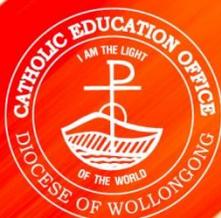


Annual School Report

2013



About This Report

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

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

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

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

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the Board of Studies NSW, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2014.

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

St Therese Catholic Primary School

1 Princes Highway,

West Wollongong NSW 2500

Ph: (02) 4229 1818

Fax: (02) 4226 5317

Email: info@stwwdow.catholic.edu.au

Website: www.stwwdow.catholic.edu.au

Parish Priest: Fr David O'Brien

Principal: Mrs Brenda Wilson

Date: 13 December 2013

Vision Statement

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

Principal's Message

2013 has been a year in which we have provided an increasing range of opportunities for parents to be involved in the life of the school and their children's learning. In May, during Catholic Schools Week, parents were invited to attend the school during any day to participate in the learning that was taking place. In August, a Technology Day was organised to allow parents to, once again, visit classrooms to observe and participate in lessons involving new technology that had been provided largely through parents fundraising. The Technology Day was preceded by a Fathers' Day breakfast to acknowledge fathers and to encourage them to be at the school and involved in their children's learning. Parents are very involved in the life of the school, providing assistance to students and teachers in many ways.

The emphasis this year has been on greater involvement of students in their own learning process. They have been given the opportunity to reflect regularly on how they learn best and they have been included in the discussion about their learning during mid-year interviews with teachers and parents. Teachers have been focussed on planning for individual needs. Especially successful was a project in Stage 1 that centred on planning using data and co-teaching strategies. These strategies will spread to Stages 2 & 3 in 2014.

Through the provision of new technology, teachers and students have been learning using new resources and have been sharing their work with others. The technology has opened up a wide range of possibilities for teachers, who have embraced it with enthusiasm.

2013 has been a very successful year in the aspects of school spirit, parent involvement, student learning and improvement of facilities.

Parent Involvement

This year the Parents and Friends Association (P&F) experienced an increased level of support in all areas, which was reflected in the funds raised over 2013. We had a wonderful Welcome BBQ, showing the true community spirit at St Therese and atmosphere that set the pace for the rest of the year.

Our Working Bees this year experienced an enormous amount of support by parents with some key busy bees supporting at every one. Our children are ingrained with the community spirit, understanding and how working together benefits all.

The “Happy Little Veggie Patch” initiative is up running, showing our children how important it is to consume healthy food with a holistic approach to life.

The P&F have been very thankful for the support of all parents and friends who have given up time from their busy week, to volunteer in the Canteen in support of our children and their parents.

Our fund raising activities this year brought excitement to all. It was a pleasure for parents to see the wonderful spirit from their children at the Family Fun Day. The P&F on the day were so enthused with the success as well as how many parents stayed to help and clean up.

We had our first Ball and Golf Day! With so much positive feedback the P&F will be supporting them again next year. Mother’s Day and Father’s Day stalls were very successful. For the children we had the movie night and discos. The P&F are very thankful for the key people who continuously volunteer, making these social events and fundraisers fun and successful. Our fundraisers have raised just over \$35 000 for the P&F which all goes to support our children.

I would like to take this opportunity to thank the ongoing commitment of all parents and friends as well as P & F Committee – we all look forward to 2014, with enthusiasm, so we can further support our children and community at St Therese.

Parents and Friends Association, President

Student Leadership

Throughout our years at Saint Therese Catholic Primary school we have had an amazing journey, being a part of many events and having lots of fun. We are taught to strive to be, and do, the best we can. “Love can do all things” is our school motto that we are taught to live and abide by our motto at our school, St Therese.

In our time, St Therese has changed for the better and in a safe way. We have added new things like Smartboards, playground improvements, smart TVs, iPads, refurbished the hall and had a new administration block built. We have had the opportunity to attend many exciting and fantastic gala days such as Cricket, Football, Soccer, Netball and Australian Rules. We also participate in electives where we get to know and work with students in other Grades. During this time, we get to choose from Italian, String art, Production (drama) and lots more fun activities. Every Grade from Kindergarten to Year 6 has the opportunity to be a part of an elective.

