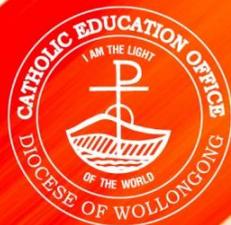


Annual School Report

2014



About This Report

St Therese Catholic Primary School, West Wollongong is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) 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 Action Plans.

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 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 2015.

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: Brenda Wilson
Date: 15 December 2014

Vision Statement

The Vision Statement for St Therese Catholic Primary School was re-imaged during 2012 to ensure a vision which is forward-looking and relevant.

St Therese Catholic Primary School is:

“A dynamic, Catholic community, educating and empowering learners for life’s journey.”

Message from Key School Bodies

Principal’s Message

2014 marked the 75th anniversary of St Therese Catholic Primary School at West Wollongong. It was a time to celebrate the tenacity and generosity of the Catholic community of St Therese Parish, who wanted a Catholic education for their children. We pause to remember the Sisters of the Good Samaritan who staffed the school for many years. The foundations laid by them provided the present community with the values which still underpin all that happens in the school: love, care, integrity generosity. The school described in this Annual School Report is vastly different to the one that commenced in 1939, but it remains a vibrant community of learners, living by the values of Christ and relevant to the world in which our children will live.

Parent Involvement

In 2014 we experienced the positive effects of the funds raised in 2013. An increase of parents at the Welcome BBQ reflected the community spirit providing an enriched atmosphere for new parents that was clearly felt.

Due to this our working bees saw new faces and experience new energies, showing that children year upon year are ingrained with the St Therese community spirit and how many hands make light work. The “Happy Little Veggie Patch” initiative continues to show our children the importance of an holistic approach to life.

Our volunteers relentlessly show their support in the canteen, helping parents through the pressures of everyday life. Our children are so excited to see their parents helping and supporting their school community. The spirit is indeed very high!

The 75th Anniversary of St Therese provided all a time to reflect, allowing us to be a part of a momentous occasion that will be in all our hearts for many years to come. We celebrated with a Ball “Diamonds are Forever”. Our organisers put their heart and soul into the occasion making it an unforgettable night for all parents, backed up by the Golf Day, which experienced the involvement of the wide community showing St Therese is well supported by parents and friends.

We closed 2014 with a Thanksgiving Mass and Celebration for parents and staff with supper in the school hall, sharing with one another our achievements, such as the new sports area on the car park, new sports shirts and new stove for the canteen. We know our spirit holds us together as one and within this spirit we are able to help and support one another.

I would like to take this opportunity to thank the ongoing commitment of all parents and friends as well as the leadership of the Parents & Friends (P&F) Executive Committee – we all look forward with excitement to 2015, with the opening of the Outdoor Learning Area at our Welcome BBQ and the Family Fun Day in March.

President, Parents & Friends Association

Student Leadership

We have been at St Therese Catholic Primary School for seven years. It has been a great experience. The school offers wonderful educational opportunities and sporting experiences. There are a number of excursions that we love because they make learning fun.

Parents are a great help to us. Through the 'Class parents', parents are organised to come into the classrooms to provide help with learning. The P&F Association initiates many new ways to help our school and to raise money for our resources. This year they bought us basketball equipment that we all enjoy.

Our school is a safe place to be. The grounds are secure and we have rules and routines to keep everyone safe.

Senior students play a large role in the school, especially the Student Council and House Captains. They run assemblies, help with the organisation of carnivals and help our school to grow into a brighter future.

We have enjoyed our time at St Therese.

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 395. Its foundations were laid by the Sisters of the Good Samaritan from 1939 to 1972, after which it became one of the schools supported by 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, rightly, receive considerable focus. However, creativity, fitness, problem-solving and getting along with others is also crucial to the development of the whole person and are given priority. As a Catholic school, our way of life 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.

St Therese is a school where there is significant generational enrolment. Parents, with memories of their own years at St Therese, enrol their children so that they, too, can benefit from the values and education taught at St Therese. 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 plan and work collaboratively, using interpersonal skills, as well as technology to enhance learning and engage students in the process. Students are encouraged to be reflective of their learning, making goals for themselves as they progress. In 2015 this process will be 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

2014 enrolments	
Boys	208
Girls	187
Total	395
Indigenous	3
LBOTE	43

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 CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2014.

