St Therese
Catholic Primary School
West Wollongong

Annual School Report
2010
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.

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 2011.

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
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Fax:   (02) 4226 5317
Email: info@sttherese@dow.catholic.edu.au
Website: www.stwwdow.catholic.edu.au

Parish Priest: Fr David O’Brien

Principal: Mrs Brenda Wilson
Date: 10 December 2010
Vision Statement

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

Principal’s Message

2010 has been a year of change at St Therese, as the physical environment commenced a considerable facelift courtesy of the Federal Government Building the Education Revolution (BER) Stimulus Program. Early in 2011 the project will be complete and our facilities for both learning and administration will be greatly enhanced. The school community also farewelled Principal Mr Chris Miller after 9 years of service to St Therese School, both of these changes resulted in adjustments which demonstrated the flexibility and teamwork of the staff, students and parents of the community.

Staff continued to work hard, in partnership with parents, to provide the best emotionally healthy learning environment possible for our students. Our School Review and Improvement (SRI) process was finetuned in 2010 and it now provides an efficient framework for staff reflection on the learning process and ways to continually improve what we do. St Therese School is fast becoming a school in which reflection for staff and students is an important habit.

The school community, consisting of the Parish Priest, parents, staff and students have a wonderful sense of belonging and a caring attitude towards each other. Behaviour of students towards each other is very positive. Parents continue to give of their time and talents in many different ways – Mums, Dads and Grandmas in the canteen, in classrooms, at sporting events, supporting the school band and choirs.

The achievement of learning outcomes is our main goal and 2010 has been a very successful year in this regard. Staff continue to work on the identification of those students who require assistance, as well as those who require more challenge. Students are encouraged to make the most of every opportunity available to them.

St Therese School is a school focussed on the whole person and, therefore, a wide variety of extra-curricular and sporting activities are also provided, as well as opportunities to show our care for those in need. We aim to produce students with a high level of academic excellence and a social conscience.

Parent Involvement

Parents are involved in many aspects of school life at St Therese. Many enjoy being a part of classroom activities, assisting the teachers to give children that little extra attention. Children respond well to seeing their parents present at school and it gives a clear message that learning is important to parents.

We have had a busy year on the Parents and & Friends Association (P&F) this year and have accomplished a lot of things for the school. We have a brand new committee this year and it’s
been a learning curve for me and the rest of the committee. Many of the committee are new Kindergarten parents.

We have run several successful fund raising events during the year including, Mothers/Fathers’ Day stalls and Family Portraits, with proceeds being donated to the school and then spent on children’s reading and mathematics resources.

A new kitchen garden has been started, with the view of children’s heath and the produce from the garden is being used at the school Canteen to supplement their salad supply.

It’s been a busy year on Canteen with a new Canteen Committee. They have done a fantastic job and we thank the Committee and all the wonderful volunteers, mothers, fathers, grandparents for their time and for helping to keep our Canteen running for the benefit of the children.

This year we have not been able to hold many social activities due to the school undergoing many changes with the Building Education Revolution taking place. We held our Welcome family BBQ in February to welcome all the new families to the school. We also held a movie night that was a huge success. The works are now almost completed and we look forward to holding some events next year, including an official opening of our new school hall.

We are now busy planning our major fund-raising event that is held every two years, our family fete/fun day. The fete was planned for 2010, however, this had to be postponed due to building works. We plan on holding this event in March, 2011. The majority of the monies raised on this day will go towards Information Communication Technology (ICT) equipment for the school. We all look forward to the fete as it’s a big community gathering of school and Parish community. It’s always a fun filled day that the children enjoy.

I would just like to thank all our Parent helpers this year for your contributions towards the P&F, we appreciate all your help. We are looking forward to a fun filled 2011.

Parents and Friends Association, President

Student Leadership

“Love can do all things.” St Therese School has lived up to this motto for many years. Love shines through the students and teachers. St Therese has a high standard of education which creates lots of opportunities for the children’s future and well-being.

St Therese is a school that shows our faith in God. We follow the example of Jesus who said “Love one another”. We, as a school community, care for and love one another. Jesus was a great leader and we try to be great leaders like Jesus was everyday. We listen to opinions from everyone, no matter what it is and we try to do something to help or fix it if necessary.

