

2021

ANNUAL SCHOOL REPORT

St Therese

Catholic Primary School
West Wollongong



About this Report

St Therese Catholic Primary School, West Wollongong is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW 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 Action Plans.

Accordingly, the report demonstrates accountability to regulatory bodies, the school community and the CEDoW. This report has been approved by CEDoW to ensure compliance with all the NESA requirements for registration.

This report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NESA, the report will be presented to the parent body and be available on the school's website by 30 June 2022.

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

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Parish Priest: Fr Duane Fernandez

Principal: Stephen Thorne
Date: 3 December 2021

Vision Statement

St Therese Catholic Primary School is a dynamic, Catholic community, educating and empowering learners for life's journey.

Message from Key School Bodies

Principal's Message

This year commenced the process of reviewing the Vision and Mission of the school. This process needed to involve the wider community and a great deal of collaboration. The year was approached with excitement and enthusiasm as the community emerged from a COVID-19 affected 2020. Unfortunately, by Term 3, the school was again thrown into remote learning and COVID-19 restrictions for a much longer period of time. While having the experience from last year, the initial set up for remote learning was much easier but the length of the experience proved challenging to maintain student engagement and motivation. Full credit must go to the staff for their tireless efforts to support students through this difficult time both in terms of their learning and their mental wellbeing. Once again, the excitement of returning onsite as a whole community was inspirational to witness.

From this extended remote learning experience, the need to engage more in the wellbeing of staff and students has emerged as an ongoing critical part of our mission as a Catholic school. Therefore this has been incorporated into our revised Vision Statement which will be released in 2022.

Extension and refurbishment of the building housing Years 3 to 6 commenced in February this year. Delays due to COVID-19 shutdowns, weather and procurement challenges has led to significant delays with an anticipated completion date now at the end of February, 2022. Development of a creative, sensory playground space will constitute the next part of the school space improvement plan which will be completed in 2022.

Parent Involvement

The P&F executive was re-elected early in the year with a desire to re-establish many of the activities that they were unable to run in 2020 due to COVID-19 restrictions. Little did anyone know at the time, of what was to lay ahead whereby the year would be even more impacted than it was last year. On the return to school at the beginning of the year, parents and students were very pleased to see the improvements to the Stage 1 verandah, namely the accessibility ramp and the tiered seating, much of which was funded by the P & F. This year, the Mothers' Day Stall was the only fundraising event able to be run. Thank you to everyone who has supported the P&F in any way as it is everyone together as a school community who make all this possible. Parent and carer involvement is a wonderful way to become involved in your child's school as well as connecting with the school community. The P&F encourages every parent to become involved and the P&F welcome the new ideas you may bring.

Parents and Friends Association, President

Student Leadership

At St Therese, a Student Council is elected each year. This consists of eight students from Year 6 who are called upon from time to time to represent the school at external events or to welcome or acknowledge visitors to the school. This year, 2021, has seen many of the usual functions of the Student Council cancelled due to COVID-19. Leading assemblies and taking student concerns to school leadership still happened from time to time. The last seven years, looking back, have passed very quickly. As the focus moves towards the challenges of high school, leaving St Therese brings mixed feelings. However, the time has come and Year 6 move on knowing that they have been well supported and well prepared for what lies ahead.

School Leaders

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 366.

St Therese School began at the request of the Parish Priest, Fr John Mulherin, in 1939. He invited the Sisters of the Good Samaritan to start a school in his parish. The school was staffed and administered by the sisters until 1978, when the first lay principal was appointed. Today the school is fully staffed by committed lay teachers and administrators.

St Therese is situated between the mountains and the sea, very close to Mt Keira on the Illawarra escarpment and on the edge of the Wollongong CBD. Generational enrolment is a feature of St Therese, with successive parents and grandparents continuing to be involved in school life.

The school prides itself on being a happy, calm place, where all students are provided with an environment conducive to effective learning and strong friendships. The school aims to provide a broad education, focused on the important skills of literacy and numeracy, while not forgetting critical thinking, appreciation of the arts and knowledge of the world. Each child's spiritual needs are also taken into account by the provision of Religious Education, prayer, worship and reflection time.

Each year the school is involved in the CEDoW's 'School Review and Improvement' process, as are all schools in the Wollongong Diocese. Through this, the school has reviewed all aspects of school life, seeking to make improvements in all areas to the betterment of the students. This ongoing improvement continues, especially in the area of learning. An important part of this review process this year has been a focus on the School Vision and Mission. The outcome of this review will be shared with parents and the wider school community early in 2022. This will coincide with the opening of the refurbished primary classrooms providing updated facilities which will allow for students to engage in a twenty-first century learning environment.