Student Attendance

2014 Attendance	Male	Female
Kinder	94.7%	96.4%
Year 1	94.4%	96.0%
Year 2	95.1%	96.3%
Year 3	96.5%	93.8%
Year 4	97.4%	94.5%
Year 5	96.2%	96.4%
Year 6	94.9%	94.8%
Whole school	95.6%	95.5%

Management of Student Non Attendance

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

Non-attendance is not a large problem at St Therese. However, late arrival can be an issue with some children. Regular reminders are placed in the School Newsletter regarding the Attendance Policy. Through electronic roll marking, class teachers, as well as the School Support Officer (SSO Office) we 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. The Principal and parents would come to an agreement about improvements that could be made, given the family circumstances. Documentation is kept in the individual student's file. Class teachers refer to absences during Learning Meetings if it is felt that absences are having an impact on student learning.

Application for exemptions may occur using the Attendance Policy of the Catholic Education Office and the documentation contained therein. Where leave is for more than a week, expectations for ongoing learning during the leave are made on the certificate.

Staffing Profile

There are a total of 26 teachers and 8 support staff at St Therese Catholic Primary School. This number includes 14 full-time, 12 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 2014 was 94.4%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 97%.

Professional Learning

During 2014 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 34 staff.

These days focused on:

- Policies and Procedures (CEO & School-based) – 32 staff;
- Spirituality –‘Lamplighters and Shining Lights’ – 26 staff; and
- Australian Curriculum – Science – preparation for implementation in 2015- 26 staff.

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);
- Managing Student Pastoral Care and Educational Concerns (MSPEC) Training (5 staff);
- Lamplighters Group Training (3 staff);
- Shining Lights Group Training (3 staff);

- CENTRAL Training (2 staff);
- Putting a Face on the Data (3 staff);
- WHS Training (2 staff);
- Science Leaders Day (1 staff);
- Middle Leaders Training (3 staff);
- National Data Collection (3 staff);
- 1:1 iPad Preparation for 2015 (5 staff);
- ASPECT (Autism) training (2 staff); and
- Cyber bullying workshop (1 staff).

The average expenditure by the school on professional learning per staff member was \$368.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$810.

Catholic Life & Religious Education

St Therese West Wollongong Catholic Primary School has continued to work closely with the Parish and the wider community during 2014 to create an atmosphere of mutual respect. Our Parish Priest, Father David O'Brien involves himself with school life to build positive relationships with the staff and children. He provides them with the opportunity to attend liturgies as a whole school group on a fortnightly basis and to participate in Grade Masses with the Parish on the weekends. Years 3 and 6 are also given the opportunity to attend the Sacrament of Penance during the year. The children are encouraged to become involved in the Sacramental Programs. The Sacramental Program is a Parish/School based program and the children from St Therese join with other Catholic children from the Parish in Tuesday evening workshops, church rehearsals and a Reflection Day. Our Year 5 and 6 students participate in monthly Sunday 5pm Youth Masses, in conjunction with the local high schools in our area. The school works closely with the Parish Youth Coordinator and Parish Priest on these occasions.

On Thursday 11 September and Friday 12 September, 60 of our Year 6 children joined other children from the Parish to receive the Sacrament of Confirmation, celebrated by Bishop Ingham. On Sunday 30 November 62 of our children joined with other children from the Parish to receive Jesus for the first time in Holy Communion. There were 65 children from Years 3 and 4, together with children from the Parish, who received the Sacrament of Penance for the first time. A significant celebration for our school community was the 75th Anniversary of St Therese Catholic Primary School. On Friday 10 October we hosted a Liturgy of Thanksgiving for past and present students, teachers and principals.

In addition to regular liturgies, St Therese celebrates the seasons of the Church year, along with significant feasts and events. This year our Year 6 students attended a Prayer and Gathering with Bishop Peter Ingham at The Good Samaritan Church, along with other Year 6 students from the Northern Cluster of our Diocese. Our school celebrated Holy Week, the Ascension, Pentecost, ANZAC Day, the feast day of St Mary of the Cross MacKillop, Grandparents' Day, Marian feasts, Mission Week, All Saints/All Souls Day and Remembrance Day. On these occasions the whole school attends Liturgy together in the church with Father David.

Each school day commences with our Morning Prayer at assembly, and every Tuesday and Thursday the Student Council are responsible for leading Morning Prayer. Parents are present at these times. The Staff gather each Wednesday to pray together. All staff members are encouraged to attend spirituality courses offered by our Diocese. This year 4 members of our staff participated in the Lamplighters program and 3 staff members have begun the Shining Lights faith formation program. One staff development day is dedicated to the spiritual growth of our whole staff community. On Tuesday, 7 October 2014 our staff participated in a Reflection Day at the Mount Keira Scout Camp, facilitated by members of the Catholic Life and Religious Education (CLARE) Team, to explore our understandings and beliefs about prayer.

