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 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 2012.

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@stwwdow.catholic.edu.au
Website: www.stwwdow.catholic.edu.au

Parish Priest: Fr David O’Brien
Principal: Mrs Brenda Wilson
Date: 16 December 2011
Vision Statement

Our vision is to be a school that is focused on the values taught by Christ, is led by the Holy Spirit in our actions and words and is deeply committed to our school motto:

“Love Can Do All Things”

Message from Key School Bodies

Principal’s Message

2011 has been a year of change and growth at St Therese Catholic Primary School. With the completion of the Building the Education Revolution (BER) construction, a refurbished Hall, improved classrooms and a new Administration block were opened on 30 March. Staff and students continued to work together to improve learning outcomes for students through the School Review and Improvement (SRI) process. This also involved the school Cyclic Review which provided the opportunity to reflect on our journey during the past 4 years and our future directions. The faith development of the community was a high priority as we worked with our Parish Priest, to put into action the school motto “Love can do all things”. The school was faithful to its mission to provide a broad Catholic education to the children of the West Wollongong Parish, based on the values of Christ, a supportive learning environment and excellent learning opportunities in all areas of the curriculum, including academics, sport and culture. The success of the year has been brought about by the hard-working and collegial nature of the community which is St Therese Catholic Primary School.

Parent Involvement

The Parents and Friends at St Therese (P&F) have had a very full calendar from start to finish this year and as a committee we feel we have accomplished many things for the school during 2011. We began the year with a very successful welcome BBQ, an event that is held each year to welcome the new families into the school community.

Our next major event and one of the highlights for this year was our biannual School Fete. This year’s Fete was a huge success, where all the children, parents, Parish and community members all had a great time. The money raised from the Fete has gone to purchase new IT equipment for the school by way of 2 Smart Boards and a small number of iPads. One of the Smart Boards has been placed in the school Library for all students to have access to. It has been a hit with the children and a very much used resource.

We have held many successful community events during 2011 from the opening of our refurbished school hall to a fun fashion night for the ladies of the school. We have also held two successful discos that the children thoroughly enjoyed and look forward to every year. The P&F have also held several working bees during 2011. Not only does this help maintain the school grounds, it promotes a sense of school community and pride and it’s not only the parents who help the children also turn up to lend a hand.
We have held many fundraising events for the school some of which included the Healthy Apple Drive, Movie nights and Bunning’s BBQ. The P&F also applied and were successful in receiving a $1000 Grant from Coles Jnr. Landcare. The money from the Grant has been used to create a rainforest walk and seating area in the back playground. The Year 6 children and teachers have been working very hard on this project.

The canteen committee have been doing a fantastic job keeping the canteen running during the year. We value the time put in by our committee to keep everything running. We also appreciate the volunteers who turn up each day to open the canteen on a daily basis and it’s not just the mums, we have dads and many grandparents who give up their time. We look forward to a successful year in 2012.

The P&F also welcomed the opportunity to be involved in this year’s School Cyclic Review, that St Therese had this year.

Our final function for this year was our Thank You evening for Parent Helpers and school staff. This was a lovely informal evening to say thank you to our entire Parent, caregiver helpers and the staff at the school.

*Parents and Friends Association, President*

**Student Leadership**

St Therese is a school where people make friends and receive a great education from teachers who care about us. Our motto is “Love Can Do All Things”. This is very true and has been proven to us over the years of being at this fantastic school.

At St Therese we live out our motto “love can do all things” in the school, out on the street and at our homes. All children at St Therese have a great education and a lot of kindness and friendship surrounding them each and every single day. We will be sadly leaving the school at the end of this year but I know I will be leaving lots of great and wonderful things behind.

At St Therese we have many opportunities to show our talent through writing and reading competitions like the Christmas Art Competition, sport competitions like athletics and cross-country carnivals, electives, and chess competitions. We are also involved in things like assemblies and liturgies and it all helps us to express ourselves.

As student council we have shown our leadership skills in many aspects. We have helped little kids and have been great role models. As we now go forward to high school we leave St Therese in great hands. The school community of St Therese is a school full of opportunities where we are given a chance to achieve our goals and excel in our lives. St Therese is a school that sets us up for the future.