Student Enrolments

2021 Enrolments	
Boys	171
Girls	195
Total	366
Aboriginal and Torres Strait Islander	2
LBOTE	185

The Diocesan Primary 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 CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2021.

Student Attendance

2021 Attendance	Male	Female
Kinder	94.6%	95.9%
Year 1	95.5%	95.4%
Year 2	93.8%	95.2%
Year 3	93.2%	94.8%
Year 4	95.5%	95.1%
Year 5	95.6%	95.4%
Year 6	94.7%	95.7%
Whole school	94.7%	95.4%

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitors part or whole day absences.

Non-attendance is not a large problem at St Therese, however regular reminders are placed in the newsletter regarding the Attendance Policy. Through electronic roll marking, class teachers as well as the Senior School Support Officer (SSSO) can keep track of attendance and identify absences that are unexplained or excessive. The appropriate documentation is sent to parents to provide the opportunity to give reasons for absences. Where the school is concerned about ongoing absences or lateness, parents are invited to discuss this with the Principal. Documentation regarding absences is maintained in the individual student's Compass profile. All absences require some form of notification to the school or class teacher either before or after the period of absence. This is usually in the form of a note but it can be via electronic means or even a phone call to the school office. Class teachers refer to absences during Parent Meetings if it is felt that absences are having an impact on the student's learning.

Application for exemption may occur using the Attendance Policy of the Catholic Education Office. Where leave is for more than ten school days, expectations for learning during the leave are recorded on the Exemption Certificate.

Staffing Profile

There are a total of 26 teachers and 12 support staff at St Therese Catholic Primary School. This number includes 14 full-time, 12 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional / Provisional	0
Proficient	26
Highly Accomplished / Lead	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2021 was 92.6%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2020 to 2021 was 82%.

This year, two teachers took the opportunity to accept twelve month temporary transfers and to use this experience as an extended form of professional development.

Professional Learning

During 2021 St Therese Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

- A. St Therese Catholic Primary School whole school development days involving 38 staff. These days focused on:
 - Accountability / Compliance
 - Positive Behaviours for Learning
 - CPR / Emergency Care.
- B. Other professional learning activities provided at school level including CEDoW run courses:
 - MacqLit Course (1 staff)
 - MiniLit Sage Course (4 staff)
 - Reading Recovery (1 staff)
 - Leadership Professional Planning (5 staff)
 - National Consistent Collection of Data CEDoW (NCCD) (3 staff)
 - National Consistent Collection of Data CEDoW Moderation Process (NCCD) (3 staff)
 - Resourcing Workshop for SWD (3 staff)
 - CSNSW DISruptability Conference (5 staff)

- DLTS Network Meeting (2 staff)
- Diocesan Sport Trials (2 staff)
- Aboriginal and Torres Strait Islander Retreat (1 staff)
- English as Another Language or Dialect (EAL/D) (4 staff)
- Lamplighters Spirituality Reflection (2 staff)
- Shining Lights (2 staff)
- Principal's Overnight Retreat (1 staff)
- REC Overnight Retreat (1 staff)
- REC Induction day (1 staff)
- Religious Education Coordinators Network (1 staff)
- Positive Behaviours for Learning (PB4L) (4 staff)
- CLIL Induction (5 staff)
- CLIL Writing Analysis (14 staff)
- IC and Principal Diocesan Day (2 staff)
- Diocesan IC Day (1 staff)
- Diocesan IC and AP Day (1 staff)
- Learning For Leadership (1 staff)
- ACER Virtual Conference (1 staff)
- Aspiring Leaders (1 staff)
- PB4L Full to Life (2 staff)
- Blended Online -Autism Course (1 staff)
- Responding to and De-escalating Challenging Behaviours Staff Meeting (28 staff)
- Module A: Sexualised Behaviour, Responding to Challenging Behaviours Workshop (28 staff)
- PB4L Primary Training Day: Continuing Building a Culture of Respect Through the PB4L Framework (Module B) (28 staff)
- Teaching Phonemic Awareness and Phonics Course (2 staff)
- Kinder Speech Assessment Zoom (2 staff)
- AEDC Professional Development (2 staff)
- Instructional Coach Leadership Team Meeting (5 staff)
- EAL/D Professional Learning Day (1 staff)
- EAL/D Oral Phasing Day. WSPCLP COMPASS Data entry (14 staff)
- PETAA Leadership with Literacy Conference (1 staff)
- Assistant Principal Network Meeting (1 staff)
- Staff Spirituality Day (30 staff)
- WEN day (1 staff)
- Activate Fire (2 staff)
- Da Vinci Decathlon (2 staff)
- Student Record Management Training (1 staff)
- SSSO Meeting (1 staff)
- Education Law Symposium (1 staff)
- Illawarra Workshop 2: Parent Video supporting your teens (1 staff)
- VEX Workshop (2 staff)
- AEDC (2 staff)
- LTW Project- Principal Workshop online (2 staff)
- Pomaster Training (3 staff)
- Si-SS Chronicle Templates STWW (3 staff)

- Principal Focus Group Consultation (SRI Project)- (1 staff)
- Open to Learning Leadership Course (1 staff)
- IEU Training Day (1 staff)
- Cultural Responsiveness (2 staff)
- Diabetes in School Level 2 (4 staff).

