St Therese
Catholic Primary School
West Wollongong

Annual School Report
2009
About This Report

St Therese Catholic Primary School, West Wollongong, is registered by the NSW Board of Studies (BOS) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education and Training.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School’s Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO). This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2010.

Further information about the school or this Report may be obtained by contacting the school:

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1 Princes Highway,
West Wollongong NSW 2500
Ph: (02) 4229 1818
Fax: (02) 4226 5317
Email: info@stwwdow.catholic.edu.au
Website: www.stwwdow.catholic.edu.au

Parish Priest: Fr David O’Brien

Principal: Mrs Brenda Wilson (Acting Principal)
Date: 11 December 2009
Vision Statement

To provide knowledge and experience in religious education that will allow students to form beliefs, values, attitudes and behaviour based on sound religious faith, and to provide quality education that allows students to achieve sound understandings in all key areas.

Message from Key School Bodies

Principal’s Message

During the 2009 school year the community of St Therese has continued in its efforts to provide a caring, safe environment in which our students can grow and learn. The home, school and Parish, have strengthened their connections, the end result being a positive environment for our children. Care is taken to maintain the dignity of each person and to encourage student and staff efforts in a wide variety of areas.

Staff members have worked together to ensure that our vision and mission statements become a reality for our students. Quality education is provided through thorough identification of needs, preparation and excellent teaching. In this way, students are encouraged and enabled to achieve their full potential.

Parent involvement has once again been outstanding. Parents are involved in a variety of ways, in classrooms, in the canteen, at sporting events and in fundraising activities. We all appreciate the willingness of parents to give of their time and expertise to assist the students and the school.

Our Student Council, in particular, has shown wonderful leadership throughout 2009 in a variety of areas, for example welcoming visitors to our school and organising and running functions such as our weekly assemblies and morning prayers. They have also represented the students of St Therese School at events in the wider community, such as the launch of Mission Month. In the main, the leadership shown by Year 6 has been most pleasing.

Above all stands our belief that all we do is based on those values that Jesus Christ espoused and that love really can do all things.

Parent Involvement

The parents of St Therese have continued to actively support the school throughout 2009. They have contributed to the life of the school through volunteering in the canteen, assisting in classrooms and at many sport and other school events.

Families have also generously supported the Parents and Friends Association (P&F) in their fundraising efforts throughout the year including the Mothers’ and Fathers’ Day stalls and two school discos. Fundraising this year has seen the building of a high fence on the bank which has significantly enhanced this play space for the children. Other funds have helped purchase new literacy and numeracy resources for use in the classrooms. Parents have
contributed to the social and community life of the school by attending social events, and assisting at working bees.

In 2009 the P&F has also attempted to continue to educate parents by providing parent information sessions. This year we held an information session on the topic of Cyber Safety and Bullying.

In 2010 we will hold our biannual Fete which is a wonderful community building event for the school and enhances our links with the Parish community as well as raising significant funds for the school.

Thank you to all the parents and families who have support the P&F in 2009.

Parents and Friends Association, President

Student Leadership

Having been part of the St Therese Catholic Primary School community since 2003, we proudly and honestly say that this school provides an excellent standard of education. St Therese provides a great use of space and area to play in and the members of staff are excellent as they help you with all aspects of learning and create a friendly and welcoming school.

Being a part of the St Therese community has helped us become more confident, mature and happier people because of the happy and cheerful environment. Throughout the years, we have had the opportunity to experience many things such as, going to Canberra, visiting the Nan Tien Temple, and even flying to Italy without leaving Australia.

We are leaving St Therese filled with sadness but we will always remember our time here - IT HAS BEEN AWESOME! We strongly believe that St Therese has lived up to its motto “Love Can Do All Things”.

Student Council

School Profile

School Context

St Therese Catholic Primary School is a Catholic Systemic co-educational school located in the Parish of St Therese, West Wollongong. The school caters for students in years K-6 and has a current enrolment of 384.

St Therese Catholic Primary School had its beginnings in 1939 when the Good Samaritan Sisters travelled out each day to conduct school in the ‘Little Flower’ Church. Cardinal Gilroy laid the foundation stone for the school building in 1949 and the first part of the school was opened in 1950.
The school is very well established in the Wollongong area with a fine record of academic excellence and wonderful achievements in cultural and sporting endeavours. In some families it is the tradition for generation after generation to attend St Therese. The staff of St Therese is dedicated and hardworking and strives to discern and fully develop the potential of each of their students.