*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 387 students. The school was established in 1939 and its traditions and charism were established by the Sisters of the Good Samaritan. The school caters for children from Kindergarten to Year 6 and is 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. Families come from a wide variety of national backgrounds, which creates an interesting cultural diversity within the community.

Our mission is to educate the whole child, spiritually, academically, physically and socially. Children are accepted as individuals, each one with the ability to contribute to our community. Our aim is to enable students to make the best of their gifts and abilities and to prepare themselves to be citizens with the motivation and compassion to make a difference in their world.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
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<tbody>
<tr>
<td>2011</td>
<td>205</td>
<td>183</td>
<td>388</td>
<td>3</td>
<td>64</td>
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</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 CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2011.

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>2011</td>
<td>96.0%</td>
<td>93.7%</td>
<td>91.8%</td>
<td>94.6%</td>
<td>93.1%</td>
<td>94.0%</td>
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</tbody>
</table>

Management of Student Non Attendance
Attendance procedures are regularly communicated with parents through the school newsletter and verbally. 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, keeping in mind legislative requirements and the circumstances of each family.
Staffing Profile

There are a total of 24 teachers and 7 support staff at St Therese Catholic Primary School. This number includes 12 full-time, and 12 part-time teachers. Students receive specialist tuition from a Physical Education teacher and a Music teacher, as well as a Teacher-Librarian.

Teacher Standards

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

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

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2011 was 95.56%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2010 to 2011 was 73%.

Professional Learning

During 2011, St Therese personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities. Numeracy, Literacy and Information and Communication Technologies (ICLT) were the main priorities. Four teachers attended ‘Focus on Numeracy’ courses, in both Stage 2 and Stage 3, while the whole staff was involved in a school-based Numeracy Project. This involved peer observation and collegial sharing of best practice. Four teachers undertook literacy courses for Early Stage 1 and Stage 1, including phonological awareness and best practice in teaching reading and writing. Five teachers participated in courses designed to improve the use of technology in the classroom. These were across all Stages. The Teacher/Librarian attended an interstate conference to assist her to effectively use the new Smartboards. Other staff members attended professional development around indigenous education and catering for the hearing impaired, as well as the use of flexible learning spaces.
The sharing and discussion of new ideas learnt through professional development was given a high priority in 2011 and time was set aside for this. The aim was to establish a shared understanding of best practice and achieve greater consistency across the school.

These included:

A. St Therese whole school development days involved 25 staff.

These days focused on:

- 2011 Policies and Procedures – review and introduction to 2011;
- Australian Curriculum – Catholic Education Office (CEO)-organised day to update teachers on the Australian Curriculum in general, as well as to provide professional development in Key Learning Areas; and
- Spirituality Day – visit to Mary MacKillop Place and St Mary’s Cathedral to inform and inspire staff through exposure to the charism of Australia’s first saint and the history of the church in New South Wales.

B. Other professional learning activities provided at school level including CEO run courses:

- Numeracy Project – Staff meetings on best practice in Numeracy; ‘StudyLadder’, ‘Scootle’, Numeracy Guidelines, sharing of new initiatives in classrooms and reflection on the project. 16 staff members participated;
- School Review and Improvement process – 5 staff meetings (16 teachers), as well as 2 half day team meetings (4 teachers per team) and 10 Communication Meetings (22 staff members) were devoted to reflection on present school practices and planning for future improvements;
- NAPLAN results were analysed and discussed, followed by planning for future teaching strategies and intervention (16 teachers);
- 29 staff members completed Cardio-Pulmonary Resuscitation training and Anaphylaxis training on 17 October. Three staff members completed the training at other venues; and
- Beginner Smartboard training for 16 teachers was provided.

The average expenditure by the school on professional learning per Staff member was $625.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of $617.