The average expenditure by the school on professional learning per staff member was \$116.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$432.

Catholic Life & Religious Education

St Therese Catholic Primary School is part of the West Wollongong Parish Community and shares the life of the parish. In 2021, the Parish Priest supported the school to celebrate school Masses and liturgies, however due to COVID-19 significant changes and restrictions were placed on school communities. The parents of St Therese continued to share the responsibility for the spiritual growth, welfare and religious education of students, appreciating the support of the Parish Priest.

The school continued to liaise with the Parish Youth Coordinator to support the 'Messy Church Program' during the first half of 2021, however due to COVID-19 significant changes and restrictions were put in place. This program provided contact between the preschool age group and school age students.

This year a Parish Sacramental Team has been formed to collaborate with local catechists from both parishes and the two Religious Education Coordinators from both Immaculate Conception Unanderra and St Therese West Wollongong schools. This has continued to promote the involvement of all parish members in these sacramental programs. The school took an active part in the Parish Sacramental Programs, conducting sacramental lessons in classrooms as student's were unable to meet in person. The school had planned a practice/ retreat session with the candidates before the Confirmation ceremony. Students from Year 3, Year 6 and from surrounding state and private schools, participated in the sacramental programs, which culminated with parish based celebrations. The Sacrament of Reconciliation was celebrated in Term 2 and the Sacrament of Confirmation was postponed to the end of Term 4. This year the school had to postpone the Sacrament of Communion to Term 1, 2022.

Year 6 students participated in the one day retreat program "Activate Fire" led by Year 6 teachers and CEDoW at St John Vianney Fairy Meadow in Term 2. The Year 6 Mass with the Bishop looked a little different this year and was held virtually with the Bishop in each individual classroom. Unfortunately, due to remote learning, St Therese decided not to participate in the Diocesan Christmas Story Art Competition conducted by the CEDoW this year. At morning assemblies, the students and staff pray the school prayer each day together.

The school community supported several social justice initiatives throughout the year. The school reached out to many charitable organisations raising monetary donations for: Catholic Mission (\$588. from Mission Class Collections and Socktober), Flood Relief for the Lismore Diocese (\$564.) and Project Compassion/CARITAS (\$1,593. from St Patrick's Day and Pancake Day). Additionally, donations of different foods were collected and with the support of the St Therese St Vincent de Paul Chapter, hampers were made and given to local families who were in need during both the winter and Christmas periods.

St Therese Catholic Primary School, started the year with celebrations including: Welcome Mass and Badge Ceremony for the Year 6 Leaders and a special Liturgy of the Word. The school community celebrated the 200 years Mass, during Catholic Schools Week with the Director of Catholic Schools in attendance. The school community celebrated Ash Wednesday grade liturgies with members of the Student Council distributing the ashes to all the staff and students. St Patrick's Day was a huge success with a fun green food stall raising much needed funds for CARITAS. The school celebrated a very moving Easter Liturgy outdoors where the school was able to have the talented School Band playing and Choir singing. The school

was also able to have the parent / carer community join in to celebrate this important time in the church's calendar.

During lockdown in Term 3 and 4, liturgies and prayer services looked a little different as many were held virtually within their individual classes supported by school and CEDoW created presentations. ie: Feasts of Mary MacKillop, The Assumption of Mary, Father's Day (highlighting St. Joseph as Foster Father of Jesus), World Care of Creation Day and the Patron Saint- St Therese's Feast Day.

Students are encouraged to live the life of Christ in their daily dealings with others - to show love for God and love for others. This is done through Religious Education and the example of their teachers and parents. All classes use the CEDoW Religious Education Syllabus supported by many quality resources i.e. Understanding Faith and Liturgy Help Websites. All teaching staff from Kindergarten to Year 6 further developed pedagogical practices to improve the ways which they teach and assess Religious Education with the use of Religious Sense warm up activities being introduced. Teachers' link knowledge and tradition with the children's own lives, allowing them to journey in their personal relationships with God.

Religious Literacy Assessment

Due to COVID-19 significant changes and restrictions were placed on school communities resulting in the suspension of the *Religious Literacy Assessment* program for 2021.