The school motto ‘Love Can Do All Things’, provides our school with the vision and direction to communicate and to live out the teachings of our Church in an environment that fosters the growth and nurturing of a deep and meaningful faith life.

We have a strong commitment to Literacy and Numeracy learning. Creative areas are also catered for, with Music, Art and Sport having a high priority. Students are given opportunities to learn to be caring and effective citizens of the present and future. We are well equipped in the area of Information Technology, with a school network in place and Internet access available in each of the classrooms. The children also have regular opportunities to celebrate their faith, with school liturgical celebrations and Masses being a very important part of life at St Therese.

### Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>214</td>
<td>170</td>
<td>384</td>
<td>0</td>
<td>87</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exist to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to this Diocesan Policy in 2009.

### Student Attendance

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>95.9%</td>
<td>95.2%</td>
<td>94.7%</td>
<td>94.6%</td>
<td>96.2%</td>
<td>94.1%</td>
</tr>
</tbody>
</table>

Student attendance is monitored using the Schools Administration System SAS(2000). All unexplained absences are followed up using a specifically designed note. Frequent absences are dealt with by the Principal, who contacts families to discuss the difficulties being encountered and possible strategies to improve the situation.
Staffing Profile

There are a total of 26 teachers and 8 support staff at St Therese Catholic Primary School. This number includes 13 full-time and 13 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

Teacher Attendance and Retention

The average daily teacher attendance rate for 2009 was 96.62%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2009 to 2010 was 96%.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Therese Catholic Primary School staff. During 2009 school personnel undertook a range of professional learning activities related to improving pedagogy and student outcomes. In particular, in-school collegial sharing, demonstration and dialogue, have been effectively utilised as an effective form of professional development.

Professional learning activities included:

- Early Stage 1 and Stage 1 teachers worked with Catholic Education Office Learning Officers to review and establish a shared vision for the teaching of Literacy in the early years [8 teachers];
- through our Learning Communities Project, teachers shared teaching methods through demonstration lessons and professional critique [all classroom teachers];
- peer demonstration lessons and dialogue based on the Diocesan Teaching and Learning Framework [all classroom teachers];
- attendance at Australian Literacy Educators Association (ALEA) inservices [6 teachers];
- Leading Literacy [2 teachers];
- Leading Numeracy [2 teachers];
teaching Strategies and Behaviour Support for Students with Aspergers Syndrome and Autism [2 teachers];
Technology4Learning [1 School Support Officer];
Building Sustainability in Special Education [1 teacher];
Successful Inclusion Conference [1 teacher];
Principals and Librarians Conference [4 teachers];
Sexuality in the Catholic Context [2 teachers];
Pastoral Care Forum [2 teachers];
St Paul’s Conference [2 teachers];
School Review and Improvement Workshop [2 staff members];
Financial Literacy Package [1 teacher];
Religious Literacy Assessment Marking Day [2 teachers];
Learning Prior to School [1 teacher];
Consistent Teacher Judgement [3 teachers]; and
Anaphylaxis training was completed once again by the majority of staff members.

School based expenditure on professional learning in 2009 was $3,137. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

Catholic Life & Religious Education

St Therese School is committed to the Catholic life and education of children in the Catholic Faith. The Catholic life of the school is reflected in community prayer, a love of liturgy and the Sacraments and a philosophy of care for each other based on the example of Jesus. Parents are warmly invited into this environment as a means of supporting them to pass on the faith to their children. The school is supported in its Catholic life through the strong connections with St Therese Parish. This is reflected in the interest and involvement of Fr David O’Brien, our Parish Priest, the involvement of the school in Sacramental Programs and school representation on the Parish Pastoral Council.

The values espoused by Jesus are embedded in every classroom and activity of the school and it is the language of Jesus that is used to talk about our mission as individuals and our responsibilities to each other.

Our mission as Catholics is taught in practical, as well as theoretical terms. Therefore, social justice is an important part of our school year. The school community has a growing relationship with the St Vincent de Paul Society, contributing to its annual food for hampers appeal. There is continuous support for Catholic Missions, with weekly class collections totalling $2,000. During Lent this year a special project was undertaken to raise enough money to provide a cow for a village in Uganda. This was achieved through raising $1,200 for Caritas and strengthened students’ understanding of the need to provide practical support for others as a product of our Catholic Mission. Other charities are also supported, often selected...
because of the connection with a family in our community. In 2009 the students held a Rugby League Skills Day as a fundraiser for charity. From these funds the following donations were made:

- $500 to the Catholic Missions Samoan Tsunami Appeal;
- $500 to St Therese Playgroup;
- $500 to St Therese Parish Youth Group; and
- Catholic Missions $2000.