We have all enjoyed our time at St Therese and all participated in school events and fundraisers. We have attended sports gala days and held a St Patrick’s Green Day. Some of us have shown our skills in the talent quest. This year some of our students have achieved awards in sports.

As the elders of this school, the Year 6 Councillors, House and Vice-Captains and Student Leaders have done a great job and are all ready to go off to high school next year in 2011.

Student Council
School Profile

School Context
St Therese Catholic Primary School is a Catholic Systemic co-educational school located in West Wollongong. The school caters for students in years K-6 and has a current enrolment of 388 students. The school was established in 1939 and was administered by the Sisters of the Good Samaritan. St Therese has a long tradition of sporting and cultural achievements, as well as generational re-enrolment. The school is seen as an integral part of the Parish of St Therese, where we work closely with the Parish Priest and parishioners for the benefit of our students.

Our school motto is ‘Love Can Do All Things’, a reference to the way of life of our Patron Saint, St Therese of Lisieux. Care and respect for others is the culture of St Therese School, where students learn to make the most of their abilities and to grow into citizens with the motivation and compassion to make a difference in their world. High expectations and high support define the learning environment.

Student Enrolments

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>205</td>
<td>183</td>
<td>388</td>
<td>0</td>
<td>88</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exists 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 both the school website www.stwwdow.catholic.edu.au and the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2010.

Student Attendance

<table>
<thead>
<tr>
<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>94.8%</td>
<td>93.6%</td>
<td>93.6%</td>
<td>92.8%</td>
<td>94.3%</td>
<td>94.2%</td>
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</tbody>
</table>

Management of Student Non Attendance

Rolls are marked by teachers manually each morning and this data is then recorded electronically by a School Support Officer. Absences are monitored by the class teacher who makes enquiries about unexplained absences and requests notes providing reasons for each absence. Ongoing absences are noted by teachers and the School Support Officer and letters requesting notes giving reasons are sent to parents. Further enquiries are made by the Principal who deals with each case.
Staffing Profile

There are a total of 28 teachers and 7 support staff at St Therese Catholic Primary School. This number includes 12 full-time and 16 part-time teachers.

Support Staff

The office at St Therese is attended by a School Support Officer (Receptionist) and a Senior School Support Officer (Secretary) and the Librarians have the assistance of a Library assistant. This year we have been able to offer Reading Recovery. In addition, for 4 days per week, Literacy/Numeracy teachers work with targeted students to improve their skills in these crucial areas. We have 4 School Support Officers who work in classrooms assisting teachers to cater for the needs of all students.

Specialist Teachers

We are fortunate to have the services of two Librarians, a Music teacher and a Physical Education teacher each week to provide expert tuition in these Key Learning Areas.

Teacher Standards

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI – NOOSR*</td>
<td>100%</td>
</tr>
<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 2010 was 95.77%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2009 to 2010 was 86%. This was due to a decrease in staffing allocation for 2011.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Therese Catholic Primary School staff. During 2010 school personnel undertook a range of professional learning activities related to improving student outcomes. Professional Development is an
integral part of staff goal setting and links closely with the School Review and Improvement process and the St Therese Annual Action Plan. Staff members disseminate new learning through Grade/Stage meetings as well as whole-staff meetings. In 2010 a wide variety of professional experiences were undertaken by staff. These included:

- David Langford Quality Teaching Seminars (2 teachers);
- Special Education Conference – Mater Dei (2 teachers);
- First Aid Training (20 staff members);
- Asthma Training (whole staff);
- Celebrate Literacy (2 teachers);
- Illawarra Aboriginal Significant Sites and Awareness Tour (1 Librarian);
- Leading Literacy & Numeracy Network (4 teachers);
- Focus on Literacy: Reading Stage 2 (1 teacher);
- Numeracy in the Early Years (1 teacher);
- Technologies 4 Learning (1 teacher);
- Understanding Asperger’s & Autism (2 teachers);
- Teaching Strategies & behaviour Support – Autism/Asperger’s Syndrome (3 teachers);
- Sexuality Education Resource Sharing Day (1 teacher);
- ‘Hear here’ – Support for Hearing Impaired (1 teacher);
- Creativity Conference (1 teacher);
- Training in use of Individual Planning Tool for Students with a Disability (whole staff);
- Australian Curriculum Consultation (3 teachers);
- Designing Quality Assessment Tasks using the Diocesan Learning & Teaching Framework (2 teachers); and
- Jumbulla Aboriginal Experience (2 teachers).

