresa of Kolkata's Vision and Mission statements were established the year before the school officially opened and were reflective of the incredible life of our Patron Saint, St Teresa of Kolkata. (Mother Teresa).

Both were reviewed in 2024 with consultation from all new staff.

### **Mission Statement**

At St Teresa of Kolkata Catholic Primary school, within the Parish of St James of Apostle Hoppers Crossing North:

We welcome all to be a part of our school family.

We build an awareness of the local and global world under the patronage of St Teresa of Kolkata.

We include all members of our school family by valuing everyone.

We learn in a safe and challenging environment where all learners are enabled to succeed.

We joyfully share our faith through love and service.

### **Vision Statement**

We are a welcoming, inclusive Catholic community of learners, inspired to act with love and joy.

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## School Overview

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St Teresa of Kolkata Catholic Primary school opened in January 2024 with approximately 148 students. There were three grades of Foundation (Prep) students and single grades across Years one to Years six. St Teresa of Kolkata is the fourth primary school in the St James the Apostle Hoppers Crossing Parish.

Stage one of the build consisted of one double storey building, a playground, a basketball court, a sandpit and a large grassed area.

We were incredibly fortunate to employ a team of staff, full-time and part-time. The staff consisted of leaders, specialists, classroom teachers, administrative and intervention.

The Vision of Instruction initiative from Melbourne Archdiocese inspired the school to implement a whole school approach to learning. The staff, including leadership, opted into the Flourishing learners project in the Western suburbs. This was an incredible opportunity for all staff to begin developing a shared language and pedagogy on how students learn best and to ensure complex skills were broken into small steps. In 2024 the staff were all involved in the professional learning in this field and we established a behaviour curriculum and started using engagement norms to help the students thrive academically and socially.

A strong emphasis was placed on building the school community and in 2024 we hosted several social events to ensure all families felt connected to their new space. The students were amazingly quick to adapt to their new school and embraced their environment with joy and enthusiasm.

Enrolments opened for 2025 in May 2024 and there were many applications for Foundation through to Grade 6. As Stage one was only completed some families were placed on a waitlist and encouraged to reapply in 2025.

The architects started work in 2024 on Stage 2 and the master plan continued to evolve. The plans were finalised and tenders were sent out for builders. Plan Group builders were appointed at the end of 2024 to commence the next build. An early learning center (ELC) was announced for the site and work began on the masterplan.

Families, students and staff are very excited for the next journey of our school, St Teresa of Kolkata as we continue to grow.





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## Principal's Report

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It was an incredible blessing to be appointed as the Foundation Principal of St Teresa of Kolkata in 2023 and the journey has been an exciting and humbling experience to date.

In 2024 the staff and I spent time establishing a shared vision for our new school and ensuring that we had a clear direction in what we wanted to achieve.

The Leadership team have been instrumental in building a positive school culture. We worked on our School Improvement plan together and implemented the goals that we were hoping to achieve for 2024. The staff are dedicated, enthusiastic and bring a wealth of knowledge and experiences to our space.

The families are incredibly supportive and have trusted us in providing a safe and inclusive environment for their children. They are always interested in the school's direction and join with staff in celebrating the small milestones as we grow.

As principal, I am very proud of our students. Many students arrived from various other schools and despite this, the transition has been very positive. The students are eager to establish their new school and often make suggestions on how we can continue to build and foster relationships.

Growing our Catholic identity continues to be a priority. We are proud to be named in honour of Mother Teresa and her acts of love and service inspire every decision we make.

I look forward to watching the school continue to grow not just in infrastructure but also as an important and valued part of the Tarneit community.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Goals

To promote the Vision statement so that our intent is clear and celebrated by all

To build authentic relationships within the school community

To teach staff, students and families about Mother Teresa and why she was canonised as a saint

#### Intended Outcome

That the whole school community embraces the school's vision and mission statements

That relationships have been developed across the whole school community

That our namesake, St Teresa is evident in how we act, speak and interact with each other

### Achievements

As a developing school in 2024, our aim was to promote the catholicity of the school by targeting awareness of the Gospel values and building effective communication links between school, home and the wider Parish community. Throughout the year we provided opportunities to build the children's and families' awareness of the Catholic faith tradition through different prayers and structures. Our ongoing intention is that the prayer life of the school community is meaningful and inclusive.

Through exploring the life, teachings and work of our namesake, Mother Teresa, (St Teresa of Kolkata) we have provided opportunities for staff, students and the wider community to deepen their knowledge and understanding of the Catholic faith, and its place in their lives, particularly as it relates to social justice teachings.

The Religious Education leader has led the Religious education curriculum, ensuring that our Catholic identity is at the heart of what we teach in the classrooms. The Religious Education leader also joined the parish school's REL's in planning the sacraments and other special events.

We have sought connections with our new Parish, St James the Apostle and Father Jude (Parish Priest) has been a consistent presence in what we are doing in our new space.

Through workshops and prayer celebrations we have reached out to the parent community to give them an opportunity to continue to learn about the Catholic faith.