Donations were also made during the year to:-

- Bushfire Appeal - $116
- Jeans for Genes Day - $570

**Religious Literacy Assessment**

The Religious Literacy Assessment program for Year 4 students was successfully implemented within schools across the diocese in 2009. In 2009 the school cohort consisted of 55 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 7 September 2009 and 55 completed the Extended Task (Part B). The Extended Task is based on the Unit: *One With God’s Creation* and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- knowledge of the meaning of key symbols, signs and rituals of the Catholic Tradition;
- knowledge of the Commandments;
- identification of Christian ways of relating to others; and
- recognition of the qualities of Saints who are models of love and service.

The students’ responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- name the ways Jesus is present in the Eucharist;
- identify of the Sacraments of Initiation; and
- identify the events of Holy Week.

For Part A 8.5% of students were placed in the developing level, 68.1% in the achieving level and 23.4% were in the extending level.

For Part B 3.6% of students were placed in the developing level, 56.4% in the achieving level and 40% were in the extending level.

Combining Parts A and B, 10.6% of students were placed in the developing level, 63.8% in the achieving level and 25.5% were in the extending level for Religious Literacy.
Financial Summary

During 2009 St Therese School was the grateful recipient of the National School Pride Grant of $150,000 from the Federal Government. This was used to facilitate much-needed maintenance at the school. Over $100,000 of this Grant was used to completely refurbish the student toilets, an upgrade of the security system was also undertaken and $16,000 was invested in new carpet for 5 classrooms.

The school was well-supported by the Parents and Friends Association, which organised the erection of a high fence on the grassed area at a cost of $13,000. The children were very pleased with this addition. As well as this, bush rocks were purchased for the Funpit at a cost of $600 and new seats have been ordered for the playground. A fundraiser by parents and students contributed $2,000 for the purchase of Literacy and Numeracy resources.
In addition, the school expended $1,523 on carpentry work, $899 on plumbing and $1,516 on electrical repairs and maintenance. $2,417 was expended on the testing and updating of fire prevention equipment, $11,308 on Information Communication Learning Technology (ICLT) equipment, $1,340 on the testing and tagging of electrical equipment and over $15,428 on utilities (Water and Electricity). There was $4,195 spent on Religious Education resources and over $4,113 was expended on Library resources.

The following graphs reflect the aggregated income and expenditure for St Therese Catholic Primary School for the year ended 31 December 2009. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction
The welfare of our students is of critical importance to all who are a part of the St Therese community. Our Mission statement and our Pastoral Care definition both emphasise that we are committed to the welfare of students spiritually, physically, emotionally and academically. We see these facets of each student’s life as being intertwined and so student welfare is aimed at providing a safe, emotionally healthy environment in which each child can grow academically and as a child of God.

Student Welfare policies have been fine-tuned over the past few years with the aim of transparency and consistency, so that students know what to do and where to go to get assistance if they should have a problem.

Pastoral Care
During 2008 the area of Pastoral Care was reviewed, with the aim of bringing together the many programs and practices which were happening in the school. Improvements to our system were implemented in 2009. Consistency of approach was seen as something to which we should work together to make our policies and practices more effective. The creation of a healthy learning environment was, once again, considered to be a focus, as this would lead to, not only happy students, but to improved learning outcomes.

Restorative Practices, learnt by staff members during 2007, was maintained as the preferred method of dealing with behaviour issues, as the dignity of the individual is to be maintained. Through the development of healthy relationships between students and staff, and between students themselves, the school aims to avoid conflict and bullying. When this does occur, clear guidelines are followed, students are provided with strategies, parents are involved in planning solutions and the situation is monitored closely. Our school counsellor, provided by CatholicCare, provides students with support and assistance where required.

Students’ sense of belonging and worth is enhanced through the use of a variety of acknowledgements and rewards, based on personal and academic achievements. Students are also provided with many different opportunities to participate in school life in a significant way, such as leading prayer, doing jobs, being a part of a non-class group such as choir, band, string ensemble, sporting groups and sharing their learning through assemblies. Once again, electives were offered to students during Terms 1 – 3. These multi-age groups also lead to the development of a sense of belonging and personal interaction with others.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the Policy documents Maintaining Right Relationships and Safe Work Environment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedures forms an important element in
the Diocese’s commitment to ensuring safe and supportive environments for our school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to these Diocesan documents in 2009.

