

Annual School Report

2015



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

St Therese Catholic Primary School, West Wollongong is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) 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 CEDoW. This Report has been approved by CEDoW to ensure compliance with all the BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the parent body and be available on the school's website by 30 June 2016.

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

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Parish Priest: Fr David O'Brien

Principal: Stephen Thorne (Acting)
Date: 12 December, 2015

Vision Statement

A dynamic Catholic community, educating and empowering learners for life's journey.

Message from Key School Bodies

Principal's Message

This Annual Report provides an opportunity for the community to reflect on and celebrate the significant achievements that have occurred this year.

The Principal for the past 5 years retired at the end of May this year. While this was a significant event, it hasn't impacted on the key focus of the school, which is the learning of the students in our care. Consolidation of teaching programs in the NSW Board of Studies Teaching and Educational Standards (BOSTES) syllabus documents, for the areas of Mathematics and English, have been a focus, as has the introduction of the new Science syllabus. The School-wide Positive Behaviours for Learning (SPB4L) initiative has been fully implemented this year in all playground areas with very good results. Data has identified problem areas which have been addressed through some changes to the length of play times and the opening up of more areas and activities for the students to be engaged in.

This year has seen an increase in enrolments across all Grades with many of the new students coming from different countries. These students have been very warmly welcomed by the entire school community and raises our profile as being a very successful multicultural community. Our indigenous students and the Aboriginal heritage of the school were acknowledged through National Aborigines and Islanders Day Observance Committee (NAIDOC) Week celebrations involving the unveiling of an Indigenous mural into which every student had some input.

I would like to take this opportunity to thank all those who have helped to make St Therese the wonderful school that it is today. We have a very supportive Parish Priest who is always ready to offer assistance and guidance when necessary. We have a hard working and dedicated staff who have embraced many changes this year and are willing to go that little bit further for the learning to become more meaningful. The generous Parents and Friends' Association (P&F) continue to organise events that not only raise money, but create fun and build ownership of the school. Finally the general community who support the initiatives of the school creating strong links which ultimately benefit the students.

Parent Involvement

2015 has been a very busy year for the Parents and Friends Association (P&F) at St Therese. New families were welcomed with a BBQ at the beginning of the year and then attention changed to focus on the Family Fun Day. This proved to be another amazing event, led by a small organising committee but with the support of many families as the day approached. Once again, this day proved to be more than just some fun for the children. It has become a community building event where people from many different backgrounds come together in the best interests of the students and the school.

Other P&F events this year have included a Mother's and Father's Day stall for the students to purchase gifts as well as a parent Trivia Night that was an opportunity for parents to get together,

have some fun and relax. Working bees, canteen, in-class support, open days, liturgies, assemblies, sports carnivals and gala days are all ways parents are encouraged to become involved in their child's learning. The class parent initiative has also been successfully carried on throughout the year, keeping parents informed and providing an opportunity for parent get-togethers outside of school.

This year the P&F have donated \$15 000 towards reading books for classrooms, large containers purchased to house readily accessible playground equipment, and paid for the construction of an outdoor learning area on the big bank. Discussions are well under way for other playground improvements that can be achieved during 2016. A committee have also been instrumental in improving the operation of the canteen and revamping the menu on offer.

Parents and Friends Association, President

Student Leadership

At St Therese we have 8 wonderful Student Council members, 2 House Captains and 2 Vice Captains for each of the 4 houses. We have had a great end to our primary school lives. The teachers and staff of St Therese have prepared us well for high school. They have given us many fun ways to learn and along with helpful curriculum activities, they have given us lots of leadership opportunities such as liturgical ceremonies at other schools, giving out awards on Friday assemblies and organising morning prayers on Tuesdays and Thursdays. We help organise fundraisers and mufti days to raise money for good causes. We represent our school in front of other schools and learn about less fortunate people in our world. This year we have learnt about the people in Madagascar who are suffering from contaminated water and how we can help by donating to Caritas. It has been a great experience being a part of the Student Council which will help us in high school. We could not have asked for a better way to end primary school.