School Review and Improvement

School Review and Improvement is an on-going 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 2021:

Mission Dimension 1 – Mission and Catholicity

Focus Area: School climate, learning environment and relationships

Strategic Intent Statement/Goal: Staff will have a shared understanding of the School's Vision so that everyone feels valued, included and mindful of their own and other staff members' wellbeing.

Mission Dimension 2 – Learning and Teaching

Focus Area: Curriculum Provision

Strategic Intent Statement/Goal: Staff will have access to professional learning opportunities in Visual Arts so that there is a whole school approach in the implementation in this curriculum area.

Focus Area: Planning programming and Evaluation

Strategic Intent Statement/Goal: Teachers will meet and collaborate with the Instructional Coach to analyse data so that the CLIL initiatives will be implemented across the school to improve Writing and further develop effective Collaborative Professionalism.

Focus Area: Teaching practices

Strategic Intent Statement/Goal: All teachers in K-6 will deepen their knowledge in Numeracy pedagogy so that there will be an increase in student growth and improvement in learning progressions.

Mission Dimension 3 – People and Culture

Focus Area: Catholic Life and Culture

Strategic Intent Statement/Goal: Teachers will have access to Professional Learning opportunities in developing a shared understanding of the Framework for K-6 NSW PDHPE Syllabus for Respectful Relationships, Child Safety and Human Sexuality Essential Content so that the wellbeing of students are catered for.

School Review and Improvement components to be reviewed and rated in 2022:

Mission Dimension 1 – Mission and Catholicity

Focus Area: Vision and Mission

Strategic Intent Statement/Goal: Full implementation of the new collaboratively constructed Vision and Mission Statements for St Therese Catholic School.

Mission Dimension 2 – Learning and Teaching

Focus Area: Reading Agreed Practice

Strategic Intent Statement/Goal: Teachers in Years K-6 will deepen their knowledge in the teaching of Reading and apply this knowledge to improve student learning.

Focus Area: Assessment and Student Feedback

Strategic Intent Statement/Goal: All aspects of the Assessment and Instruction Framework will be implemented so that students achieve growth in learning.

Mission Dimension 3 – People and Culture

Focus Area: CLIL Professionalism

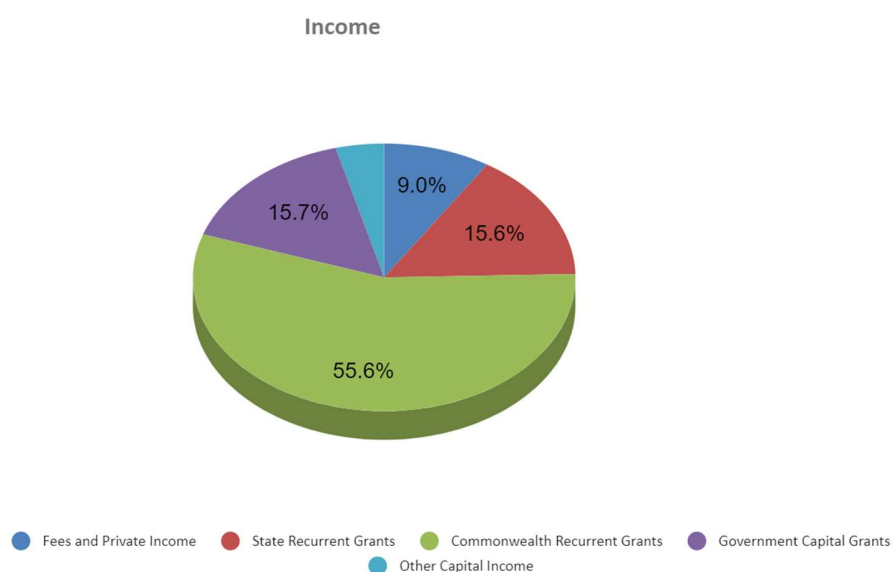
Strategic Intent Statement/Goal: Leadership Team will be supporting and collaborating with teachers in improving student outcomes (Principal led, Leadership driven).

Financial Summary

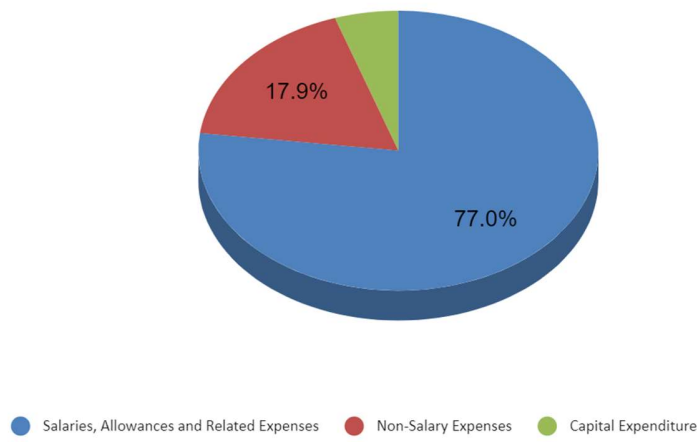
Throughout 2021, a major refurbishment of the primary classrooms building has been underway, funded partly with a \$1.4M grant from the Catholic Schools Block Grant Authority with the remainder being Diocesan funded. This work, delayed due to COVID-19 and poor weather, will be completed during Term 1, 2022.