Professional Development was focussed on the areas of Numeracy, Literacy and Information and Communication Technology (ICT). All staff members were involved in professional development, often two or three teachers attending together, and they were provided with staff meeting time in which to share with the remainder of the staff, their learning and the initiatives which they were implementing in their classrooms.
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. Year 5 and 6 students are involved in the Parish Youth group, participating in reading at Masses and activities once a month. Links are made with Catholic Secondary School students who provide the music and choir at these Youth Masses.

The school takes an active part in the Parish Sacramental Programs, coordinating classes, providing group leaders, conducting Sacramental reflection days and organising the celebrations. We receive assistance from the Diocese in the preparation for Confirmation.

St Therese was the host for the Diocesan launch of the Caritas Lenten Project Compassion Appeal. The liturgy was celebrated on Tuesday 8th March with Bishop Peter Ingham. Representatives of primary and secondary schools throughout the Diocese attended. Our Year 6 students attended the Gathering and Prayer with Bishop Peter at St Pius X on 6 September 2011.

The St Vincent de Paul conference has developed a good bond with the school through the established Mini Vinnie’s group. Mini Vinnie’s provides the students with a vehicle for expressing their social conscience by helping others who need a hand. The group has 35 members from Years 4 to 6. The members have shown initiative in the way in which they have raised money. The Mini Vinnie’s meet throughout the Term with the guidance of a teacher, to promote activities that reflect the ideals of service to others within our School and Parish. Members of the West Wollongong St Vincent de Paul Society visit at these meetings and share their stories. Fundraisers were held to support the work of St Vincent de Paul within the parish through our “Target 700” items for Christmas Hampers for the needy, together with a cash donation of $350 and the Winter Clothing Appeal, where we collected 25 garbage bags of clothing together with a cash donation of $306. This year we joined together with St Vincent de Paul to be part of the Gethsemane Community Christmas project. Children from Years 1 to 6 each donated and wrote cards to people who are isolated. Altogether the children sent 1450 Christmas Cards to people who would not receive any communication at this time of year.

We have supported Catholic Missions with a donation of $1 000 to the African Crisis and $385 to the Queensland Flood Appeal. We have worked hard to support Caritas. Through Project Compassion we raised $1 319. Mission contributions continue throughout the year.

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. Many staff members attended the “Igniting the Fire” professional development opportunity 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 completed within schools across the Diocese in 2011. The school cohort in 2011 consisted of 42 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August and 46 completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary, Mother of God: First Among the Saints* 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 liturgical colours for the season of the Church’s Year;
- knowledge of the events of Pentecost; and
- knowledge of the Annunciation.

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

- demonstrate an understanding of responding to and placing their trust in God; and
- identify and sequence the parts of the Mass.

Students in Part B displayed a high level of skill and creativity in their ability to work with and apply their religious knowledge.

For Part A, 4.8% of students were placed in the developing level, 61.9% in the achieving level and 33.3% were in the extending level.

For Part B, 0% of students were placed in the developing level, 54.3% in the achieving level and 45.7% were in the extending level.

Combining Parts A and B, 4.8% of students were placed in the developing level, 50% in the achieving level and 45.2% were in the extending level for Religious Literacy.

Financial Summary

2011 saw the conclusion of the BER project, at a cost of $2.5m provided by the Federal Government. As well, the $50 000 National Solar Schools Project was completed, providing the school with solar panels, a water tank, insulation and LED lighting in many areas.

The Parents and Friends Association contributed $16 000 for the installation of two Smartboards. IT resources, including laptops, desktops and printers were replaced to a total of approximately $20 000.
Maintenance and repairs, many of them necessary due to Occupational Health and Safety checks, were carried out at a cost of $18,498, funded through SEDSO. This fund was also used to purchase 80 new desks for senior students at a cost of $18,348. A new key system was also installed at a cost of $6,182.

The following graphs reflect the aggregated income and expenditure for St Therese Catholic Primary School, West Wollongong for the year ended 31 December 2011. This data is taken from the 2011 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

### Student Welfare

#### Introduction

At St Therese there is a universal commitment to the welfare of students and the relationships which exist within the community. Right relationships result in happy, secure people. They enable students to learn to their capacity in an environment of care, predictability and Christian justice. They allow staff members to carry out their responsibilities wholeheartedly in the knowledge that their efforts are recognised and valued.