In compliance with the **NSW Reform Act 1990**, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

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**Learning and Teaching**

**Introduction**

At St Therese School everyone is seen as a learner. Teachers model learning to the students and, often, teachers learn from the students. Students and teachers are aware of the various types of learners: Visual, Auditory and Kinaesthetic, and programs of work are planned which include a variety of learning experiences based on learning styles. We are committed to an emotionally healthy learning environment based on the principles of resilience, which has been a priority since the participation in a Learning Communities Project in 2005. We believe that all effective learning requires a strong foundation of self-knowledge, self-esteem and communication skills. As a Catholic school relationships, both personal and work, are very important and are based on the qualities displayed by Jesus. Work habits and team skills are based on respect for ourselves and others. This allows for optimum use of learning time.

**Curriculum & Pedagogy**

Learning and Teaching at St Therese is based on the NSW Board of Studies (BOS) Syllabi and support documents along with the Diocesan Religious Education Syllabus. Learning activities and strategies aim to achieve knowledge, skills, attitudes and values as described in the Foundation Statements and BOS outcomes. In 2009 the staff also took direction from the Diocesan Learning and Teaching Framework (DLTF) and continued to use this as a way of improving excellence in pedagogy.

During 2009 one area which was reviewed during our School Review and Improvement (SRI) process was “Teaching Practices”. This was reviewed mainly in the area of Mathematics, using a Learning Communities Project. Teachers critically reviewed present teaching methods and assessed the achievement of learning outcomes. It was decided to use the DLTF to improve the intellectual quality of learning activities. Staff members engaged in demonstration lessons with peers, professional dialogue and self-reflection.

Assessment for, and of learning is planned as a part of learning units and takes place throughout each Term to produce a continuum of evidence upon which to base reporting to parents and future planning for each child.
Learning is a life-long activity and effective learning is embedded in real-life situations. Where appropriate, more than one Key Learning Area (KLA) is taught at the same time through integration of content and outcomes. In this way, areas of learning are not isolated and students can more easily apply what has been learnt to their everyday lives.

Library lessons continue to be a critical element in the learning of literacy and research techniques, as well as encouraging a love of books. Teachers and librarians plan together to ensure library lessons integrate well with class work. ICLT skills are taught as a part of library lessons, as well as through a number of Key Learning Areas in classrooms.

**Cross-Curriculum**

Several key areas of learning are critical to all Key Learning Areas (KLA). Literacy and Numeracy are seen as vital to success in other KLAs and so are considered a high priority. Within each KLA, Literacy and Numeracy skills are embedded in learning programs and skills are taught in a variety of contexts. Literacy & Numeracy Support teachers also assist in classrooms in many KLAs to enable students to develop skills which they can apply to their lives.

Other cross-curricular content such as indigenous and environmental education are included in KLAs such as Religious Education, Personal Development, as well as Human Society and Its Environment and Science & Technology.

**Meeting the Needs of all Students**

Every learner is unique and each one has individual learning needs. Some require more explicit teaching and support in the form of repetition or simplification. Others require more challenge and extension, while others need to learn to believe in themselves more or how to socially interact with their peers. It is the job of teachers to identify needs and to develop flexible programs to allow each child to learn and to grow.

At St Therese, teachers begin by getting to know students and make real connections with them. They build on a relationship of trust so that students find it safe to take risks in their learning without fear of failure. This safe learning environment is considered essential for learning to take place and all teachers commence each year by ensuring that the positive features of the learning environment are well-established.

The staff of St Therese has continued to improve the methods used to identify needs and the ways in which those needs are met in the school. Each Term, time is given to meetings of class teachers, Literacy & Numeracy Support teachers, School Support Officers and the Review Committee Manager to consider the current needs of each student and to plan for extra assistance during the Term ahead. Individual Education Plans (IEP) are created collaboratively with parents for students with special needs. This happens through regular Term meetings and at other times when the need arises. School Support Officers and Support teachers work closely with class teachers on a Stage basis, becoming a part of the Stage Learning Team. Reading Recovery is well-planned and the Reading Recovery teacher will liaise
closely with classroom teachers to achieve the best results for students. Two Literacy Support teachers have a Reading Recovery background and work with the earlier years to consolidate reading and writing strategies. Classroom programs also show evidence of diversification of the learning activities to suit the needs of individual learners.