This year, improvements have continued to be made around the school. New blinds and flyscreens have been installed to most of the Kindergarten to Year 2 classrooms at a cost of almost \$9,000. An awning at the back of the school hall was constructed to provide shelter during afternoon pick-up as well as playground improvements at a cost of approximately \$13,000. The purchase of readers to support reading intervention programs were purchased at a cost of approximately \$10,000. A commitment was also made to having a speech pathologist support teachers and students in Kindergarten at a cost of \$6,700. The purchase of two Bluetooth portable speaker systems were purchased to support students with hearing impairments, costing \$4,345. New signage was also installed at the front of the school at a cost of \$9,295.

The following graphs reflect the aggregated income and expenditure for St Therese Catholic Primary School, West Wollongong for the year ended 31 December 2021. This data is taken from the 2021 financial return to the Australian Government, Department of Education and Training.



Expenditure



Student Welfare

Student welfare at St Therese Catholic School is based on respect for oneself and others, looking to the example of Jesus, St Therese and Mary MacKillop as models of pastoral care. Student rights and responsibilities are acknowledged and discussed, especially at the beginning of each year to set the scene for a life-giving year for each student. Classroom rules and procedures are jointly constructed and agreed upon by both students and teachers. The Student Code of Conduct continues to reinforce expectations of fair and respectful behaviour towards others. Bullying is not tolerated at St Therese. At the beginning of each term, student rules and responsibilities are reviewed in every classroom.

Social and emotional learning (SEL) is an integral part of the Personal Development and Health Curriculum from Kindergarten to Year 6. Skills taught underpinned Respectful Relationships and Social and Emotional Skills. The following social-emotional competencies were addressed:

- self-awareness
- self-management
- student awareness
- relationship skills
- responsible decision making.

A team consisting of a cross section of the staff and leadership, ensures that Positive Behaviours for Learning (PB4L) principles are embedded in all areas across the school. The three school rules: Be Respectful, Be Responsible and Be Safe, are known and understood by all students, parents and staff. The students are very aware of what being respectful, responsible and safe looks like, sounds like and feels like in all classroom and non-classroom areas of the school.

During 2021, a PB4L Student Leader Team was established, meeting every three weeks. The purpose was to give students a voice at St Therese, so as to create an inclusive learning community where everyone felt respected. It was believed that when students participated in decision-making, and their ideas informed the day to day procedures they experienced, this helped to co-create an empowering environment. It was important that students had a voice, participated and had routine opportunities for leadership. The feedback from these meetings was then included in the PB4L Staff Team meeting agendas.

St Therese Catholic School is committed to providing the highest quality Catholic education for all students spiritually, academically, physically, socially and emotionally. The wellbeing of all students is central to all that is undertaken within the school. The school continues to work in collaboration with CatholicCare Family Welfare, in providing a school counselling service for students. The counsellor is available weekly and meets with students who are experiencing specific difficulties.

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*** is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. All schools follow the CEDoW's ***Student Pastoral Care and Wellbeing Policy*** and the associated ***Student Anti-Bullying Procedure***. 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 CEDoW website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2021.

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 are available on the school website: www.stwwdow.catholic.edu.au or by contacting the school office.

Learning and Teaching

Introduction

St Therese Catholic Primary School is committed to fostering a Catholic community founded on mutual respect and trust, where all are nurtured to grow as individuals, within the love of God. The school is a learning community that delivers quality learning and teaching that supports and empowers all, as lifelong learners as evidenced in the Vision Statement, “A dynamic Catholic community, educating and empowering learners for life’s journey.”

Both school and system based initiatives are developed and implemented to enhance and further promote quality learning and teaching for the school community. All learning and teaching programs implemented meet the Australian Curriculum, NESA and CEDoW requirements. Compliance with mandated NESA syllabus documents (English, Mathematics, Science and Technology, Human Society and Its Environment - History and Geography, Personal Development, Health and Physical Education and Creative Arts) support learning and teaching programs across K-6. The Religious Education syllabus is used across the Diocese of Wollongong, Armidale and Lismore and the Archdiocese of Sydney, K-6.