Strategies used to ensure student welfare include:

- getting to know each child as an individual;
- leading students to understand the link between Gospel values and their dealings with others;
- acknowledging a student’s background knowledge and his/her strengths;
- building the self-esteem and self-worth of each child through carefully planned programs of work aimed at engaging students with their learning;
Pastoral Care

Pastoral Care at St Therese is based on the teaching of Jesus, namely justice and compassion. The tone of the school is one of calmness and respect for each other. Visitors comment on the ‘feel’ of the school and the good manners and respect demonstrated by the students. In 2011 all classes commenced the year by engaging in a Personal Development program, “Everyday Peacemakers”, developed by CatholicCare. The strategies and resources introduced during this program were used during the year as required. In addition, students were given the opportunity to take part in the “Seasons for Growth” program, aimed at supporting those students experiencing grief or loss.

A new Pastoral Care Group was formed during 2011. The aim of this group is to support Pastoral Care in the school through the use of new Catholic Education Office resources and tools. Staff members were made aware of these tools during staff meetings to ensure consistency of approach to the provision of Pastoral Care for our students.

Pastoral Care also includes the provision of a just and equitable education for every child, regardless of ability or any other factor. Through effective assessment of student needs, teachers are able to differentiate the curriculum to cater for the needs of those students who are struggling in some areas, as well as the average and above-average students. Teachers continue to develop more strategies to do this, especially for those students who require more challenge or extension in some areas.

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 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 2011.

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 Catholic School is focused on catering for the needs of individual students. All members of the school community, including teachers, students and parents, are encouraged to see themselves as life-long learners. Through a positive, supportive environment and the creation of interesting learning experiences, students are encouraged to become engaged and to make the most of the opportunities provided to them.

Curriculum & Pedagogy
The NSW Board of Studies (BOS) Curriculums, as well as the Wollongong Diocesan Religious Education Curriculum underpin the development of all teaching programs at St Therese Catholic School. Teachers use the NSW BOS Primary Curriculum Foundation Statements when planning quality learning and teaching experiences and reporting student achievement.

Assessment for learning and assessment of learning are an ongoing experience for teachers and students and is based on syllabus outcomes. A wide range of assessment tools are used and student learning is closely monitored by teaching staff to allow children to demonstrate authentic learning. Year 4 students completed the Diocesan Religious Literacy Assessment from which all students receive feedback. An analysis of the results guides future planning for Religious Education throughout the school. Students in Years 3 and 5 participated in NAPLAN testing in May, and the results of this assessment were issued to each student in September. Early Literacy Assessments are completed in Early Stage One and Stage One classrooms and Stage 2 and 3 teachers regularly assess children’s reading and writing abilities through the provision of a variety of assessment tasks. Mathematical concepts are assessed through a variety of strategies including the administration of Scheduled Early Numeracy Assessment (SENA) 1 and 2 assessments in Early Stage 1, Stage 1 and Stage 2 as necessary. Stage 3 works collaboratively to assess the students’ mathematical learning and to plan appropriate learning experiences across the Stage to meet these needs. The Diocese of Wollongong reporting format has continued to be used to report student achievement to parents using the common grade scale. Written reports on the progress of children in Years One to Six were prepared for parents in Term 2, and compulsory parent teacher interviews were also held. Kindergarten teachers also held interviews to discuss the progress of each child in the first semester. All children received written reports at the end of the school year, and the opportunity was provided for parent teacher interviews to take place if necessary.

Integration
Teachers integrate Key Learning Areas where appropriate according to syllabus outcomes. This is highlighted within programs and is a result of collaboration between Grade partners.
Technology Supporting Learning

At St Therese we appreciate the importance of learning technologies as an effective tool to support the learning and teaching process. All classes have access to desktop computers and laptops on a roster basis. Two Smartboards have been installed in the school with all classes having access to the one in the library and Year 6 having use of the other. Use of iPads and iPods has also been implemented on a roster basis across Grades supporting students with specific learning needs.