School Leaders

School Profile

School Context

St Therese 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 396. Its foundations were laid by the Sisters of the Good Samaritan back in 1939 who continued to run the school until 1972 when the school came under the banner of the Catholic Education Office, Wollongong. St Therese is a two-stream school offering a broad education. Literacy and Numeracy are very important skills for life and therefore receive considerable focus. However, creativity, fitness, problem-solving and getting along with others, are also crucial to the development of the whole person and are given high priority. As a Catholic School, our way of doing things is based on the teachings of Jesus Christ - loving God and loving our neighbour. We look to the life of St Therese who was a wonderful example of this in her short life.

Learning is based on the observed and assessed needs of each child and the variety of learning styles are taken into account when planning. Teachers work and plan collaboratively using technology to enhance learning and engage students in the process. Students are encouraged to be reflective in their learning, creating goals for themselves as they progress. In 2015 this process has been enhanced by the introduction of 1:1 iPads for Stage 3 students. Student safety and

pastoral care are very strong in the school, with students reporting a high level of comfort in the safety and care provided.

Student Enrolments as at August 2015 Census

2015 enrolments	
Boys	196
Girls	197
Total	393
Indigenous	8
LBOTE	55

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 2015.

Student Attendance

2015 Attendance	Male	Female
Kinder	94.3%	94.4%
Year 1	93.9%	92.3%
Year 2	93.0%	94.8%
Year 3	93.5%	95.0%
Year 4	94.9%	95.3%
Year 5	94.8%	94.7%
Year 6	93.2%	93.2%
Whole school	94.0%	94.3%

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, monitor part or whole day absences.

Non-attendance is not a large problem at St Therese, however late arrival can be an issue with some families. 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 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 is kept in individual student files. 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 Learning Meetings if it is felt that absences are having an impact on the student’s learning. Full day and partial absences are recorded on the student’s reports for both Semester 1 and Semester 2.

Application for exemption may occur using the Attendance Policy of the Catholic Education Office. Where leave is for more than 10 school days, expectations for learning during the leave are recorded on the Exemption Certificate.

Staffing Profile

There are a total of 24 teachers and 7 support staff at St Therese Catholic Primary School. This number includes 10 full-time, 14 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2015 was 96.6%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 91.9%. There were 3 permanent staff members who retired throughout the year.

Professional Learning

During 2015 St Therese personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities. These included:

- A. St Therese whole school development days involving 32 staff.
These days focused on:
 - CEO and School Policies and Procedures;
 - Staff Spirituality and Formation;
 - Australian Curriculum (History and Geography);

- B. Other professional learning activities provided at school level including CEO run courses:
- School-wide Positive Behaviours for Learning (SPB4L) (5 staff)
 - Learning Technologies (2 staff)
 - Learning for Leadership (1 teacher);
 - Technology - Using Google to engage students and create opportunities for collaboration (2 staff);
 - Formation in Faith and Religious Education including Masters of Religious Education and Masters of Theology (3 staff),
 - Igniting the Fire (4 staff),
 - Lamplighters & Shining Lights (Spirituality) – (6 staff);
 - Reading Recovery (Ongoing Professional Learning) – (1 staff);
 - The Successful 1:1 Primary iPad Classroom – (6 staff);
 - SPB4L - (6 staff);
 - Learning Technologies Network Meetings (2 staff);
 - Religious Literacy Assessment Marking – (1 staff);
 - Sentral Student Management System training – (2 staff);
 - Leading Primary Curriculum Implementation (History and Geography) – (1 staff);
 - Disability Standards for Education (Primary) – (32 staff);
 - Library Network Meetings – (1 staff);
 - First Aid Training - Cardiopulmonary Resuscitation (CPR) and Anaphylaxis - (32 staff);
 - Reading Recovery Support Teacher Day – (1 staff);
 - Assistant Principal, Middle Leader and Religious Education Coordinator Days – (4 staff);
 - Mathematical Association of New South Wales (MANSW) Working Mathematically in Goulburn– (2 staff)

The average expenditure by the school on professional learning per staff member was \$386.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$769.