St Therese is a learning community dedicated to continual growth and improvement in both learning and teaching across all KLAS. Programming templates on Google Docs ensure all staff participate in a whole school approach towards programs and to ensure program compliance to Diocesan and NESA regulations. There has been a high level of professional collaboration across all stages of learning, creating a consistent and whole school approach in implementation and understanding.

Curriculum and Pedagogy

Syllabus implementation

The NESA curriculums, as well as the CEDoW Religious Education curriculum, underpin the development of all teaching programs at St Therese Catholic School. Teachers use the NESA Primary Curriculum Foundation Statements when planning quality learning and teaching experiences and reporting student achievement. Professional development has been provided for staff to be trained in the implementation of the Australian Curriculum. Teachers are using the English, Maths, Science and Technology and History and Geography Curriculums introduced over the past few years. Stage 3 teachers have had extensive support to be able to implement the 1:1 iPad strategy. Through sharing and collaboration, especially during the period of remote learning and teaching, teachers have gained skills and strategies to use Google classroom in Years 2-6 and SeeSaw in Kinder and Year 1.

Assessment and reporting

In 2021, St Therese continued to implement assessment and reporting procedures which complied with Federal Government requirements. Student reports, containing comment options for Religious Education, English and Mathematics, as well as a teacher general comment were used.

Due to COVID-19 and remote learning, the Semester 2 reports were adjusted by CEDoW to include only English, Mathematics and Religious Education and did not include the Common Grade Scale. Parent/teacher interviews were held at the end of Term 2 and an opportunity was provided at the end of

Term 4. Parents of Kindergarten students were provided with a half yearly interview and an end of year written report.

The 'Best Start' assessment was administered for all Kindergarten students at the beginning of the year to ascertain their understanding in literacy and numeracy. Teachers continued to utilise class assessment plans, which linked to their teaching program and individual work samples. Staff ensured that feedback and assessment for, as and of learning occurred. Anecdotal records and professional teacher judgements were also collected as evidence of student progress.

Assessment for, as and of learning are ongoing experiences for teachers and students and are all based on the NESA syllabus outcomes. A wide range of assessment tools are used, and student learning is closely monitored by teachers to allow students to demonstrate authentic learning. Honest, constructive feedback to students is crucial to meaningful learning for all students.

Technology supporting learning

The 1:1 Managed iPad program continued in Years 5 and 6. Using technologies and online tools has enabled students to demonstrate knowledge by creating content and social contexts for sharing and celebrating their learning. All classes have internet access and a large screen TV providing options for accessing quality resources and an easy way for students to share their learning. Each year all students work through digital citizenship modules to build their knowledge and resilience in the digital world. The CEDoW provides regularly updated filters to minimise the chances of students gaining access to inappropriate sites. As an added precaution, the school also subscribes to World Book Online and teachers are encouraged to use ClickView as safe ways to access learning material.

The school maintained its commitment to promote all aspects of Information and Communication Technology (ICT). The students were regularly given the opportunity to improve their computer and iPad knowledge and skills, whilst completing carefully designed technology tasks. ICT was utilised in all KLAs. St Therese Catholic School has two class pods of laptops which can be borrowed on a roster basis primarily for Kinder to Year 4, however Years 5 and 6 can gain access if the iPad is insufficient for the task they need to complete. Kinder to Year 4 also have iPads within their classroom and regularly borrow from other classes to support group learning sessions.

Cross Curriculum

Literacy strategies

In 2021, the school continued to collaborate and promote good literacy skills for the students and to cater for their individual needs. At the beginning of Kindergarten, teachers assessed the children by undertaking the Kindergarten Best Start - Index for Learning Assessment. This assessment informed teachers so that they could develop achievable targets for the students at the beginning of their learning journey.

Students in Year 1 needing support in reading and writing, have again this year had the opportunity to have 1:1 lessons in the Reading Recovery program. This year, eight students have benefitted from access to this program. Together with the Reading Recovery Support Teacher and class teachers, students who have accessed Reading Recovery are monitored throughout their primary schooling. Data is collated each term and further interventions are employed if the need arises.

This year saw the continuation of the MiniLit program. This program firstly targeted small groups of students with literacy needs from Kindergarten and Year 1, but throughout the year, this support was

extended to students in other grades. The MacqLit program also commenced this year, targeting the literacy needs of students in Years 4, 5 and 6.

Also continuing in 2021, was the Sound Waves program from Year 1 to Year 6. This is a word study program designed to develop spelling, reading and writing skills using the phonemic approach. Each week, all children followed a consistent, whole school approach. Students were exposed to multiple opportunities to conquer difficult words and concepts and to extend learning. Access to Sound Waves online was given to each child, so that skills could be reinforced at home. After four years of this program in the school, data across all grades has shown remarkable improvement.

