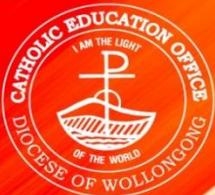


Annual School Report

2012



About This Report

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

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

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's 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 NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2013.

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
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Fax: (02) 4226 5317
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Website: www.stwwdow.catholic.edu.au

Parish Priest: Fr David O'Brien

Principal: Mrs Brenda Wilson

Date: 14 December 2012

Vision Statement

To provide quality education that allows students to achieve sound understandings in all key areas, and to provide knowledge and experience in religious education that will allow students to form beliefs, values, attitudes and behaviour based on sound religious faith.

Message from Key School Bodies

Principal's Message

As Principal of St Therese Catholic Primary School, it is a pleasure to welcome you to the 2012 Annual School Report which outlines the life and achievements of the school during 2012. Each year has its own unique character which is brought about by the commitment of the whole community to provide the best learning outcomes for the students while guiding their growth as caring and capable citizens. This only happens through partnerships between students, staff, and parents and with the support of the Parish Priest and the Catholic Education Office.

2012 has been a lively and interesting year for us all, with a variety of curricular and co-curricular activities, as well as community-building events. Staff members have continued whole school improvement strategies and parents have been informed on a variety of important topics.

The school has continued to strengthen ties with the Parish and wider community to give relevance to the learning that happens here.

Parent Involvement

2012 saw a welcomed level of support and at times an overwhelming level of support by parents in the Calendar of Events set out at the beginning of the year by the Parents and Friends Association (P&F) at St. Therese. The Welcome BBQ provided a clear connection between school, parents and children creating a community atmosphere.

The P & F held several Working Bees seeing the school grounds maintained by the parents and children ingrain the Community Spirit. The children also saw the completions of the "Car Garden".

The P & F was successful in gaining a Grant from the NSW Environment Trust of \$3 500 for the "Happy Little Veggie Patch" initiative.

The parents worked very hard in providing the needed support in the canteen. We saw the success of Mothers' and Fathers' Day stalls. The Fund Raising activities brought out the fun, showing the happiness on the parents' faces when watching their children enjoy themselves at the Disco and Movie nights while supporting the evening.

The close of 2012 was supported with a “Celebration Supper” to thank all Parents, Helpers and Teachers for their support inside and outside the classrooms.

I would like to take this opportunity to thank the ongoing commitment of the P & F Committee – we all look forward to 2013 and the excitement the Family Fun Day is generating!

Parents and Friends Association, President

Student Leadership

“Love can do all things”, St Therese proclaimed, but what does this really mean? Many people have different views and thoughts on this motto. To us, the Student Council 2012 it means reaching out and loving everyone around you, no matter their image, race or religion. ‘Love’ is contagious and enables us to do amazing, inspirational things. Love has the power and ability to touch each and every person’s hearts. LOVE Can Do All Things.

Although we are leaving this school the friendships we have formed and all the great memories we have made will be a part of us forever. Our experience has proven that this school is not just bricks and concrete but a place of laughter, friendships and learning.

St Therese is not just a place of learning but a world of opportunities. Some of these include art and creative writing competitions where you can stretch the boundaries of your imagination, a variety of gala days where you mix and interact with other schools, learn new and useful skills and discover hidden talents.

Awesome educational excursions have been a fantastic way for us to learn, talent quests where it’s your opportunity to show everyone what you have to offer, public speaking competitions help many students explore their writing skills while building their much needed confidence, mufti days, carnivals and much more.

When you walk through the gates of St Therese School it is just the start of a new adventure.

Student Council 2012

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 401. St Therese is a Parish school, with strong ties to the Parish, involving parents and students in Parish worship and events while inviting Parishioners to join in with school functions.

Originally St Therese Catholic Primary School was established by the first Parish Priest who invited the Sisters of the Good Samaritan in 1939 to staff the school. Now the school is staffed wholly by lay teachers.