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 Father David O'Brien in school celebrations, prayer, liturgies and decision-making. Each Grade takes a turn throughout the year to assist in the preparation and celebration of the Sunday evening Parish Mass. Year 5 and 6 students are involved in the Parish Youth Group, participating in reading at Masses and activities once each Term. 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. Staff attend the celebrations and serve the refreshments at the presentation of certificates in the Parish Hall.

St Therese Catholic Primary School hosted one of the Year 6 cluster celebrations of Eucharist with Bishop Peter Ingham. The Mass was celebrated at West Wollongong Parish Church on Thursday 30 July. Schools from the central and northern Illawarra area attended.

The students in Year 5 and 6 took part in the Diocesan Christmas Art competition in Term 3. Two Year 5 students received a highly commended award.

Social justice initiatives are integral to the call to serve others at St Therese. Fundraisers were held to support the work of St Vincent de Paul within the parish through the "Target 1000" items for Christmas Hampers for the needy, together with a cash donation of \$400. Support was given to the Vinnies Van during winter in the form of supplying non-perishable food items, winter clothing and toiletries. We continued support of the Gethsemane Community Christmas Card Project. Children from Kindergarten to Year 6 donated and wrote cards for people who are isolated. Altogether the children sent 800 Christmas Cards to people who would not receive any communication at this time of year. The work of Christian Blind Mission was supported by a donation of \$270 to provide glasses to needy children.

We have supported Catholic Missions with a donation of \$900 to the Madagascar Appeal during World Mission Month. We have worked hard to support Caritas Australia. Throughout Lent the collection for Project Compassion raised \$1000. St Therese responded to the needs of those affected by natural disasters with fundraising appeals that raised \$893 for The Nepal Earthquake Appeal.

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. All teaching staff from Kindergarten to Year 6 further developed pedagogical practices in storytelling. A number of 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. A significant addition to the delivery of Religion lessons has been the introduction of the Understanding Faith Online multimedia resource in Stages 2 and 3. Some staff members are working towards their Masters in Theology through the University of Newcastle to further develop their knowledge and qualifications in Religious Education.

Religious Literacy Assessment

The Religious Literacy Assessment framework of *Knowing, Working with, Applying and Valuing the Tradition* informs and shapes assessment in RE across K-6 with a focussed system collection of data in Year 4.

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2015. The school cohort in 2015 consisted of 56 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2015 and 60 completed the Extended Task (Part B). The Extended Task was 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 in Part A showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- identification of the key symbols, signs and rituals of the Catholic Tradition.
- knowledge of the key events of the Ascension and Pentecost.

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

- demonstrate a basic understanding of the Sacrament of Penance.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A, 5.30% of students were placed in the developing level, 61.40% in the achieving level and 33.30% were in the extending level.

For Part B, 8.20% of students were placed in the developing level, 52.50% in the achieving level and 39.30% were in the extending level.

Combining Parts A and B, 14.00% of students were placed in the developing level, 47.40% in the achieving level and 38.60% were in the extending level for Religious Literacy.

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 2015

- **Key Area 2: Students and Their Learning**

- 2.2 Rights and Responsibilities

- Goal: Right relationships based on agreed Christian values among and between staff, students and parents.

- 2.3 Reporting Student Achievement

- Goal: Effective reporting of student achievement which results in student engagement with the learning process.

- 2.5 Pastoral Care

Goal: Students are supported by a network of pastoral care that reflects the school's mission and vision for learning. The consistent implementation of policies and procedures upholds the rights of individuals.

- **Key Area 3: Pedagogy**

- 3.2 Provision for the Diverse Needs of Learners

- Goal: Students learn at their point of need through data driven, effective and differentiated learning experiences.

- 3.4 Planning, Programming and Evaluation

- Goal: Programs of work based on individual needs of students, planned collaboratively to provide a rigorous program, with high expectations and appropriate support.

- 3.5 Assessment

- Goal: Whole school shared understanding of the purpose of assessment of, as and for learning. Assessment strategies which result in appropriate planning for individual needs.

- **Key Area 4: Human Resources, Leadership and Management**

- 4.2 Professional Development of Staff

- Goal: Well planned and effective professional development initiatives which result in engaging, student-centred learning.