This year again has seen an increase in the number of students presenting with English as an Additional Language or Dialect (EAL/D), some of whom commence with little or no English at all. These students and their classroom teachers are supported by a specifically trained EAL/D teacher and School Support Officers (SSOs), to develop their literacy skills, so that the children could better integrate in a classroom environment.

Learning Progressions have continued to be used to track student achievement. Teachers have continued to land all students throughout the year in the areas of Reading Texts, Creating Texts and Spelling. Over the coming years, students will be landed on further elements of the Learning Progressions to provide an accurate picture of where they are at in terms of their literacy learning. Using this data, staff will develop Individual Literacy Intervention Plans to target specific individual needs and to organise guided reading and writing groups.

Due to COVID-19 and remote learning, the Progressive Achievement Tests (PAT) in the areas of reading and grammar and punctuation was suspended. These tests will be implemented in 2022.

In collaboration with the school's Instructional Coach, teachers also engaged in the process of collaborative inquiry to focus on grammar and punctuation in writing, particularly sentence structure, to further develop teacher and student understanding of sentence structure schoolwide. This intervention, which has shown improvement in the areas mentioned, has the ultimate goal of improving overall performance in student writing.

Numeracy strategies

In 2021, the school priorities have continued to focus on quality practice in Mathematics, with particular focus on using guided groups based on data, learning plans and targeted teaching as best practice.

This year, Learning Progressions continued to be used to track student achievement. Teachers have landed all students throughout the year in the areas of Quantifying Numbers, Number Patterns and Algebraic Thinking, and Additive Strategies. Over the coming years, students will be landed on further elements of the Learning Progressions to provide an accurate picture of where they are at in terms of their numeracy learning. Using this data, staff will develop Individual Numeracy Intervention Plans to target specific individual needs and to organise guided math groups.

Due to COVID-19 and remote learning, the school wasn't able to use the Progressive Achievement Tests (PAT) Maths Assessment Tool which assesses students' skill and understanding across the six strands of Mathematics.

Aboriginal and Torres Strait Islanders (ATSI)

ATSI perspectives are incorporated into student learning across all grades from Kindergarten to Year 6.

Due to COVID-19 and remote learning, The Aboriginal Education Contact for St Therese was unable to attend professional learning days throughout the year. A guest speaker, booked to attend the school, has had to be deferred to 2022 due to COVID-19 restrictions.

NAIDOC Week was pushed back this year but was acknowledged in November, commencing the week with a special prayer and classes engaging in their own activities throughout the week.

Meeting the needs of all students

Diversifying Learning

Class programs contained differentiated learning activities to meet the needs of all students on the learning continuum. Teachers provided a gradual release model of learning in literacy to provide for the individual needs of students. The modelled, guided, independent approach provided students with specific learning support throughout the learning cycle.

Within each classroom, teachers continued to diversify the curriculum to meet the individual needs of students. Literacy support was given to targeted students in Kindergarten - Year 6 who were identified with particular needs. Early Stage 1 students participated in PreLit Intervention. Stage 1 and Stage 2 students gained access to the MiniLit Intervention Program and Stage 3 students gained access to the MacqLit Intervention Program.

The responsibility of meeting the diverse needs of students belongs to all staff and is supported by the school's Assistant Principal - Case Collaboration and Diverse Learning Coordinator. The role of this team was to meet with all teachers to develop strategies and, when necessary, intervention plans to support the ongoing learning of both staff and students. Intervention plans were developed for students with identified needs using the Catholic Schools NSW Planning Tool. The team met regularly with all teachers to discuss, plan and action Personalised Plans (PPs) and strategies to assist academic, social and emotional needs of students. All staff have completed the NCCD modules. The NCCD modules enabled staff and school leadership to better understand the needs of students with disabilities and how they can be best supported at school.

Gifted Education

Gifted Education has continued to be included as a learning focus at St Therese this year. Teachers have continued to use a variety of procedures and tools to identify gifted students. Data collected from both the identification process and teacher differentiation continues to be gathered and tracked using Compass and the Student Data spreadsheet. The implementation of a variety of differentiation techniques has continued to support student needs throughout the year. Other opportunities included lunchtime Chess, STEM, Robotics and Problem Solving. However due to COVID-19 significant changes and restrictions were placed on the school community.

Special Education needs

PPs and the Catholic Schools NSW (CSNSW) planning tool are utilised to support the educational requirements of students who have additional learning needs. The PPs identify strategies and suggestions from specialist reports, as well as psychometric assessments. They are evaluated and updated each term.

with parent meetings conducted in Terms 1 and 3. Teachers regularly liaise with speech therapists, vision support organisations, occupational therapists, itinerant support teachers, medical practitioners, counsellors, educational psychologists, and support personnel from the CEDoW in order to best fulfil the requirements of all students.