At St Therese our main priority is education. Every student deserves a terrific education and at St Therese you receive the very best. You learn new and interesting things and once you leave the school you have the confidence and resilience to begin a new chapter in your life. Our Year 6 students have all had the opportunity to be leaders in our school, with some

taking on the special roles of Student Council or Sports Captains. Being trusted to undertake these roles has taught us to become more responsible leaders.

We will never forget these experiences we have had at this wonderful school, St Therese. This school is full of fun, laughter and learning. St Therese has given us the knowledge and understanding for the future and we are all ready for high school.

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 400. St Therese is a mainstream school in which students of all levels of ability contribute to the culture and success of the school. Student needs are addressed through the knowledge of each individual and differentiation of learning activities planned by teachers and supported by School Support Officers (SSOs).

St Therese Catholic Primary School was established in 1939 by the pastor of the time, Father John Mulherin. He invited the Sisters of the Good Samaritan to administer and staff the school, which they did faithfully until 1973, when they were no longer in a position to provide staff. From that time, the school has been a part of the Diocese of Wollongong system of schools, supported by the Catholic Education Office. The strong connection between the school and the Parish remain to this day, with the school receiving support from the present Parish Priest, Fr David O'Brien and the Parishioners.

St Therese School is situated on the outskirts of the Central Business District of Wollongong, making it possible for the students to take advantage of many city-learning opportunities and to participate in city events. Students regularly visit the City Art Gallery, Library and Council Chambers, perform in the city mall and attend ANZAC Day and Remembrance Day services.

St Therese School aims to provide the learning environment to allow students to grow and develop into the best people they can be, with well-developed skills and knowledge to contribute positively to their world. This is done within the Catholic tradition.

Student Enrolments

2013 Enrolments	
Boys	213
Girls	185
Total	398
Indigenous	4
LBOTE	44

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.stwwdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2013.

Student Attendance

2013 Attendance	Male	Female
Kinder	86.3	86.7
Year 1	95.1	94.8
Year 2	96.3	94.8
Year 3	96.4	96.8
Year 4	94.8	95.7
Year 5	96.4	94.4
Year 6	95.2	96.7
Whole school	94.6	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, monitors part or whole day absences.

Parents have been informed of the updated 2012 Attendance requirements under the legislation, through parent meetings and information sheets.

Classroom teachers mark the class roll electronically each morning and this data is collated in the school office. Parents are required to provide the school with a written reason for non-attendance, late arrival and early departure. Class teachers follow up a pattern of non-attendance in the first instance and then by the principal who will meet with parents to reinforce the importance of school attendance. Evidence of unresolved poor attendance is included in the child’s file. Absences are reported to parents through Semester 1 and Semester 2 reports. Processes are in place for parents to apply for Exemption and these applications and Certificates of Exemption are filed at the school.

Staffing Profile

There are a total of 24 teachers and 8 support staff at St Therese Catholic Primary School. This number includes 12 full-time, 12 part-time teachers.

Teacher Standards

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

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

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2013 was 97.6%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 100%.

Professional Learning

During 2013, St Therese Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:

- A. St Therese Catholic Primary School whole school development days involving most staff. These days focused on:
- Staff Review of Catholic Education Office Policies and Procedures & Planning for 2013 – 29 January 2013 (20 staff);
 - Lane Clarke Workshops (x2)- 11 & 12 April 2013 (22 staff)
Inquiry method and differentiation using a variety of tools; and
 - Australian Curriculum Planning – 13 May 2013 (22 staff)
Catholic Education Office (CEO) facilitation – planning to implement English and Mathematics in 2014.
- B. Other professional learning activities provided at school level including CEO run courses:
- Stage 1 Project – collaborative planning using data & co-teaching (2 days and 2 half-days) – 6 staff;
 - First Aid Training – 5 staff;
 - Cardio-pulmonary Resuscitation (CPR) -25 staff; and
 - Spirituality Twilight Retreat (20 staff).