School based expenditure on professional learning in 2009 was $7,763. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office. The average cost per teacher for professional development was $277.

**Catholic Life & Religious Education**

The Catholic Life of St Therese is valued by all of the community. We maintain strong ties with the Parish through representation on the Parish Pastoral Council and through the involvement of our Parish Priest in school celebrations, prayer and decision-making. Senior students are involved in the Parish Youth group, participating in Masses and activities once per Term.

The school takes an active part in the Parish Sacramental programs, co-ordinating classes, providing group leaders and organising the celebrations. We receive assistance from the Diocese in the preparation for Confirmation.
The St Vincent de Paul conference connects with the school and, this year a teacher has established a Mini-Vinnie’s group to provide the students with a vehicle for expressing their social conscience by doing good deeds for others. The group has grown consistently throughout the year and has shown initiative in the way in which they have raised money. The Mini Vinnie’s group meet throughout the Term with the guidance of teachers, to promote activities that reflect the ideals of service to others within our school and Parish. Fundraisers were held to support the work of St Vincent de Paul within the Parish through our “Target 500” items for Christmas Hampers for the needy and the Winter Clothing Appeal. Supporting Caritas, through Project Compassion allowed the children to be actively involved in being of service to others. We achieved our goal and raised enough money for the provision of 4 wells to be dug in Cambodia. Mission contributions continue throughout the year. Other charities are also supported, such as Jeans for Genes Day and support for the Pakistani floods, to which $1,000 was donated.

Students are encouraged to live the life of Christ in their daily dealings with others. This is done through Religious Education and the example of their teachers and parents. All classes use the Wollongong Diocesan Religious Education Syllabus and staff members attend appropriate professional development opportunities to continue to improve the way in which they teach Religious Education. Teachers link knowledge and tradition with the children’s own lives, allowing them to journey in their personal relationships with God.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully implemented within schools across the Diocese in 2010. In 2010 the school cohort consisted of 64 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 7 Sept and 72 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:
- knowledge of Easter and our reasons for Holy Week and Easter celebrations;
- understanding the process of Canonisation and the recognition of the positive qualities of Saints; and
- knowledge of the Commandments.

The students’ responses showed a need for improvement in:
- their understanding of the Liturgy of the Eucharist;
- their ability to understand Spiritual gifts; and
- their understanding of their relationship with God through the parables of Jesus.

For Part A 14.10% of students were placed in the developing level, 60.90% in the achieving level and 25.00% were in the extending level.
For Part B 2.70% of students were placed in the developing level, 66.70% in the achieving level and 30.60% were in the extending level.

Combining Parts A and B, 9.40% of students were placed in the developing level, 65.60% in the achieving level and 25.00% were in the extending level for Religious Literacy.

Financial Summary

During 2010 the Parents & Friends Association donated $2,100 for resources for Literacy and Numeracy, a further $13,000 for the erection of a fence in the playground and $1,400 for seating in the playground.

As has been our policy in recent years, our bank of laptop computers was increased and replaced at a cost of $13,624. A further $10,587 contributed to the support of sport within the school. Other school funds were used to update and enrich classroom and teacher resources to keep abreast of contemporary education. Some funds have been put aside to assist with extra items which will be needed once our building program is complete.

We are grateful to the National Solar Schools Program for a grant of $50,000 which has already been partially used to install insulation in ceilings, LED lighting throughout the school and the purchase of a water tank. In the near future solar panels will also be installed to make St Therese School more energy efficient.

The following graphs reflect the aggregated income and expenditure for St Therese Primary School for the year ended 31 December 2010. This data is taken from the 2010 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction
Student welfare is a very important aspect of the school. Following our school motto “Love can do all things”, it is based on genuine respect for each person. There is a successful formal structure of positive reinforcement based on classroom stickers leading to Principal Awards, Silver and Gold medallions. Teachers also give weekly Merit Awards and Term Awards. Students respond very positively to this system and come with pride to the Principal’s Office for their recognition.