School Review and Improvement components to be reviewed and rated in 2016:

- **Key Area 1: Catholic Life and Religious Education**

- 1.2 Religious Education

- Goal: The school will be working towards the embedding of rich assessment tasks and sound pedagogy in Religious Education programs. Staff will be supported to have a clear understanding of the curriculum and plan for need through differentiation.

- **Key Area 3: Pedagogy**

- 3.6 School Climate, Learning Environment and Relationships

- Goal: The community will reflect upon the spirit of collegiality, shared goals and responsibility for achievements, success and sustained improvement in teaching and learning. We will work to implement the contemporary vision for learning, articulated in the school Vision and Mission Statements.

- **Key Area 4: Human Resources Leadership and Management**

- 4.3 An Ethical Workplace Culture

- Goal: The workplace will be characterised by a hard-working culture of respect and collegial support for each person as we work together equitably for the good of all students.

- **Key Area 5: Resources, Finance and Facilities**

- 5.3 Environmental Stewardship

- Goal: A greater awareness of the importance and implications of environmental stewardship will be achieved through an integrated approach to teaching and learning about it.

- **Key Area 6: Parents, Partnerships, Consultation and Communication**

- 6.1 Parent Involvement

- Goal: A welcoming school community where parents are valued and encouraged to be an active participant in their child’s learning with open, honest two-way communication.

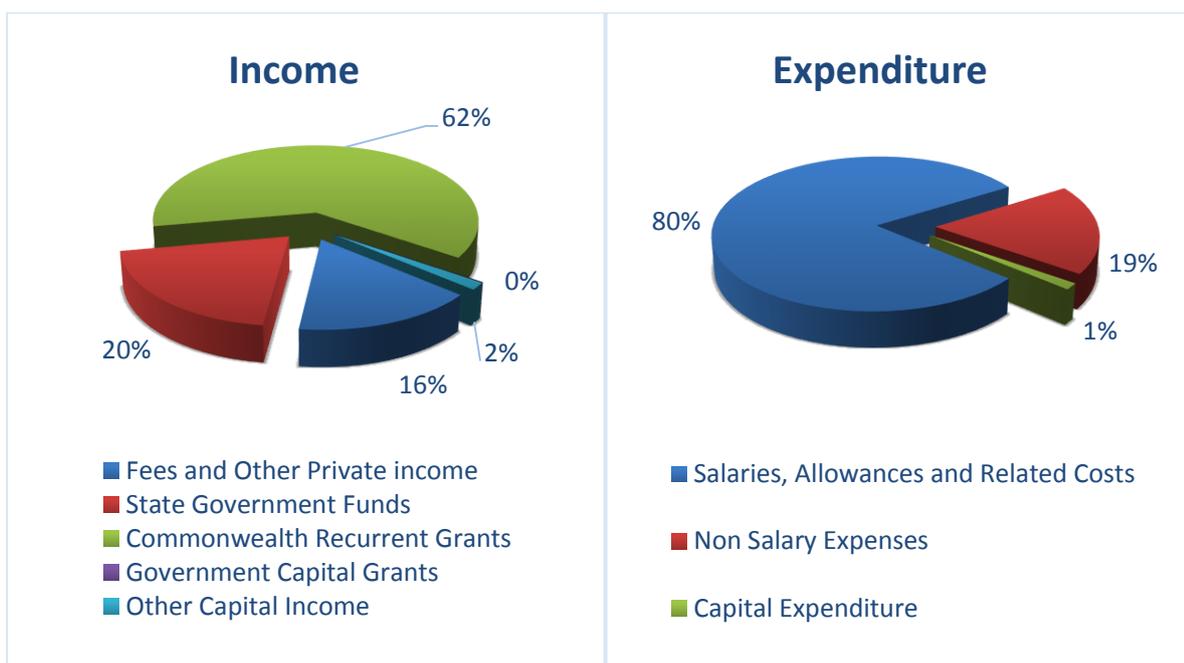
Financial Summary

Following a Fire Audit carried out in 2014, a number of windows and doors needed to be modified to comply with current standards. These alterations came to a cost of \$7500. Renovations in the administration building to relocate 2 of the main offices to create a more efficient working space cost \$11 000. Installation of the digital sign was shared between the school and parish at a cost of \$13 000. Major maintenance costs were to replace a large window at the front of the school, \$3000, and repair and replacement of shade cloths. \$8 000.