The average expenditure by the school on professional learning per staff member was \$395.

In addition, the Catholic Education Office provided professional learning opportunities with an additional average expenditure per staff Member of \$528.

Catholic Life & Religious Education

The Catholic life of St Therese is valued by all of the community. We maintain strong ties with the Parish through representation on the Parish Pastoral Council and through the involvement of our Parish Priest in school celebrations, prayer and decision-making. Year 5 and 6 students are involved in the Parish Youth Group, participating in reading at Masses and activities once a month. Links are made with Catholic Secondary School students who provide the music and choir at these Youth Masses.

The school takes an active part in the Parish Sacramental Programs, coordinating classes, providing group leaders, conducting Sacramental reflection days and organising the celebrations.

St Therese attended the Year 6 celebration of Eucharist with Bishop Peter Ingham. The Mass was celebrated at All Saints Catholic Church, hosted by Nazareth School Shellharbour on Wednesday 21 August with the schools from the southern Illawarra area.

Fundraisers were held to support the work of St Vincent de Paul within the Parish through our “Target 950” items for Christmas Hampers for the needy, together with a cash donation of

\$400 and the Rug up for Winter Appeal, which raised \$1 000. Support was given to the Vinnies Van during winter in the form of supplying non- perishable food items, winter clothing and toiletries. We continued our support of the St Vincent de Paul by taking part in the Gethsemane Community Christmas project. Children from Kindergarten to Year 6 each donated and wrote cards to people who are isolated. Altogether the children sent 1 608 Christmas Cards to people who would not receive any communication at this time of year.

We have supported Catholic Missions with a donation of \$900 to the “Special Someone Lunch Bag” Appeal during World Mission Month. We have worked hard to support Caritas Australia. Through Project Compassion we raised \$458. Staff members who attended “The Big Chill Out” organized by the Catholic Education Office were supported through sponsorship.

St Therese responded to the needs of those affected by natural disasters with fundraising appeals that raised \$900 each for the NSW Bushfire Emergency Appeal and The Red Cross Haiyan Typhoon Emergency Fund.

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 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.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2013. The school cohort in 2013 consisted of 51 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 26 August 2013 and 55 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 showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- ability to recognize qualities of saints who are models of love and service; and,
- knowledge of the key symbols, signs and rituals of the Catholic Tradition.

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:

- recall and sequence the parts of the Liturgy of the Eucharist; and,
- recall the events of Easter and the Resurrection.

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

For Part A, 16% of students were placed in the developing level, 72% in the achieving level and 12% were in the extending level.

For Part B, 9.10% of students were placed in the developing level, 56.40% in the achieving level and 34.50% were in the extending level.

Combining Parts A and B, 12.20% of students were placed in the developing level, 63.30% in the achieving level and 24.50% 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 2013:

During 2013 the major focus areas were on knowing students and planning differentiated activities based on data, review of the school Vision and Mission, continuing to develop the use of technology for learning and preparing for the implementation of the Australian Curriculum (English and Mathematics) in 2014.

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

- 1.1 Vision & Mission

- To rewrite the school Vision & Mission Statements

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

- 2.1 Educational Potential

- Students will be provided with educational opportunities based on their potential and will be involved in evaluating and negotiating their learning

- 2.4 Integration of Information and Communication Technology (ICT)

- Students use a wide range of technology tools for learning and teaching, in ways that maximise learning and make it relevant to the present and the future.

2.5 Pastoral Care

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**

3.4 Planning, Programming and Evaluation

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

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

School Review and Improvement components to be reviewed and rated in 2014:

In 2014 St Therese Catholic School will be focussing on the implementation of the Australian Curriculum. Therefore, several areas of School Improvement centre on planning for and assessment of learning. This will build on the work undertaken in 2013.