We are aware of the presence of students who are gifted in various areas. Extra-curricular activities are provided as a way of allowing those students to further develop their talents and to work with like minds. In 2009 St Therese students once again entered the Maths Olympiad, this time with greater success.

The continuation of our electives program has allowed students with talents in the areas of dance, drama, art, sewing, photography and Information Technology to further develop their skills and satisfy their interest.

Through the School Review and Improvement process, staff have identified the need to cater in a more continuous way for gifted students. To that end, a project will be undertaken in 2010 to develop programs of work which will allow gifted student to learn what they need to learn on a daily basis.

**Expanded Learning Opportunities**

St Therese continues to offer the opportunity for students to participate in the University of NSW Competitions. Students are able to challenge themselves and receive feedback on their results. Approximately 40 children were given the opportunity to develop their skills in chess during electives and then at the Illawarra One-Day Chess Competition.

This year a school band and a string ensemble were established to provide another opportunity for those students who enjoy or have a talent for music. The band has improved rapidly, expanding their repertoire and playing for the school throughout the year. To conclude the year the band went ‘on tour’, visiting a number of pre-schools in the area and entertaining residents in an aged care home. The children and their music were warmly welcomed.

Once again all students in Years 5 & 6 learnt about public speaking and prepared a speech based on the topics set for the Diocesan Public Speaking Competition. Our Year 5 entrant won the Regional competition, going on to achieve second place in the Diocesan final.

Sporting opportunities are provided in a variety of ways. All students in Year 4 and Year 6 are organised to take part in one or more Gala Days in a variety of sports which include Soccer, Basketball, Netball and Cricket. Many students have been nominated this year to trial for the Diocesan and MacKillop teams. We achieved representation in Soccer, Basketball, Athletics, AFL Rugby League and Swimming. Our Senior Boys Relay team, Senior Girls Relay team and individual students were successful in making the NSW Primary Schools Carnival which was held at Homebush Stadium. Individual students also received recognition for their sporting achievements at the Annual Sports Awards. Four St Therese students were recognised in the fields of Athletics, Swimming and AFL.
All students at St Therese are given the opportunity to read, speak, act and sing in public, either through assemblies, liturgies or our talent quest. They acquit themselves well in these situations, participating with confidence and poise.

Professional Learning

During 2009, the staff of St Therese School continued working on the Learning Communities Project titled “Divide and Conquer Maths”. This was combined with the Diocesan Learning and Teaching Framework to improve teachers’ understanding of how children learn Maths and best practice in the classroom. Teachers engaged in professional dialogue and shared lessons, providing feedback for each other. The results of the National Assessment Program Literacy and Numeracy (NAPLAN) results led us to concentrate on the area of problem-solving, which will continue into 2010.

Staff teaching students of Early Stage 1 and Stage 1 undertook professional learning in the area of Literacy with an education officer from the Catholic Education Office. Teachers shared their beliefs about the teaching and learning of literacy skills, debated best practice and came to a shared understanding of what excellence in literacy teaching will be at St Therese School.

Through the sharing of ideas, practices and constructive criticism, teachers are becoming more reflective of their own planning and teaching, which is leading to continuous improvement in teaching.

Conclusion

St Therese continues to focus on the achievement of learning outcomes for all students and, in 2009, has used collaborative professional dialogue, School Review and Improvement and the Diocesan Learning and Teaching Framework to guide improvements in teaching methods. Students have been encouraged to be more reflective about their own learning and teachers have become more explicit in their expectations for all students. Adjustments have been made to learning activities to allow all students to progress and a healthy, supportive learning environment where children feel that they belong, has been established. The school Annual Action Plan reflects the improvements planned through the School Review and Improvement process and staff members will design their personal goals for 2010 based on this plan.
Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

The NAPLAN was introduced for students in Years 3 and 5 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

It is pleasing to note that in all areas, with the middle and upper bands combined, for both Year 3 and Year 5 St Therese School scored above the National Minimal Standard. In the lowest band for each Grade, the students scored well below the National average, except in the area of spelling, which was slightly above for Year 3. Spelling throughout the school will be reviewed and adjusted in 2010. Grammar and punctuation were particularly well done, with both Year 3 and Year 5 achieving the large majority of students in the top 4 bands, with a large percentage in the top two bands.

Results in numeracy have improved from previous years. However, there are areas to work on, such as the understanding of the language of Mathematics and problem-solving.