Where students find it difficult to react with respect to others, teachers use the Restorative Practices procedures to assist children to reflect on who is being affected by their behaviour and how to make it right again. Where bullying does occur, the school has a clear anti-bullying policy. In 2010 the Interrelate Company was employed to work with each primary Grade to reinforce the principles of anti-bullying and to provide useful strategies for the children to use. These strategies are, then, reinforced in the classroom and when a situation of bullying arises.

Buddy classes have run successfully across the school with many joint experiences being held, including Grade religious celebrations, classroom and whole school experiences. The buddy system between Kindergarten and Year 6 continued this year providing the younger students with a mentor. This involved playground interaction and structured class time, such as paired reading, writing and information technology. The friendships that develop across the Grades contribute to social cohesion among students.

A CatholicCare counsellor worked at the school one day a week, providing children with counselling when required. This has been a great success, with students and families seeing real improvement for children.

During break times, the duty teachers monitor student behaviour and activities, supporting the students as required. Students needing extra support are identified and monitored through the use of facilitated play.

The Life Education Program was again a very successful complement to the Personal Development, Health and Physical Education (PDHPE). This program took place in Term 3.

Pastoral Care
At St Therese School, Student Welfare is part of the culture of the community. Students are cared for academically, physically and emotionally. Our policies and procedures are based on maintaining the dignity of each person. There is a whole-school sequential rewards system which encourages each child to make the most of each day. Classroom programs are based on the needs of each child as an individual and are informed by the use of data and assessment. Students who require extra assistance are catered for in the most dignified and inclusive way,
with all staff and students acknowledging diversity. Positive relationships and community are seen as essential elements of an emotionally healthy school. Behaviour issues are addressed through the Restorative Practices principles and any bullying is addressed through the school Anti-bullying policy.

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. No changes were made to these Diocesan documents in 2010.

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.

**Learning and Teaching**

**Introduction**

Learning and Teaching at St Therese School is based on the needs of individual students. All members of the community see themselves as life-long learners and this is the message given to students. Through positive reinforcement, and the creation of interesting learning experiences, students are encouraged to engage in their learning and to make the best of provided opportunities. Excursions and incursions are also used to continue interest in learning and to embed learning in the real world.

A major focus this year has been the continued implementation of the Diocesan Learning Framework (DLTF) from K to 6 in our Professional Development Planning and Review (PDPR) process. The three strands of this framework are *Intellectual Dimension*, *Quality Learning Environment* and *Significance*. Within this framework the staff was given the opportunity to develop an understanding of the DLTF, through programmed observable lessons in an area of their choice. The DLTF will continue into 2011 with a focus on coding and in the teaching of Religious Education, Numeracy and Literacy. Attention will also be given to the associated assessment tasks ensuring that those tasks embrace the 3 strands and are high in quality.

**Curriculum & Pedagogy**

The Board of Studies requirements in all Key Learning Areas (KLAs), along with Diocese of Wollongong’s Religious Education Curriculum, underpin the development of the school’s curriculum. The KLAs are implemented across all four Stages of learning with special support in Library, Music and Physical Education. Integration is used as a way of creating meaningful
links between disciplines, thus allowing for application of knowledge and skills in life. Teachers move from the known to the unknown, taking into account what students bring with them to school. In 2010 teachers have been involved in peer observation and sharing sessions, particularly in the area of Numeracy, to continually improve pedagogy in this area.

Mentoring, particularly in areas such as the use of ICT for learning, has proven to be a useful model for some teachers. Both students and teachers are involved in ‘buddying’ activities in a range of Key Learning Areas.

**Cross Curriculum**

In 2010 teachers at St Therese implemented the recently-produced ‘Statement of Literacy Learning in Early Stage 1 and Stage 1’. This provided the scaffold for a more consistent approach from Kindergarten to Year 2 to allow all children to maximise their learning.

Numeracy has continued to be a focus in 2010. Staff worked on shared understandings and engaged in peer observation of lessons involving numeracy. This work will be continued in 2011.

Literacy and Numeracy Support teachers have made a difference to the successful use of literacy and numeracy by students of all ages at the school. Within each KLA, Literacy and Numeracy skills are embedded in learning programs and skills are taught in a variety of contexts.

All teachers have incorporated ICT into their programs. This enabled students to develop their ICT skills in research and presentation of information. Some teachers have shared their skills and learning not only with the students but with the rest of the staff.