We also plan to further strengthen our community through participation in the Lamplighters and Shining Lights Programs, both aimed at deepening prayer and spirituality within the staff.

The school environment will also be improved through participation in the Positive School Wide Behaviours 4 Learning (SPB4L) initiative, whereby school policies and processes around behaviour management in and out of the classroom will be reviewed, fine tuned and consistently applied.

The following areas of SRI have been chosen to achieve these goals.

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

1.3: Catholic Life and Culture

A strong and vibrant spiritual life among staff and students based on the personal development of faith and the community aspects of prayer and worship.

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

2.2 Rights and Responsibilities

Right Relationships based on agreed Christian values among and between staff, students and parents

2.3 Reporting Student Achievement

Effective reporting of student achievement that results in student engagement with the learning process

2.5 Pastoral Care

A safe and supportive school environment based on SPB4L

- **Key Area 3: Pedagogy**

3.2: Provision for the Diverse Needs of Learners

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

3.4: Planning, Programming and Evaluation

Programs of work to implement the Australian Curriculum in English and Mathematics

3.5 Assessment

Assessment strategies that allow students to demonstrate extensive knowledge and skills

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

4.2 Professional development of staff

Well-planned and effective professional development initiatives that result in engaging, student-centred learning

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

5.3: Environmental Stewardship

To implement environmentally sustainable processes throughout the school

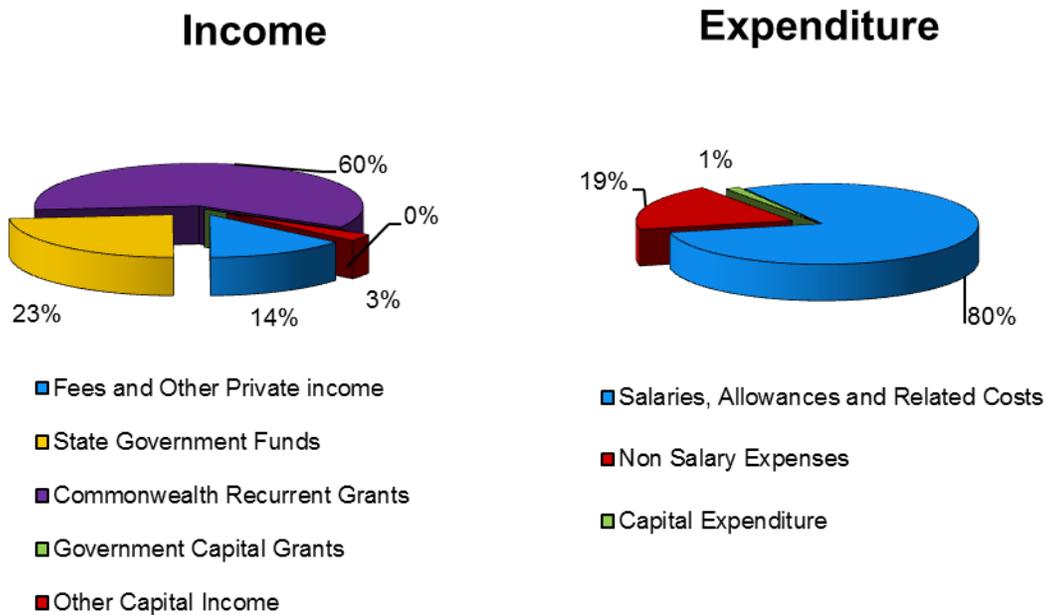
Financial Summary

During 2013 the school community has been the recipient of a grant of \$30 000 from the Parents and Friends Association, raised largely through their Family Fun Day and Masquerade Ball. This money was used to purchase 33 new iPads (\$15 279) for classroom use, as well as post padding for all posts in the school playground (\$2 086). \$6 000 was used to upgrade classroom reading libraries. Some P&F funds remain to be used to buy basketball rings for the playground.