Expanding Learning Opportunities

Due to COVID-19, not all classes were able to attend an excursion this year. Year 6 attended the overnight leadership camp at 'Fitzroy Falls' in Term 1 and Year 5 attended Taronga Zoo Overnight 'ZooSnooze' Experience.

Competitions

Due to COVID-19, a number of competitions in which St Therese normally participates, such as Diocesan Christmas Art competition, Diocesan Public Speaking Competition, International Competitions and Assessment for Schools (ICAS) testing, were unfortunately unable to go ahead. A number of in-school competitions were offered so that students did not miss out on participating in other events.

Coding and Robotics continued to develop in many classes this year, with different grades accessing and using different types of technology during class and at lunchtimes. Once again, interschool competitions were cancelled due to COVID-19.

Sport

During 2021 sport was heavily interrupted for the students at St Therese, with most Diocesan trials and Gala Days cancelled due to COVID-19. Students were able to participate in their own swimming, cross country and athletics carnivals held during Semester 1 as well as compete in the diocesan swimming carnival and Netball Gala Day.

Quite a number of students, who meet the specific criteria, were able to participate in the Diocesan cricket, basketball, hockey and tennis trials, before trials for other sports were cancelled.

Band/Choir

Although opportunities for performing were limited due to COVID-19 this year, opportunities during Semester 1 were provided for students to join either the band, if they already play an instrument, or the school choir.

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

NAPLAN is implemented for students in Years 3 and 5 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.

NAPLAN is seen as an important part of an overall assessment program at St Therese. The school aim is to extend the student's level of achievement well past the minimum standards. NAPLAN data has been used to identify key areas of student performance strengths and weaknesses.

NAPLAN resumed this year after not occurring in 2020 due to COVID-19. In 2021, 111 students across Years 3 and 5 completed the NAPLAN assessments. This year's data highlighted that:

- the Year 3 writing mean score was above the national, state and diocesan mean score
- Year 3 reading, spelling, and grammar and punctuation scores were above the national and state average
- Year 5 mean scores for reading, writing, spelling, grammar and punctuation, and numeracy were above the national, state and diocesan mean scores.

St Therese also had students who achieved in the top two bands across the different disciplines. This data is presented below:

- Year 3 had seven students who scored in the top two bands in reading and spelling
- Year 3 also had six students in the top two bands in grammar and punctuation
- Year 5 had seven students who scored in the top two bands in grammar and punctuation
- Year 5 also had four students in the top two bands in reading and spelling.

The School Leadership Team, and all staff members, will continue to analyse NAPLAN data and reflect on areas of strength and improvement.

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.

NAPLAN 2021: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	4	38	58	7	36	58
	National	10	33	55	12	47	40
Writing	School	0	27	73	7	59	34
	National	6	40	53	17	61	20
Spelling	School	4	48	48	2	42	56
	National	13	36	50	15	47	38
Grammar & Punctuation	School	4	26	70	7	49	44
	National	11	34	54	16	49	35
Numeracy	School	10	59	31	7	51	42
	National	13	49	37	15	55	30

National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100% as the students who did not complete NAPLAN are not allocated a Band.

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 or 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 or Band 4 in Year 5) are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

NAPLAN 2021: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100	100
	National	96	95
Writing	School	96	98
	National	97	94
Spelling	School	96	100
	National	93	94
Grammar & Punctuation	School	96	100
	National	95	94
Numeracy	School	94	97
	National	96	95

Parent, Student and Staff Satisfaction

This year, communication and feedback from parents, staff and students was gathered in preparation for the Diocesan Cyclic Review process which was to be held in August. Due to COVID-19, the review was postponed till October and then held over to 2022.

Feedback from parents for the review, and anecdotally, demonstrate that they are generally very happy with the education of their children. The extended period of remote learning provided many challenges for teachers and parents but the level of communication regarding student learning, as well as wellbeing checks, was very much appreciated. Students have returned to school with a great sense of positivity, eager to have the social contacts with their peers reinstated but also to establish their normal routines in a safe, learning environment.

Teachers were once again plunged into providing learning experiences online, this time for a much more extended period of time. Added to this was staff limited access onsite which affected levels of collaboration and collegiality. Once again, all staff are to be acknowledged for the professionalism they displayed and the lengths they were prepared to go to, to ensure student learning continued primarily in the areas of Religious Education, English and Mathematics.

The delays with the building project have proved frustrating for all concerned but students have embraced the changed learning environment. In saying that, students are also very keen to discuss the changes they see developing around them which generates a sense of excitement in anticipation of moving into the new learning spaces during Term 1, 2022.



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