Cross Curriculum

Literacy Strategies

St Therese Catholic Primary School has had one Reading Recovery teacher in 2011 providing 11 students with access to Reading Recovery. The staff has continued to develop a shared understanding of Literacy throughout the school. This has been enhanced through many teachers engaging in Professional Development opportunities such as Focus on Literacy Early Stage 1 and Stage 1, Creative Writing, Leading Literacy and Reading Recovery Teacher and Support Teacher days. Staff have been involved in the NSW Librarian Conference and the Leading Libraries course to better foster Literacy throughout the school.

Numeracy Strategies

In 2011 staff at St Therese continued the focus on our Numeracy Project. Mathematics learning is now much more child-centred, focusing on the needs of individual students. The staff has worked to achieve a shared understanding of good pedagogy in Mathematics. The students have benefitted from Information Technology programs such as Studyladder, Rainforest Maths and Hot Maths, resulting in a love and passion for Mathematics and positive learning outcomes. A variety of resources were purchased to support teachers across all Grades in the delivery of hands-on learning in Mathematics.

Indigenous

Indigenous culture and heritage are seen as important aspects of student learning. Board of Studies syllabus content in Human Society and its Environment (HSIE), English and Creative and Performing Arts incorporates studies of Aboriginal and Indigenous culture. Assemblies also acknowledge Indigenous people as the traditional owners of the land.

Meeting the needs of all students

Diversifying Learning

The aim for learning at St Therese Catholic Primary School is to target learning and teaching activities at an appropriate level to meet the needs of individual students. Staff members have continued to work on improving their efforts at diversifying the curriculum so that all students have the opportunity to experience success. During Term 1 and Term 3, staff had the opportunity to meet with the Review Coordinator to discuss the progress of individual students and how best to meet specific needs within the classroom. School Support Officers (SSOs) assist students across all Grades under the direction of teachers.
Gifted Education
Students who have demonstrated that they are gifted in certain areas have opportunities to extend their learning within the classroom. Diversifying the curriculum extends to both students who require extra assistance as well as students requiring extension. Discussions have been held to implement a formal gifted assessment commencing in 2012 for Years 2 to 6. Students identified through this process will have the opportunity to participate in activities designed to enhance their gifts and extend their knowledge and skills.

Special Education Needs
During 2011 the school received Government Funding to support 12 students identified with special needs. Support was provided through the development of Individual Plans (IPs) in teaching Programs that clearly identified learning experiences that are differentiated to meet their Diverse Learning Needs. The Review Coordinator communicates regularly with each class teacher to support them in developing programs to meet the needs of the students in their care, or to access external intervention strategies. Teachers of students who qualify for Students With Disabilities (SWD) funding formally meet twice a year with parents and the Review Coordinator to discuss the student’s learning needs and together review and adjust their IP.

Expanding Learning Opportunities
Students were provided with many opportunities to engage in learning beyond those offered in the normal school curriculum. The Premier’s Reading Challenge was again offered in 2011. Students in Year 5 were given the opportunity to participate in the Wollongong Art Gallery Writing Competition and the UNSW Mathematics, English, Spelling, Writing, Computer and Science competitions. Involvement in the three major school sports carnivals: swimming, cross country and athletics, was available to all students. They can also, if successful, participate in South Coast and Diocesan carnivals leading into MacKillop and Primary School Sports Association (PSSA) State carnivals. Students from Stage 3 have the opportunity to nominate and try out for Diocesan sporting teams in many different sports. These sports also offer the opportunity to progress to State and National levels. In addition, students in Stages 2 and 3 participate in a number of gala days and visiting sports clinics throughout the year. Physical Education (PE) is promoted and taught by a specialist teacher. Music is also taught across all Grades by a specialist teacher, who also provided opportunities for choir and a school band. Many students represented St Therese in the Wollongong Eisteddfod achieving a Highly Commended Award. Students in Stage 3 have had the chance to participate in Public Speaking at a local, regional and Diocesan level. The school also offered students the chance to participate in a school talent quest and to be actively involved in school Masses and liturgies. Students have attended educational excursions to introduce or consolidate classroom work. These excursions have been both local and further afield, involving travel by bus. Incursions and guest speakers have also brought a new dimension to student learning. Chess is also offered as an extra activity at a school and regional level. Electives were held during Terms 2 and 3, enabling students from Kindergarten to Year 6 to choose two activities they would like to pursue, each over a four week period.
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.