ICT resources again have proved costly to maintain with new iPads and laptops totalling \$17 000. The school P&F contributed \$15 000 to purchase new reading texts for Kindergarten to Year 6. In addition to this, they spent \$6 000 towards an outdoor learning area.

This year we applied for and received a grant from the Federal Government to erect a new 3m flagpole and commemorative plaque marking the 100th anniversary of the ANZACS.

The following graphs reflect the aggregated income and expenditure for St Therese Catholic Primary School, West Wollongong for the year ended 31 December 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education and Training.



Student Welfare

Student welfare at St Therese is based on respect for oneself and others. We look 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 staff. In 2015, the Student Code of Conduct was continued to reinforce expectations of fair and respectful behaviour towards others. At the beginning of each Term, the code and its implications are reviewed in every classroom.

School-wide Positive Behaviours for Learning (SPB4L) has become embedded in all that we do in areas other than the classroom. The 3 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 each of the non-classroom areas of the school. In 2016, SPB4L will be extended to include classroom areas as well as all other aspects of the school. Classroom rules will be aligned to the school rules and students will regularly be reminded of what is expected of them at St Therese.

Personal Development continues to be a major focus at St Therese. Along with the usual units of work in this area, students in Years 3 - 6 participated in a Mindfulness program run through CatholicCare. This program aims to make students more aware of their feelings and the feelings of those around them. It is hoped that this program can be extended to Kinder to Year 3 in 2016.

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. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese 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 2015.

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

Curriculum and Pedagogy

The NSW Board of Studies, Teaching and Educational Standards (BOSTES) Curriculums, as well as the Wollongong Diocese Religious Education Curriculum underpins the development of all teaching programs at St Therese Catholic School. Teachers use the NSW BOSTES 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 now in their second year of using the English and Maths Curriculums and Science was introduced this year. Further training has been offered for the implementation of History and Geography in 2016. Stage 3 teachers have had extensive support to be able to implement the 1:1 iPad strategy this year. Both teachers and students have had a very steep learning curve to maximise the potential of the learning device. Through sharing and collaboration, other teachers are also gaining skills and strategies to use in their own classrooms with their own iPad and large screen television.

Assessment for, of and as learning are ongoing experiences for teachers and students and are all based on the BOSTES 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.

Cross Curriculum

Literacy strategies

In 2015, St Therese Catholic Primary School continued to strive to promote good Literacy skills for the students and cater for their individual needs. Beginning in Kindergarten, teachers undertook the Kindergarten Best Start - Index for Learning. The assessment for each student on entry into Kindergarten, mid-year and end of the year, has enabled learning to take place at the student's' instructional level and assisted teachers to develop achievable targets for specific students. The monitoring and tracking of students was continued, using the clusters of the Literacy Continuum.

As well, by becoming more familiar with using the Literacy Continuum, all teachers were able to cater for a diverse range of abilities and ensure all students and their learning needs were being better addressed.

The shared understanding of Literacy across the school has been enhanced and supported by Professional Development opportunities for teachers such as Australian Curriculum development, Literacy and Library Planning Days and school based teacher support. NAPLAN Smart Data had been used to identify key areas of student performance strengths and weaknesses. All teachers were able to access and use NAPLAN results to help improve Literacy across the school.

In Terms 3 and 4, the P&F have also given a substantial amount of money to be used for the purchase of quality guided reading and critical reading resources to promote better reading and comprehension across the stages.

St Therese Catholic Primary School has had a Reading Recovery Teacher in 2015 employed as 0.6 FTE (Full Time Equivalent). Ten students have benefitted from access to this program. Together

with the Reading Recovery Support teacher and teachers from Kindergarten to Year 3, there has been continued planning, monitoring and support both for the students currently on the program and for those who have completed the program over the past few years.

Numeracy Strategies

In 2015, the school priorities have focused on quality practice in Maths, with particular focus on Numeracy Continuum and Learning Plans, the implementation of iPads 1:1 in Year 5 and 6, developing Scope and Sequences, Units of Work in English, Mathematics and Science using the Australian Curriculum and the embedded use of Google and Sentral with staff.