Teachers use the internet facility to provide diversified learning experiences, homework, inquiry-based learning and internet sites for research. A sustainable plan is in process to resource technology over the coming years. Extra computers were purchased and donated with all Grades having access to the laptops on a timetabled basis. All Grades have a number of computers in their classrooms.

**Meeting the needs of all students**

St Therese School has a thorough process of identifying needs. This involves meeting with staff each Term to consider the needs of every student in each class. Models of help are then designed by class teachers and support staff to cater for these needs during the Term. Students with an intellectual or physical disability are taught using Individual Plans (IPs), which are designed in consultation with parents and with assistance from the Diverse Learning Team at the Catholic Education Office. The progress of these students is closely monitored and adjustments made to their plans as needed. School Support Officers work in classrooms with teachers to assist in the learning of these students. Students are invited to attend meetings with staff and parents to have a voice in planning for their learning.
This year we have been able to, once again, offer Reading Recovery to Year 1 students, with the employment of a training Reading Recovery teacher. This has been very much appreciated by staff and parents and will be continued in 2011.

During 2010, one staff member undertook the University of New South Wales GERRIC (Gifted Education Research, Resource and Information Centre) Certificate of Gifted Education. Through this process, staff worked together to trial methods of identification of possibly gifted students, or, at least, students who require more challenge. This was commenced in Kindergarten and continued throughout the school. Parents and teachers were involved in identifying the students and teachers were supported in providing more challenge for these students in the classroom. This process is still in its infancy and will be continued in 2011, as teachers work on diversifying the curriculum for student needs. Teachers are encouraged to differentiate the curriculum and to be aware of the different learning styles within their classroom and plan teaching episodes to meet the needs of the children.

Expanding Learning Opportunities

All classes have been provided with opportunities to enhance learning through excursions and visiting performances and workshops. Opportunities to participate in sport and fitness are well catered for through the weekly Physical Education (PE), Sport Program. A specialist PE teacher and the class teacher conduct lessons together each fortnight. In addition students participate in school swimming, athletics and cross-country carnivals. Primary age students have the opportunity to trial for representation in Diocesan teams. Students also trial for and participate in school teams in local gala days in netball, cricket, rugby league, soccer, AFL, basketball and dragon tag.

A number of students represented the school and Diocese at MacKillop sporting trials. The School’s learn to swim and water safety program was expanded to include all Infant’s classes this year. The program was conducted at the Illawarra Swim School over a ten day period.

Students in Years 3 to 6 have the opportunity to participate in the International Competitions and Assessments for Schools competitions achieving creditable results. The school continues to provide the opportunity for students from Year 3-6 to participate in the school band.

Where possible the Learning and Teaching programs are integrated across the Key Learning Areas and these are implemented in a variety of ways. Excursions have complimented the learning experience and students have visited Canberra, IMAX Theatre (Antarctica & Space), Mary Mackillop House, Wollongong Botanical Gardens, Wollongong Cenotaph (Remembrance Day), Mogo Town (Gold), Darling Harbour (Tall Ships), and the Nan Tien Temple. The students were also visited by a number of guest speakers including one who spoke about his experiences working on a Station in Antarctica. Each year we welcome the students from Edmund Rice College who provide a live Band performance.
Professional Learning

Throughout the year, opportunities have been provided for professional learning through collegial sharing between members of staff. Staff have visited each others’ classrooms, providing meaningful feedback to assist in continual improvement of pedagogy. This has been integrated with the Diocesan Professional Development Planning and Review (PDPR) process and the Diocesan Learning and Teaching Framework. Staff members have found the experiences very worthwhile and they will be extended in 2011. Staff are also encouraged and supported to attend Catholic Education Office professional development courses, as well as those offered by external providers. The area of professional Learning was reviewed in 2010 and plans have been made to integrate professional learning more closely with PDPR, so that a school Professional Learning Plan can be created. Thus, professional learning will link with personal goals and the School Action Plan.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include written tasks, 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 student growth is 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.

Significant positive observations from an analysis of the school’s NAPLAN results include the pleasing learning results in Reading & Writing in both Year 3 and Year 5, especially by boys, and the growth in Spelling for Year 5 boys. Year 3 boys also scored especially well in Reading, while Year 3 girls did less well. Both Year 3 and Year 5 students scored above State level in Grammar and Writing.