Numeracy data in 2008 resulted in a Learning Communities project in Numeracy pedagogy in 2009 & 2010. In 2011 a further year of focus was undertaken with the assistance of CEO personnel. This also included work on the Diocesan Learning and Teaching Framework (DLTF). It’s pleasing to see that the improvement in pedagogy in Early Stage 1 and Stage 1 has resulted in significant improvement in NAPLAN results in Year 3. Year 5 data also shows improvement since 2010, especially in Number, Patterns and Algebra. While improvements were evident over 2010 data in all areas of Numeracy, overall Numeracy is above the Diocesan average, but still below the state average. Data, Measurement, Space & Geometry is just below Diocesan and State averages, which may be the result of the focus on number strategies and pedagogy during the projects. Each year data is used more successfully to inform planning. Analysis is done at school level, with suggestions for improvement being imbedded into classroom programs.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (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.
### NAPLAN 2011: % in Bands

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<th>YEAR 3</th>
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<td><strong>Reading</strong></td>
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<tr>
<td>School</td>
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<td>49%</td>
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<tr>
<td>National</td>
<td>14%</td>
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### 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) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.
Parent, Student and Staff Satisfaction

The Cyclic Review provided useful feedback for the school relating to the satisfaction of students and parents. Some parents were interviewed but all parents were also given the opportunity to provide feedback in writing. This indicated an acknowledgement of improvements over the past few years in teaching methods, the use of Information and Communication Technology (ICLT) and the assistance given to students with special needs or those who struggle with their learning. Parents were very satisfied with the pastoral care and faith development of students. The issues brought up by parents regarding further improvements related to differentiating the curriculum for all learners, especially those who need challenge and the provision of more computers with greater integration of ICLT in learning activities across the whole school. These issues are already contained in the St Therese Annual Action Plan for 2012.

Students feel secure and happy at St Therese. They would like more computers and more time to use them, as was done this year through the Religious Literacy Assessment and The Night of the Notables project. Several children have requested more challenging learning experiences. This area is being developed and, in 2012, a staff member will be employed as a Support teacher to assist all teachers to plan for individual needs.

A Staff Satisfaction Survey was carried out in August. The results demonstrate that the large majority of staff members are satisfied or very satisfied with their conditions and the support they receive in order to carry out their responsibilities to the children in our care. A small number disagree, citing paperwork and extensive preparation time as difficulties they are facing. A review of the school’s vision and mission, together with whole-staff discussions relating to responsibilities and workload will aim to assist all staff members. Support mechanisms will be strengthened so that every staff member will feel valued and supported in their work.

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 has become the driving force at St Therese Catholic Primary School, allowing all members of staff to be reflective of their own and others’ contributions to achieving learning outcomes, while being instrumental in making the decisions necessary to
continue improvement in all areas. This team approach has had a ‘snowball’ effect which continues to gain momentum.

During 2012, as well as reviewing the seven elements below, the school underwent a Cyclic Review of School Review and Improvement efforts over the last four years.

**School Review and Improvement components 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

**School Review and Improvement components to be reviewed and rated in 2012:**

- Key Area 1: Catholic Life and Religious Education
  - 1.3 Catholic Life and Culture
- Key Area 2: Students and their Learning
  - 2.2 Rights and Responsibilities
- Key Area 4: Human Resources Leadership and Management
  - 4.3 An Ethical Workplace
- Key Area 5: Resources, Finance and Facilities
  - 5.3 Environmental Stewardship
- Key Area 6: Parents, Partnerships, Consultation and Communication
  - 6.1 Parent Involvement
- Key Area 7: Strategic Leadership and Management
  - 7.1 Planning for Improvement