The following has also supported the promotion of teaching and learning within the Religious education sphere:

Continued whole staff professional learning in how we teach Religious Education

Opportunities for students to lead and participate in class masses

Providing parents with termly overviews in Religious education

Family workshops for Sacramental grades

Purchase of teacher resources

REL participation in network meetings in the West

Professional Learning for staff in the life of Mother Teresa (St Teresa of Kolkata)

Building up the religious iconography around the school

Professional Learning day on our school vision and mission

Planning for RE is evident in the staff meeting agendas

PL offered to staff to increase TAP hours

## **Value Added**

Using the MACSSIS data the value added suggested that:

Student results were well above the MACS average in all areas of Catholic Identity. Prayer and social justice were all seen as being a priority by the students.

Staff results also exceeded the MACS average. Prayer and leadership in prayer were considerably high at 100%.

Parents felt that all religions were celebrated within the school. There were also pleasing results in the questions regarding the Religious policies and practices.

Although the results met the MACS average of understanding our Catholic mission, the school will continue to seek opportunities to exceed in this area, to ensure all families, regardless of religion can connect to the Catholic identity of the school.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Goal

For the staff to have a shared understanding of best practice through knowing their students and how they learn.

#### Intended Outcomes

For the school to develop consistent teaching approaches across year levels which are based on best practices, including multiple forms of assessment to guide learning and teaching.

### Achievements

In its foundation year, it was important for the staff at St Teresa of Kolkata to align their practices to ensure consistency across the school. This required staff to undertake professional development so that a shared understanding of teaching approaches was had by all, ensuring consistency and fidelity to teaching programs and approaches. Decisions were also made in regards to assessments, both in terms of which assessments would be used and how the results would be used to guide learning and teaching across the school.

Having come from a range of schools, staff brought with them diverse methods to the different areas of learning and teaching, both in terms of programs and approaches. Therefore, it was imperative that a shared understanding was developed of how learning and teaching would be approached at St Teresa of Kolkata. Melbourne Archdiocese of Melbourne School's (MACS) Vision for Instruction formed the basis of this process with staff focusing on the explicit teaching of skills and concepts and implementing the findings of how students learn. By developing a shared approach to learning and teaching, students should have greater consistency with their learning as they move through the school and staff would be able to make connections between learning at different year levels. Staff meetings were an opportunity for staff to share their understanding of different elements of learning and teaching, including planning and documentation, and for the processes and expectations moving forward to be determined.

As part of ensuring everyone had a shared understanding of key elements of learning and teaching, all members of staff attended professional development days as part of the MACS's Flourishing Learners program. This, along with follow up sessions at school, helped

staff to collaboratively build a solid understanding of new approaches and to refine their practise in these areas.

Finally, an assessment schedule was developed, setting out the expectations across all levels of the school for assessment of individual students and data collection resulting from these assessments. Staff were able to use this data to consistently determine the learning strengths and challenges of the students and direct their teaching accordingly. The assessment schedule focused on key literacy and numeracy assessments taken throughout the year which allowed teachers to ascertain learning as well as track student progress.

### Student Learning Outcomes

Throughout the year, students participated in various standardised assessments, including the English Online Assessment (Prep and Grade 1), Mathematics Online Assessment (Prep, Grade 1 and Grade 2), Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (Prep to Grade 6), Progressive Achievement Tests (Grade 2 - 6), and NAPLAN (Grades 3 and 5). In addition to this, class teachers used informal assessments for ongoing tracking of student learning.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	431	77%
	Year 5	*	*
Numeracy	Year 3	406	65%
	Year 5	*	*
Reading	Year 3	434	77%
	Year 5	*	*
Spelling	Year 3	438	82%
	Year 5	*	*
Writing	Year 3	437	94%
	Year 5	*	*

\*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.

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## Student Wellbeing

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### Goals & Intended Outcomes

Goals:

To build relationships within the new school environment

Intended Outcomes:

That all students feel safe and have a sense of belonging to their new school

### Achievements

Central to our Student wellbeing program is the importance of nurturing and developing the whole child.

Student wellbeing has been a priority in 2024 as many of the students have transitioned from a new school and many students did not have friendship groups to connect to in the beginning.

The staff were aware that we needed to implement many strategies within and outside of the classroom that helped to foster relationships, resilience and a sense of belonging.

The following are examples of strategies used:

Introduction of the program "Respectful relationships"

Staff professional learning on student well being

Celebration of key days such as Harmony Day

Introduction of an SRC group so that students had a voice

Student wellbeing leader who oversaw the wellbeing programs

Implementation of small groups in SEL

A Learning Diversity role that was instrumental in planning and getting policies and procedures in place



Students with additional needs were identified as early as possible and outside agencies contacted

Referral practices and policies put into place

Student assessment used to identify children at risk

Introduction of a behaviour curriculum through the Flourishing learners project

Use of wellbeing cards and checklists within the classrooms

Student wellbeing leader attended network meetings

Common language established around classroom rules and consequences

Training for all staff in First Aid and Mandatory reporting

Employment of new LSO staff to work alongside teachers in the classroom

NCCD policies and practices implemented

### **Value Added**

Value Added:

Using the MACSSIS data the value suggested that:

The results for the students in the area of school engagement was exceptional, considering this was the first year. Student results were well above the MACS average in all areas and in fact doubled the average in the area of enjoying going to classes. Most of the belonging questions were in the 90% percentile and higher.