In May, 2015 all Year 3 and Year 5 students participated in the National Assessment Program Literacy and Numeracy (NAPLAN). At St Therese, we aim to extend the students' achievement past the minimum standards. The results provide valuable information about Literacy and Numeracy skills that need to be targeted. We believe students' needs are best served when they are addressed within their programs of study and all teachers and Learning Support staff are able to use the NAPLAN results to support teaching and learning. NAPLAN Smart Data has been used to identify key areas of student performance strengths and weaknesses. There have been noticeable improvements in the Year 3 and Year 5 Numeracy results.

Professional Development has been provided for staff to be trained in the Implementation of the Australian Curriculum. Through Mathematics modules involving Scope and Sequence, Assessment, Programming, Units of Work and Differentiation, Numeracy Continuums and Learning Plans, teachers have worked collaboratively to address the Australian Curriculum for implementation this year. All K-6 teachers have continued to track and monitor all students throughout the year. Ongoing data has been collected in Week 5 and Week 10 each Term for analysis. Using this data staff has developed Individual Numeracy Intervention Plans to target specific individual needs. The students have benefitted from Information Technology equipment such as iPads and Mac Mini's using a TV screen. Students also were engaged in problem solving, working in teams in hands on workshops with the "World of Maths Roadshow." The subscribed online programs Studyladder, Sqwirk, Maths Mentality and Rainforest Maths have also support the students' passion for learning.

At St Therese Catholic Primary School we had 65 students participate in the International Competitions and Assessments for Schools (ICAS) University Exams for Mathematics. Two students were awarded Distinctions and seventeen students awarded Credits.

Indigenous

Indigenous perspectives are incorporated into student learning across all Grades from Kinder to Year 6. NAIDOC Week was marked this year with a special day of activities focusing on Aboriginal artefacts, storytelling and painting. The school mural, which every child had some input into, was officially unveiled along with the welcome sign 'Yulunga' featuring the handprints of all of the schools indigenous students.

Meeting the needs of all students

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 Sentral. The implementation of a variety of differentiation techniques and some acceleration techniques has continued to support student needs throughout the year.

Special Education needs

Personalised Plans (PPs) and the Catholic Education Commission (CEC) 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 2 and 4. Teachers regularly liaise with speech therapists, vision support organisations, occupational therapists, itinerant support teachers, medical practitioners, counsellors, educational psychologists and support personnel from the CEO in order to best fulfil the requirements of all students. Each week teachers meet with the Managing Student Pastoral and Educational Concerns (MSPEC) team to discuss individual student needs.

All staff members completed Lessons 4, 5, 6, 7 and 8 of the Disability Standards for Education Course this year.

Expanding Learning Opportunities

Competitions

St Therese once again competed in the Catholic Development Fund (CDF) sponsored Diocesan Public Speaking Competition having representatives from both Years 5 and 6. With very strong and confident competition, we finished second in the Year 6 age group.

One hundred and eighty-eight students from Year 2 to Year 6 participated in the ICAS in the areas of Mathematics, English, Computer Skills, Spelling, Writing and Science. A number of Credits and Distinctions were awarded to the students within each of the competitions. A number Christmas Art competitions were entered, some of whom took out awards at various levels. This year students from Year 5 entered the NAIDOC Week short story competition with one student selected to receive a NAIDOC Week medallion, one of only 25 awarded in NSW.

Sport

2015 has been an exceptional year for Sport for the students at St Therese with record participation in many of the sports offered. Throughout the year we held the Competitive Swimming Carnival, Cross Country Carnival, Athletics Carnival and a Novelty Swimming Carnival at Port Kembla. Many students went on to represent St Therese at the Diocesan Carnivals with great success. Some of the students represented the Diocese of Wollongong and ultimately MacKillop with distinction.

Throughout the year, St Therese participated in many of the Diocesan Gala Days, including the Wishart/ McGregor Shields, All Schools Rugby League Carnival, Dragon Tag and the Paul Kelly Cup. This year, for the first time we participated in the Diocesan Rugby Union Knockout with great success, winning the knockout and competing at the State Titles in Sydney. Hotshots tennis has continued its close association with students from St Therese where a coach is on hand to provide tips and encouragement every Friday during lunchtime.