A project started in 2012 and completed this year involved the installation of 14 smart screens to all but one classroom. The total cost of the project was \$49 798 which included cost of the screens, installation, free-to-air television access aerials and associated technology such as Apple TVs, Mac Minis, wireless keyboards & mice for each screen. P & F contributed \$25 000 in 2012, the Parish, through its School Enhancement and Debt Servicing Obligation (SEDSO) account (contributions from parents) contributed \$15 657 in 2013 for infrastructure and the school provided \$9 141 to complete the project.

The SEDSO account also paid for the removal of asbestos materials and its replacement in three classrooms and the playground during the year (\$5 827). This account also was used to pay for the installation of an operable door between two Kindergarten rooms to allow for flexible teaching methods. The cost of the door and installation totalled \$24 748.

The following graphs reflect the aggregated income and expenditure for St Therese Catholic Primary School, West Wollongong for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

Student welfare is the basis for effective learning. Students need to feel secure at school, with processes in place to ensure their safety and respect. The culture of St Therese School is such that students develop a strong sense of belonging and they reflect regularly on their rights and responsibilities.

Student welfare at St Therese is based on respect for oneself and others. We look to the example of Jesus and St Therese as models of pastoral care. Student rights and responsibilities are acknowledged and discussed, particularly 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 2013 the Student Code of Conduct was continued to reinforce expectations of fair and respectful behaviour towards

others. Parents are encouraged to read and discuss the Student Code of Conduct with their child. At the beginning of each Term a lesson is dedicated to review the code and its implications.

In addition to the Personal Development units of work, additional programs are undertaken by some Grades. During 2013 CatholicCare staff facilitated a program for Year 5 students called 'Being the Best I Can Be.' The School Counsellor revisited this program in Year 6 whilst several classes completed the course, 'Everyday Peacemakers'. We are fortunate to have the services of a CatholicCare counsellor in residence at the school on five days per month. This service is well respected for the results achieved and the support given to staff to create an emotionally healthy environment for our students. During the year the school counsellor worked with staff on topics such as Trauma in Lives and provided valuable professional development in strategies to use in the classroom and playground. The school participated in the National Day Against Bullying and Violence and Safer Internet Day. During Term One library lessons the Librarian focused on a unit of work called "Digital Citizenship."

The school has clear behaviour expectations based on safety and respect. All staff enunciates these regularly. Behaviour management procedures are reasonably consistent across the school. Students know who to go to and what to do should they encounter a problem in class or in the playground. Incidents are dealt with by class teachers in the first instance and then by the Assistant Principal or Principal. Parents are involved in discussions about unacceptable behaviour if the behaviour is of an ongoing nature. Parents and the school work together to ensure that the student is receiving the same message, expectations and support from both.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** and ***Safe Work Environment*** are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2013.

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

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

Learning and Teaching

Introduction

Learning and teaching at St Therese Catholic School is focused on catering for the needs of individual students. All members of the school community, including teachers, students and parents, are encouraged to see themselves as 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 (BOS) Curriculums as well as the Wollongong Diocesan Religious Education Curriculum underpin the development of all teaching programs at St Therese Catholic School. Teachers use the NSW BOS Primary Curriculum Foundation Statements when planning quality learning and teaching experiences and reporting student achievement.

Assessment for learning and assessment of learning are an ongoing experience for teachers and students that are based on the BOS syllabus outcomes. A wide range of assessment tools are used and student learning is closely monitored by teaching staff to allow students to demonstrate authentic learning. Year 4 students completed the Diocesan Religious Literacy Assessment from which all students received feedback. An analysis of the results guide future planning for Religious Education throughout the school. Students in Years 3 and 5 participated in the National Assessment Plan for Literacy and Numeracy (NAPLAN) testing in May and the results were issued to each student in October.