Great care is taken to ensure that Religious Education lessons follow the curriculum set down by our Diocese and that staff are suitably qualified to teach the children about their Catholic faith. Three members of staff completed the Igniting the Fire Course to enhance their repertoire of skills in the delivery of Religion lessons. This year we have continued to develop the story telling element of the Religious Education Curriculum from Year 3 to Year 6. 59 Year 4 children completed the Religious Literacy Part A and B Assessment Tasks this year. Samples of work completed in Religious Education were presented to the school community.

The school community of St Therese continues to reach out to those in need. Through Project Compassion during Lent we raised \$1,026 for Caritas Australia. During Mission month we collected \$500 for the Jamaican Appeal. We have supported the Cancer Council, Christian Blind Mission, The Mary MacKillop Foundation, St Vincent de Paul Food Van and West Wollongong St Vincent de Paul Society with a total of \$1,463 in donations. The school also donated \$450 to CatholicCare, Gift of Hope Christmas Appeal. The families of St Therese have also donated food items for the winter and Christmas food hampers that are distributed to the needy.

In 2015, St Therese will strive to continue to witness the values of Jesus Christ and to provide an environment where learning is centred upon these values. In 2015 the focus will be on helping our families to become more involved in the Parish life at St Therese and improve our understanding of the Good Samaritan charism.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2014. The school cohort in 2014 consisted of 49 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 25 August 2014 and 49 completed the Extended Task (Part B). The Extended Task was based on the Unit: Mary Mother of God: First Among the Saints and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- knowledge of the liturgical seasons of the church; and
- knowledge of the saints.

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 an 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, 6.30% of students were placed in the developing level, 60.40% in the achieving level and 33.30% were in the extending level.

For Part B, 0% of students were placed in the developing level, 67.30% in the achieving level and 32.70% were in the extending level.

Combining Parts A and B, 2.10% of students were placed in the developing level, 74.50% in the achieving level and 23.40% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement is an on-going process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2014:

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

- 1.3 Catholic Life and Culture

- Goal: A strong and vibrant spiritual life among staff and students, based on the personal development of faith and the community aspect of prayer and worship.

- **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.

- 3.3 Planning, Programming and Evaluating

- 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 2015:

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

1.2 Religious Education

Goal: The school will be working towards the imbedding 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**

3.3 Teaching Practices

Goal: The school will be working to create a consistent approach to delivering effective and engaging pedagogy that meets the diverse needs of students. This will be focussed on the Mathematics and English curriculums, as well as the new Science curriculum that will be implemented in 2015. Stage 3 will develop effective strategies around the 1:1 iPad program.

3.4 Planning, Programming and Evaluation

Goal: We plan to build on the collaborative planning which was established two years ago. Staff will be provided with the structures necessary to engage in professional dialogue about effective teaching and learning to improve intellectual quality and rigour of educational programs. Staff will be encouraged and expected to become reflective practitioners, sharing their ideas and assisting each other to continue to improve their teaching methods.

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 our most recent Vision and Mission statements.

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

4.4 Succession Planning

Goal: A concerted effort will be made to provide as many leadership opportunities as possible to enable staff members to contribute significantly to the shared leadership of the school. Staff will be given the opportunity to receive mentoring and/or coaching to strengthen their leadership capacity.

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

5.1 ICT Resources

Goal: Resources will be reviewed and upgraded where possible. Systems and procedures will be put in place to make our ICT resources more sustainable. ICT resources will address the pedagogical needs of the school through successful practice, guidelines and accurate data.

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.