In all areas, St Therese students were above the National figure with regards student achievement of the National Minimum Standard. Over 93% of St Therese students were at or above the National Minimum Standard in all areas, with Year 5 Spelling and Writing achieving 100% of students above the National Minimum Standard.

Student Achievement in Bands

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.
### NAPLAN 2009: % in Bands

<table>
<thead>
<tr>
<th>Year</th>
<th>Bands 1 and 2</th>
<th>Bands 3 and 4</th>
<th>Bands 5 and 6</th>
<th>Bands 3 and 4</th>
<th>Bands 5 and 6</th>
<th>Bands 7 and 8</th>
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<td><strong>Year 3</strong></td>
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<td><strong>Year 3</strong></td>
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<tr>
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<td>9%</td>
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<td><strong>Grammar &amp; Punctuation</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>School</td>
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<td>63%</td>
<td>7%</td>
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<td>55%</td>
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<tr>
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<td>15%</td>
<td>35%</td>
<td>49%</td>
<td>17%</td>
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</tr>
<tr>
<td><strong>Numeracy</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
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<td>50%</td>
<td>40%</td>
<td>17%</td>
<td>42%</td>
<td>43%</td>
</tr>
<tr>
<td>National</td>
<td>16%</td>
<td>50%</td>
<td>32%</td>
<td>18%</td>
<td>55%</td>
<td>25%</td>
</tr>
</tbody>
</table>

### Student Achievement of National Minimum Standard

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th><strong>NAPLAN 2009: % AT or ABOVE NMS</strong></th>
<th><strong>Year 3</strong></th>
<th><strong>Year 5</strong></th>
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<tr>
<td><strong>Reading</strong></td>
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<tr>
<td>National</td>
<td>96%</td>
<td>93%</td>
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<tr>
<td><strong>Writing</strong></td>
<td>School</td>
<td>99%</td>
</tr>
<tr>
<td>National</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>School</td>
<td>97%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>School</td>
<td>99%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>School</td>
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<tr>
<td>National</td>
<td>96%</td>
<td>96%</td>
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</table>
Parent, Student and Staff Satisfaction

Information on parent, staff and student satisfaction was collected through the use of surveys. In general all groups reported satisfaction with St Therese School. Parents were most appreciative of the opportunities to become involved in the life of the school. Most felt they are informed appropriately about their child’s progress and that the school helps their child to develop a knowledge and understanding about Catholic tradition. There were differing opinions about the extent to which the school challenges the children to maximise learning outcomes. The project in gifted education planned for 2010 will assist in this regard.

Staff agreed that the school helps the children to develop a knowledge of the Catholic tradition and that the school has effective communication channels with parents. Once again, a small number of staff felt that not all children are challenged enough.

Students from Year 4 – 6 completed the surveys and reported a high degree of satisfaction with being encouraged to achieve to their potential, the opportunities available to them and their understanding of rights and responsibilities at school. Most children felt safe and that there were people to whom they could turn for assistance when they have a problem.

School Review and Improvement

School Review and Improvement is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2009:

- Key Area 1: Catholic Life and Religious Education
  - 1.4 Parents, Parishes and the Broader Church
- Key Area 2: Students and their Learning
  - 2.1 Educational Potential
  - 2.4 Integration of Information and Communication Technology
- Key Area 3: Pedagogy
  - 3.2 Provision for the Diverse Needs of Learners
  - 3.3 Teaching Practices
- Key Area 4: Human Resources Leadership and Management
- 4.2 Professional Development of Staff

● Key Area 5: Resources, Finance and Facilities
  - 5.1 ICT Resources

● Key Area 6: Parents, Partnership, Consultation and Communication
  - 6.2 Reporting to the Community

School Review and Improvement components to be reviewed and rated in 2010:

● Key Area 1: Catholic Life and Religious Education
  - 1.2 Religious Education

● Key Area 2: Students and Their Learning
  - 2.3 Reporting Student Achievement

● Key Area 3: Pedagogy
  - 3.4 Planning, Programming and Evaluation
  - 3.5 Assessment
  - 3.7 Professional Learning

● Key Area 4: Human Resources Leadership and Management
  - 4.5 Overall Compliance with legislation and other requirements

● Key Area 5: Resources, Finance and Facilities
  - 5.2 Use of Resources and Space

● Key Area 6: Parents, Partnership, Consultation and Communication
  - 6.3 Linkages with the wider community