Students who meet the criteria are encouraged to participate in the Diocesan trials for a wide range of sports. As a result of their participation, we have had many students selected in Diocesan teams travelling to many locations around NSW to compete. At the Annual Diocesan Sports Awards, St Therese was well represented with eight students receiving recognition of their

achievements, receiving either a Primary Medallion or a Primary Red. One student received The John Gamble Trophy for the Most Outstanding Male in Primary Sport.

Band/Choir

A specialist music teacher has provided opportunities for students to join either the band, if they already play an instrument, or the choir. Opportunities were made available for the students to perform on a number of occasions including the Northern Illawarra Catholic Schools Showcase of Talent and in the Wollongong Mall to entertain Christmas shoppers.

Excursions

Every Grade this year have had the opportunity to attend an excursion outside the normal school environment. These ranged from walking excursions into Wollongong through to day trips to Sydney, Nowra or even Mogo. Year 6 had the opportunity to attend a 2 day trip to Canberra to learn about the Nation's capital first hand.

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.

The National Assessment Program Literacy and Numeracy (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 Smart Data has been used to identify key areas of student performance strengths and weaknesses.

In 2015, Year 5 generally showed very strong growth, from their Year 3 results, across all areas. The trend data was all very positive with very strong improvement in Writing and Mathematics Data and Measurement. St Therese finished well above the State average in all 6 areas of assessment. The Year 3 data was mixed with trend data in three areas improving whilst in the remaining three areas there was some decline. We were below State average in Spelling, about on par in Reading and Writing, but well above in Grammar/Punctuation, Data/Masurement and Number. 100% of students in Year 3 gained the National Minimum Standards (NMS) in Writing and Numeracy while in Year 5 this occurred in Reading, Writing, Grammar and Punctuation and Numeracy.

Student Achievement in Bands

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

NAPLAN 2015: % 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	3%	53%	43%	6%	36%	58%
	National	13%	39%	48%	20%	47%	33%
Writing	School	0%	40%	60%	0%	68%	32%
	National	9%	44%	47%	19%	62%	19%
Spelling	School	15%	40%	45%	8%	54%	38%
	National	16%	43%	41%	17%	50%	33%
Grammar & Punctuation	School	5%	30%	65%	8%	46%	46%
	National	13%	35%	52%	18%	46%	36%
Numeracy	School	3%	55%	42%	6%	68%	26%
	National	17%	49%	34%	18%	55%	28%

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) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2015: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	98%	100%
	National	95%	93%
Writing	School	100%	100%
	National	96%	92%
Spelling	School	98%	100%
	National	93%	93%
Grammar & Punctuation	School	98%	94%
	National	95%	93%
Numeracy	School	100%	100%
	National	94%	95%

Parent, Student and Staff Satisfaction

Parents, Year 6 students and staff were all given the opportunity to complete a paper copy of the Satisfaction Survey. Overall, 86 parents, 48 students and 14 staff took up the offer. Overall, a vast majority of respondents were happy with the way the school is running.

Parents

98.8% of parents agreed that St Therese Catholic School developed good knowledge and understanding of the Catholic tradition and that there were various opportunities for parents to become involved at the school. Parents also strongly agreed that the school provides a safe and supportive environment and that information about activities and events is effectively communicated. 12% of parents would like to see better information regarding their child's academic progress and 10% felt there could be a wider range of co-curricular activities offered.

Students

100% of students indicated that they knew their rights and responsibilities while 95.8% felt they gained a good understanding of their faith and that their teacher encouraged them to do their best. 91% of students were proud of their school and felt that if they had a problem they know they could get help. 12.5% of students felt that they would like more opportunities in sporting and other activities.

Staff

100% of staff felt that the school provided a safe and supportive environment and that the students knew their rights and responsibilities. 92.8% of staff thought the school developed knowledge and understanding of the Catholic faith. They also felt that students were supported to meet their individual needs and enough information was provided to parents regarding student progress.



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