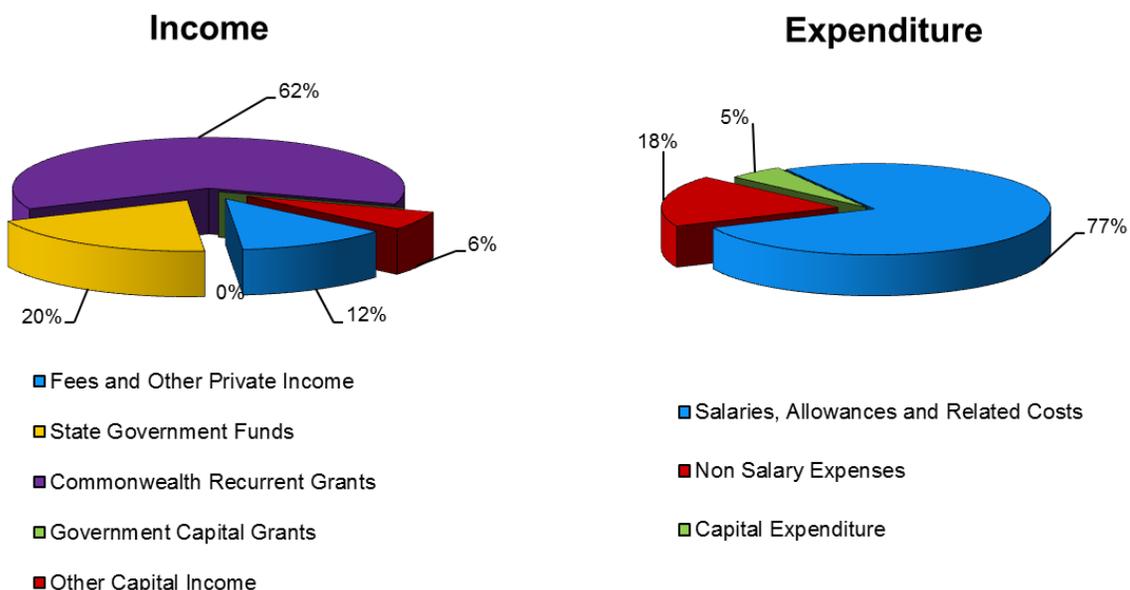
Financial Summary

A major development at St Therese in 2014 was the construction of a carpark/basketball court at a cost of \$300,000. This was largely paid for by St Therese Parish (\$220,000) and School Enhancement & Debt Servicing Obligation (SEDSO) (\$80,000). Parents and Friends provided basketball equipment and line marking at a cost of \$7,000.

ICT resources were upgraded through the purchase of 10 new laptops and other equipment at a cost of \$12,010. Maintenance of older buildings is an ongoing expense. In 2014 \$11,364 was spent on repairs and upgrading of the oldest building on site. The community has commenced a Master planning process for this building in particular, for the future. Electricity continues to increase, amounting to \$14,868 in 2014.

Health and Safety Training, including CPR and Anaphylaxis workshops, facilitated by Surf Lifesaving NSW was provided at a cost of \$2,400. The cost of Professional development in preparation for the 1:1 iPad program in 2015 amounted to \$2,120.

The following graphs reflect the aggregated income and expenditure for St Therese Catholic Primary School, West Wollongong for the year ended 31 December 2014. This data is taken from the 2014 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

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 2014 the Student Code of Conduct was continued to reinforce expectations of fair and respectful behaviour towards others. Parents 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.

School-wide Positive Behaviours 4 Learning (SPB4L) is becoming an integral part of the school environment. Our three school rules: Be Respectful, Be Responsible and Be Safe are known and understood by students, teachers and parents alike. At our launch, each Grade presented the three rules in a meaningful and creative way. The purpose of this was to consolidate our respectful, responsible and safe behaviours in the non-classroom areas. The students are aware of what being safe, respectful and responsible looks like, sounds like and feels like in each of the non-classroom areas. Staff has designed a matrix of definitions of major and minor behaviours and developed a response sequence for incidences of such.

In addition to the Personal Development units of work, additional programs are undertaken by some Grades. During 2014 Year 5 staff facilitated a program for Year 5 students called 'Being the Best I Can Be.' 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."

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 2012.

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 Diocesan 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. 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 this year. The students have benefitted from Information Technology equipment such as iPads and Mac mini using a TV screen. The subscribed online programs Hot Maths, Studyladder, Sqwirk and Rainforest Maths have also support the students' passion for learning.

Assessment for learning, assessment as learning and assessment of 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 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 then guides 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 September.

Kindergarten teachers implemented the Best Start Program this year, which assess 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 wide 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 introduced a new reporting format this year 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 further professional development for staff for improving pedagogy using the large screens in each classroom along with the Apple TV setup. Preliminary policy development and professional learning have also been ongoing throughout the second semester to ensure the smooth introduction of 1:1 iPads for Stage 3 students in 2015.

All classrooms have a number of desktop computers and laptops 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. Classes have access to iPads on a roster basis 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 part time Reading Recovery Teacher in 2014. 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, Australian Literacy Educator's Association (ALEA) Courses, 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 2014, 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. St Therese performed significantly above State average in Grammar, Punctuation and Maths in both Years 3 and 5.

This year saw the full implementation of the NSW BOSTES Syllabus documents for the Australian Curriculum in Mathematics and English. Teachers have participated in professional dialogue and collaboration to ensure implementation has been effective. Throughout the year preparation has also occurred for the introduction of the Australian Curriculum Science document in 2015. The subscribed online programs Hot Maths, Studyladder and Sqwirk have also supported the student's passion for learning.

Indigenous culture and heritage are seen as important aspects of student learning. BOSTES syllabus content in Human Society and Its Environment (HSIE), English and Creative Arts incorporate 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 as well as the installation of Grade specific vegetable garden beds. Further work around recycling paper and composting has also been implemented.