Staff results also exceeded the MACS average. Staff leadership questions were mostly at 100% which was encouraging given that all staff were new to the school.

In the Parent results, parents felt that the school climate was an overall positive one.

Although the results were very positive, we will continue to seek different opportunities to engage our families in the learning.

### **Student Satisfaction**

The student data from the MACSSIS data as well as the overall climate of the school suggests that the first year has been a very productive and positive start to the new school.

The student data was very rewarding and was reflective of the high priority placed on ensuring all new students felt connected to their new school.

As we continue to grow we will need to continue to look for opportunities to include all families, especially those that work outside of school hours.

## Student Attendance

All student attendance was recorded as per the attendance MACS policy and office staff followed up with families that did not alert the school of an absence.

We continue to seek ways to encourage families to attend school as often as possible to ensure maximum academic and social growth.

Average Student Attendance Rate by Year Level	
Y01	90.8
Y02	90.6
Y03	94.5
Y04	91.4
Y05	92.9
Y06	89.7
Overall average attendance	91.6

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## Leadership

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### Goals & Intended Outcomes

Goals:

To develop a community of professional growth

To implement a leadership team that supports and inspires the school's vision

To build the leadership capacity of new leaders in the school

Intended Outcomes:

That there is evidence of supportive leadership in the school

That leaders have a clear direction within the School Improvement Plan

That staff recognise that they are all leaders within the school setting

### Achievements

Using the MACSSIS data the value added suggested that:

There was real evidence of supportive leadership. Questions regarding leadership were well above the MACS average .

Parents also suggested that they felt there was clear leadership within the school.

POL roles were appointed for the first time in the areas of Learning and teaching, Maths, Student wellbeing, Learning Diversity and Religious Education. Although almost all leaders were also classroom teachers, we were able to give extra release so that the leaders could plan and implement policies and practices.

One teacher was given the opportunity to attend the "Aspiring Leaders PD" throughout the year and presented their learning back to the principal and deputy principal.

The leadership team met fortnightly to address any concerns and to focus on the SIP(School Improvement Plan) and AAP (Annual Action Plan)

A Leadership team was established and met fortnightly

A Staff Page was established for continuous communication

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
Professional learning included the following:  Weekly Professional learning meetings for all teaching staff  Flourishing Learners in the West professional learning for all teaching staff and leaders  POL network meetings  Principal Network meetings  Deputy Principal Network meetings  First Aid training  Emergency management professional learning  Graduate meetings with mentor  Spelling- SMART Spelling for all teaching staff  Finance training  ICON training	
Number of teachers who participated in PL in 2024	20
Average expenditure per teacher for PL	\$408.00

### Teacher Satisfaction

The MACSSIS data suggests that :

The quality of professional learning exceeds the MACS average

Teachers work well with each other (83%)

Teachers work together to improve the school's data (83%)

Teachers have the skills to improve instruction (96%)

Overall, all areas of collaboration and professional learning were above the MACS average which indicates that the school is providing a positive climate for staff to work within.

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	0
Graduate Certificate	2
Bachelor Degree	11
Advanced Diploma	3
No Qualifications Listed	3

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	12
Teaching Staff (FTE)	10
Non-Teaching Staff (Headcount)	6
Non-Teaching Staff (FTE)	3.78
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

Goal:

To build authentic relationships within the school

To enhance and strengthen partnerships between school and home

Intended Outcome:

That the school will have positive, authentic partnerships where everyone works together for the benefit of all students

### Achievements

As a new school, establishing strong links with our community was a considerable priority.

The following was implemented to help achieve the intended outcomes:

Regular meetings with parents

School Stream (an online platform) was established for communication between school and families

Community gatherings for Mother's Day and Father's Day

Our first feast day celebration

Fortnightly newsletters

Strong partnership with parish community

Classroom activities with an invitation to parents

Formal school reports

Information sessions for parents

Transition mornings introduced for new Preps which included parent information sessions

Grade 4/5 visit to Thomas Carr College

SEESAW (online platform) was set up in all classes for parents to see student's work

### **Parent Satisfaction**

Based on the MACSSIS Data, there are indications that:

Parents feel they are supported with their child's learning

Most parents feel involved with the school

Parents feel that teachers seek parental feedback on how their child learns.

All of the above areas exceeded the MACS average.

The school will continue to find ways that enables all parents to feel and be connected and for communication to be accessible to all.

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## Financial Performance

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

For more detailed information regarding our school please visit our website at <https://stktarneitnorth.catholic.edu.au/>