Kindergarten teachers implemented the Best Start Program this year, which assesses Numeracy and Literacy in the first few weeks of school with the results of that and future assessments recorded on a central database for tracking purposes.

Early Literacy Assessments (ELA) were completed in Early Stage 1 and Stage 1 classrooms while other Grades regularly assess students' reading and writing abilities through the provision of a range of tasks. Mathematical concepts are assessed through a variety of strategies including the administration of the Scheduled Early Numeracy Assessment (SENA) 1 and 2 in the Kindergarten to Year 4 classrooms as necessary. Stage 3 class teachers work collaboratively to assess the students' mathematical learning and plan appropriate learning experiences across the Stage to meet these needs.

The Diocese of Wollongong reporting format has continued to be used to report student achievement to parents using the common grade scale as mandated by the Federal Government. Written reports on the progress of students in Years 1 to 6 were prepared for parents in Term 2 and compulsory parent teacher interviews were also held along with Kindergarten classes. All students received written reports at the end of the school year, and the opportunity was provided for parent teacher interviews to take place if necessary.

Teachers integrate Key Learning Areas (KLAs) where appropriate according to syllabus outcomes. This is highlighted within teaching programs and is the result of collaboration between Grade partners.

At St Therese we appreciate the importance of learning technologies as an effective tool to support the learning and teaching process. This year has seen the installation of 60" Smart TVs into most classrooms together with a Mac Mini and Apple TV. This allows for easy access to the Internet and provides a format where work can be shared for all to see. Classes that don't have this set-up have the provision of Smartboard technology.

All classrooms have a number of desktop computers and laptops that are accessed by all classes on a roster basis. The library has its own pod of laptops to assist with student learning and skill development. Every Grade now has access to 6 iPads for small group classroom learning and iPods can be borrowed from the library to support students with specific learning needs.

Cross Curriculum

St Therese Catholic Primary School has had one Reading Recovery Teacher in 2013 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. 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. Teachers have also received training in accessing and using NAPLAN results to improve Literacy across the school.

In May 2013, 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 well past the Minimum Standards and thus the results provide valuable information about the 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 Numeracy results.

Professional Development was provided for Middle Leaders to be trained in the Implementation of the Australian Curriculum. Through Mathematics modules involving Scope and Sequence, Assessment, Programming, Units of Work and Differentiation, teachers have worked collaboratively to address the Australian Curriculum for implementation in 2014. The students have benefitted from information technology equipment such as iPads, Mac mini using a TV screen, purchased this year. The subscribed online programs Hot Maths,

StudyLadder, Sqwirk and Rainforest Maths have also supported the students' passion for learning.

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

All students at St Therese are encouraged to become more environmentally aware. Initiatives such as a rainforest and outdoor learning space have continued to be developed and well as the installation of Grade specific vegetable garden beds. Further work around recycling paper and composting has also been implemented.

Asian culture and perspectives are seen as an integral part of the curriculum and are highlighted across the curriculum. This is in keeping with the philosophy of the new Australian Curriculum to be introduced in 2014.

Meeting the needs of all students

The aim for learning at St Therese Catholic Primary School is to target learning and teaching activities at an appropriate level to meet the needs of individual students. Differentiation has been the topic of many Professional Development opportunities for teachers and will continue to be an integral part of all learning and teaching programs so that all students have the opportunity to experience success. During Terms 1 and 3 staff had the opportunity to meet with the Review Co-ordinator to discuss the progress of individual students and how best to meet specific needs within the classroom. Once again handover meetings were held at the end of the year so that important information regarding each student's learning could be passed on to the next teacher. Some students are also assisted with transition to the following class by making some regular visits to the new class and spending time there before the end of the year. School Support Officers (SSOs) assist students across all Grades under the direction of class teachers.