An analysis of results from this year’s NAPLAN results indicates a lower than anticipated result in Numeracy, with the exception of Year 3 boys who did well. Another area which needs to be addressed is Yr 5 Spelling. Staff have been discussing a whole-school approach to strengthen spelling strategies.

The Staff of St Therese has been working on a Numeracy Project with assistance from the Catholic Education Office. This will continue in 2011 as we aim to improve the Numeracy understanding and skills of all students in the school.
Student Achievement in Bands

The NAPLAN assesses aspects of Literacy and Numeracy in Years 3 and 5. It provides 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. 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.

<table>
<thead>
<tr>
<th>NAPLAN 2010: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td>School</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>0%</td>
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<tr>
<td></td>
<td>National</td>
<td>7%</td>
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<tr>
<td>Spelling</td>
<td>School</td>
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<tr>
<td></td>
<td>National</td>
<td>17%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
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</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
</tbody>
</table>

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.
NAPLAN 2010:  
% AT or ABOVE NMS

<table>
<thead>
<tr>
<th></th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
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<tr>
<td>School</td>
<td>98%</td>
<td>96%</td>
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<tr>
<td>National</td>
<td>94%</td>
<td>91%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
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</tr>
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Parent, Student and Staff Satisfaction

There was a very pleasing response to parent and staff surveys this year. A total of 83 families and 11 staff members responded. Also, students from Years 4 to 6 were given the opportunity to respond.

100% of parents feel that St Therese School helps their children to develop a knowledge and understanding of Catholic tradition, which is the foundation stone of any Catholic school. 89.5% of parents report that the school provides a safe environment for their children, which is an area that the school staff has been working to strengthen through over the last 5 years. Other areas of satisfaction from parents are the number of opportunities for parents to become involved and the communication to parents about events.

Some parents (20.8%) feel concerned about the amount of challenge provided for their children to maximise their learning opportunities and others (25.3%) feel that individual learning needs are not being met. These are areas which have already been identified by the school Leadership Team and whole-staff professional development is underway to strengthen this area. Not surprisingly, some staff also expressed this concern through their surveys. During 2010, awareness was raised about the needs of ‘gifted’ students, identification practices were implemented and teachers were assisted to cater for the needs of these students within the classroom setting. This process will be continued and refined during 2011.
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 2010:

- **Key Area 1: Catholic Life and Religious Education**
  1.2 Religious Education
  Rating 4: action will be taken to improve classroom resources and share knowledge teachers gain through professional development

- **Key Area 2: Students and their Learning**
  2.3 Reporting Student Achievement
  Rating 4: emphasis will be placed on meaningful feedback to students and parents in a variety of forms

- **Key Area 3: Pedagogy**
  3.4 Planning, programming and evaluation
  Rating 4-5: focus will be on differentiating the curriculum for all students, including those who need challenge.
  3.5 Assessment
  Rating 3: more professional development will be needed in designing rich assessment tasks.
  3.7 Professional Learning
  Rating 4: the school will work towards a more planned approach to professional development based on personal needs as identified through the Professional Development Planning & Review process.

- **Key Area 4: Human Resources Leadership and Management**
  4.5 Overall compliance with legislation and other requirements
  Rating 6: processes are in place to ensure compliance. Class programs are now a part of that process.

- **Key Area 5: Resources, Finance and Facilities**
  5.2 Use of resources and space
  Rating 4 – action is being undertaken to improve these areas
• **Key Area 6: Parents, Partnerships, Consultation and Communication**

  6.3 Linkages with the wider community

  Rating 3: the school sees the need to involve staff and students more in community events such as Remembrance Day.

School Review and Improvement components to be reviewed and rated in 2011:

• **Key Area 1: Catholic Life and Religious Education**
  1.1 Vision and Mission

• **Key Area 3: Pedagogy**
  3.1 Curriculum provision
  3.6 School climate, learning environment and relationships

• **Key Area 4: Human Resources Leadership and Management**
  4.1 Recruitment, selection and retention of staff
  4.4 Succession planning

• **Key Area 5: Resources, Finance and Facilities**
  5.4 Financial management

• **Key Area 7: Strategic Leadership and Management**
  7.2 Innovation, development and change