Asian perspectives and culture 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 this year.

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.

This year saw further implementation of MSPEC (Managing Student Pastoral and Educational Concerns) teams within the school. Teams were provided with 3 days release throughout the year to establish policies and procedures to ensure student progress is monitored and supported throughout their time at St Therese Catholic School.

During Terms 1 and 3 staff had the opportunity to meet with the MSPEC Co-coordinator 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 saw a continuance of the process of identifying giftedness with Year 2 students, and new students to the school in the primary grades, completing an initial ACER General Ability Test (AGAT) standardised assessment. 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. Professional learning and dialogue has occurred 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 Stretching Potential through Learning in Interactive and Challenging Environments (SPLICED). SPLICED, 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 2014, St Therese received Government funding to support 11 students identified with specific learning needs. One student was further supported by the Catholic Education Office to meet their more complex learning needs. For each of these students, Individual Plans (IPs) were 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 MSPEC Coordinator to discuss the students' 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 International Competitions and Assessments for Schools (ICAS) run through the University of NSW in the areas of Mathematics, English, Spelling, Writing, Computer Skills and Science. Year 2 students were once again invited to participate in the English and Mathematics competitions. In 2014, 73 students participated in the ICAS University Exams for Mathematics. Two students were awarded a Distinction, 20 students Credits, 9 students Merit and 42 students' participation certificates.

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 Schools 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 again 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 also provided 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. Masses, liturgies and assemblies provide opportunities for all students to develop skills and confidence in front of the whole school and to nurture positive links to the wider parish community.

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 Environment 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.

The National Assessment Program Literacy and Numeracy (NAPLAN) is seen as an important part of an overall assessment program at St Therese. At St Therese, we aim to extend the students' achievement well past the Minimum Standards and thus 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.

In 2014 Year 3 results were very pleasing with students achieving strong improvement in Spelling, Grammar and Punctuation and Numeracy, finishing well above the State average. Student results in both Reading and Writing were down a little on the previous year but still well above the State average. Year 5 results showed strong improvement in Spelling and Grammar and Punctuation. Writing and Numeracy showed some improvement while Writing declined slightly but still finished above State average. The main areas for development are inferring messages from texts read and correctly analyzing multistep mathematical problems. Steps will be taken in 2015 to address these areas.

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 % 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	7%	33%	60%	15%	44%	42%
	National	15%	39%	46%	15%	39%	46%
Writing	School	3%	52%	45%	7%	86%	8%
	National	13%	48%	39%	13%	48%	39%
Spelling	School	5%	43%	52%	7%	53%	40%
	National	17%	40%	44%	17%	40%	44%
Grammar & Punctuation	School	2%	27%	72%	11%	33%	56%
	National	14%	36%	50%	14%	36%	50%
Numeracy	School	7%	42%	52%	22%	50%	28%
	National	15%	48%	37%	20%	54%	26%

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 2014: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	96%
	National	94%	93%
Writing	School	100%	96%
	National	94%	90%
Spelling	School	100%	100%
	National	93%	93%
Grammar & Punctuation	School	100%	100%
	National	94%	93%
Numeracy	School	100%	91%
	National	95%	93%

Parent, Student and Staff Satisfaction

Parents and students were given the opportunity to complete online surveys in 2014. Only a small number of parents completed the survey and 88 students completed them during their class time. The school receives ongoing feedback in the form of verbal comments, as well as letters and emails.

Overall parents are happy to have their children at St Therese School and often thank staff members for the care they take of the children. Parents are invited to be involved in their child's education and they are well informed about their child's progress. Parents report to the school any achievements made by our former students. There is a high degree of re-enrolment in families. A few parents have made the school aware of playground or academic issues during the year and these have been followed up through our policy processes.

All students who completed the survey report that they are proud to be a St Therese student, that they are assisted to achieve to their best standard and that they learn more about their Catholic faith at St Therese. Only one student reported that he/she feels unsafe at school, however, through the School wide Positive Behaviours for Learning (SPB₄L) process, all

routines will be reviewed and students made aware of the best things to do to assist in keeping themselves safe at school. Staff members are an integral part of this process. Students appreciate the wide variety of activities available to them.

Overall there is a very positive feeling among parents and students, with a very small minority requiring additional support with their needs. The school can improve this situation by reinforcing our policies and processes and continuing to educate students and parents about the best ways to respond when things don't go to plan.

Staffs were surveyed and most respondents 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. Staff indicated that an area for development is development of more differentiated learning activities for all students, including those who need challenge.