This year a process of identifying giftedness has been continued from Year 2 through to Year 6. All students in these Grades completed an initial AGAT (A General Ability Test) standardised assessment and those achieving very high scores were administered an individual Slosson assessment with a support teacher. Students identified on the Slosson assessment as being gifted will have curriculum adjustments made to support their learning level and to challenge them further. All staff members have participated in Professional Development to assist in identification of giftedness and strategies of how best to cater for and nurture these students in their learning. Further work has been done with teachers to develop skills and strategies to cater for all students' learning needs and to extend those students who are capable of working beyond their current stage. A number of students from Stages 2 and 3 participated in Strengthening Potential Through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) program, an initiative of the Wollongong Catholic Education

Office, to provide an online project for students operating at the high end of the learning continuum.

During 2013, St Therese received Government Funding to support 9 students identified with specific learning needs. Three students were further supported by the Catholic Education Office to meet their more complex learning needs. For each of these students, Individual Plans (IPs) have been developed that clearly identify learning experiences that are differentiated to meet their diverse needs. The Review Coordinator regularly communicates with each class teacher to support them in developing programs or to access external intervention strategies. Teachers of students who qualify for Students With Disabilities (SWD) funding formally meet twice a year with parents and the Review Coordinator to discuss the student's learning needs and together they review and adjust the student's IP.

Expanding Learning Opportunities

Students were provided with many opportunities to engage in learning beyond those offered in the normal classroom curriculum. Students in Years 3 to 6 were given the opportunity to participate in the University of NSW Mathematics, English, Spelling, Writing, Computer Skills and Science competitions. Year 2 was also invited to participate in the English and Mathematics competitions for the first time.

Many students represented St Therese in the 3 major sporting carnivals of swimming, cross-country and athletics with some progressing through the Diocesan Carnival to MacKillop and even Primary School Sports Association (PSSA) State carnivals. Students from Stage 3 had the opportunity to nominate and possibly participate in 15 sports representing the Diocese at MacKillop level. These sports also provide the opportunity to progress through to State and National levels. In addition, students in Stages 2 and 3 participate in a number of Gala Days and visiting sports clinics that are based on participation and involvement rather than targeting more elite athletes. A close association has been made with Hot Shots Tennis this year that has provided a lot of equipment and coaching support in the school. Physical Education (PE) is promoted and taught by a specialist teacher.

A specialist teacher who also provides opportunities for choir and a school band teaches music across all Grades. Students in Stage 3 participated in a school based public speaking competition with winners progressing to regional and Diocesan levels. The Student Council organised and ran a non-competitive talent show during Term 4 allowing students from Kindergarten to Year 6 to display their creative skills as part of a group or individually. Masses, liturgies and assemblies provide opportunities for all students to develop skills and confidence in front of the whole school.

Every Grade 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, Mogo and an overnight experience for Year 6 in Canberra. Incursions and guest speakers have also brought a new dimension to student learning in the areas of Science and

Music. Electives were held during Terms 2 and 3 enabling students from Kinder to Year 6 to choose activities they would like to pursue over a four week period.

Student Achievement

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

NAPLAN

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.

In 2013 NAPLAN results in Year 3 were very pleasing, with school results above State and Catholic Education Commission (CEC) schools in all aspects except Spelling. Of particular note was the fact that Year 3 girls were 34 scale scores above the State average in Reading.

Year 5 results showed an increase for girls of 32 scale scores in Reading from 2012 data. Also Year 5 girls are 10 scale scores above the State average growth in Writing. Year 5 boys did not fare so well, showing 35 scale scores below the State average growth in the aspect of grammar and punctuation.

Overall, spelling has emerged as the main area requiring significant attention from the school. This will be addressed through planning for the implementation of the Australian Curriculum, ensuring that spelling is embedded firmly in units of work and particular needs are derived from the analysis of NAPLAN results.

The student growth from Year 3 to Year 5 will be a focus in Year 3 and Year 4 classes, through knowledge of individual needs and explicit instruction in these areas.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of Literacy and Numeracy in Years 3 and 5. It provides valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5

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

NAPLAN 2013: % 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	0%	42%	58%	2%	56%	42%
	National	12%	41%	46%	12%	53%	33%
Writing	School	2%	34%	64%	7%	82%	11%
	National	8%	43%	47%	18%	60%	20%
Spelling	School	8%	40%	52%	11%	59%	30%
	National	13%	42%	43%	17%	51%	30%
Grammar & Punctuation	School	2%	26%	72%	13%	41%	47%
	National	10%	37%	51%	14%	51%	32%
Numeracy	School	2%	64%	34%	11%	63%	26%
	National	12%	54%	32%	20%	53%	25%

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 2013: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	98%
	National	95%	96%
Writing	School	100%	97%
	National	95%	92%
Spelling	School	100%	93%
	National	94%	93%
Grammar & Punctuation	School	98%	93%
	National	95%	95%
Numeracy	School	100%	96%
	National	96%	93%

Parent, Student and Staff Satisfaction

This year parents, students and staff were surveyed using an online survey. Parents were also invited to comment upon various initiatives during the year such as Catholic Schools Week and the Technology Day. Face to face conversations with parents at events and Parents and Friends Association meetings, also provided data to inform the school's understanding of parent satisfaction.

Parent Satisfaction

There were 66 survey responses from parents. Parents are overwhelmingly satisfied with the support given to parents in developing their child's faith (98%) and the community spirit of St Therese which allows them to be involved in their child's education (99%). 85% of parents believe that their child's teacher knows their child and his/her needs, a large number of parents (91%) feel that teachers are genuinely interested in their children while 76% believe that their child is receiving appropriate learning opportunities for their needs. 73% of parents are happy with the communication from the school regarding children's progress, while 75% believe that there are a range of other activities available to their child catering for their interests and talents. 86% of parents consider that the school provides a safe and supportive environment for their children and most parents (94%) are satisfied with our communication of events to parents.

Anecdotally, parents express gratitude for the work that goes into building community at St Therese and for the work of teachers in planning and catering for students with additional needs. While teachers are working to include differentiated activities in all Key Learning Areas, there are still a number of parents who would like to see their child challenged more in their academic work. Parents have verbally expressed satisfaction at the many opportunities given to them to visit the school, work with teachers, observe learning and mix with other parents.

Student Satisfaction

Students from Year 3 to Year 6 (outgoing) were surveyed with 92 responses. It is pleasing to report that 88% of students are happy to be at St Therese and 89% feel safe and supported. The children understand that they are being assisted to develop their own faith (95%) and that their teachers are trying to help them to learn to the best of their ability (93%). Most children (93%) understand their rights and responsibilities at school, 84% feel safe at school and 86% of children know where they can access assistance if they have a problem. The 16% who do not feel completely safe at school are a concern and, through our SPB4L in 2014, this aspect will be a focus. Further analysis of the responses will also be carried out to identify the Year groups in which these students lie, so that more targeted strategies can be implemented for them.

For the past few years, the school has been slowly involving the students to a greater degree in talking about their own learning and being involved in the discussion with teachers and parents. 86% of students recognise that they are being given this opportunity, but 14% would like to be part of this in a bigger way. This will continue to be increased each year, involving even the youngest students in self-reflection.

Staff Satisfaction

Staffs were surveyed on similar questions to parents and students and there were 8 responses. Teachers, either strongly agree or agree that the school assists parents to pass on the Catholic faith to their children, that the students know their rights and responsibilities and that the students' needs are catered for using a variety of appropriate learning opportunities. There are some staff that agreed (43%) that students are assisted and challenged to maximise their learning outcomes, but they did not strongly agree. This indicates an acknowledgement from staff that we still need to continue to develop more differentiated learning activities for all students, including those who need challenge. Also, fewer staff strongly agreed that the communication provided to parents about their child's learning was appropriate, highlighting a possible problem with our present report format. In 2014 the school will be part of a Diocesan action to review this format and develop one that is more comprehensive.