At St Therese we are committed to the development of each child as an individual, to encouraging the development of all abilities and to pastoral care based on the values demonstrated by Jesus – justice & compassion.

Student Enrolments

2012 Enrolments	
Boys	219
Girls	182
Total	401
Indigenous	3
LBOTE	38

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 2012.

Student Attendance

2012 Attendance (%)	Male	Female
Year 1	95.4	95.4
Year 2	96.8	92.4
Year 3	95.9	91.9
Year 4	93.5	94.1
Year 5	93.8	95.2
Year 6	92.4	95.6

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 educated as to the updated 2012 requirements under the legislation, through parent meetings and information sheets.

Rolls are electronically marked daily by teachers using Real Time Roll. Absences are monitored regularly. Absences are reported to parents through Semester 1 and Semester 2 reports. Communication is made with parents when unexplained absences occur, or if the number of absences or partial absences becomes a concern. Processes are in place for parents to apply for Exemption and these applications and Certificates of Exemption are filed at the school. Evidence of unresolved poor attendance is included in the child's file.

Staffing Profile

There are a total of 26 teachers and 8 support staff at St Therese Catholic Primary School. This number includes 12 full-time, 14 part-time teachers. The composition of the workforce is as follows:

- 4 male teaching staff and 22 female teaching staff
- 7 female support staff and 1 male support staff

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 2012 was 95.96%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 100 %. An additional teacher was employed for the 2012 school year.

Professional Learning

During 2012, St Therese personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St Therese whole school development days involved 20 staff.

These days focused on:

- School priorities & CEO policies: review of all relevant policies & planning to achieve the outcomes of the 2012 Action Plan
- Spirituality Day: The Enneagram plus 2 staff meetings
- Development of new Vision and Mission Statements plus 2 staff meetings

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

- Gifted Education Policies, Procedures & Strategies– 2 staff meetings, plus individual planning meetings of grade partners with Catholic Education Office (CEO) curriculum officer (19 teachers)
- Planning Using The Diocesan Learning & Teaching Framework – 2 staff meetings (18 teachers)
- School Review and Improvement Process -6 staff meetings, plus two team meetings (17 teachers)

- Healthy Living (including 'Live Life Well at School' [LLWAS]) – 3 staff meetings (17 teachers)
- Information Communication and Learning Technologies (ICLT) – 3 staff meetings (18 staff)
- CPR (33 staff) and Emergency Training– 3 staff meetings -(24 staff)
- NAPLAN – Analysis of Data – 2 staff meetings (17 teachers)
- Religious Literacy Assessment Analysis of Data (17 teachers)

The average expenditure by the school on professional learning per staff member was \$125.18.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$544.53.

Catholic Life & Religious Education

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

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

St Therese was the host for Gathering and Prayer with the Bishop. The liturgy was celebrated on Wednesday 27 June with Bishop Peter Ingham. Year 6 representatives from six primary schools attended.

The St Vincent de Paul conference has developed a good bond with the school through the established Mini Vinnies group. Mini Vinnies provides the students with a vehicle for expressing their social conscience by helping others who need a hand. The group has 56 members from Years 4 to 6. The members have shown initiative in the way in which they have raised money. The group meets throughout the year with the guidance of a teacher. They promote activities that reflect the ideals of service to others. Members of the West Wollongong St Vincent de Paul Society visit these meetings and share their stories.

This year St Therese hosted an "Op shop Fashion Parade" on 3 April in conjunction with the St Vincent de Paul Society at West Wollongong and the group from the University of Wollongong. This was a fundraiser as well as an opportunity to promote the value of using second hand clothing and accessories. The Parish and school came together for a night of

fashion and fun in the school hall. The mini Vinnies raised over \$1 400 from the sale of modelled clothes, accessories and raffles on the night.

Fundraisers were held to support the work of St Vincent de Paul within the Parish through our “Target 700” items for Christmas Hampers for the needy, together with a cash donation of \$400 and the Winter Clothing Appeal, where we collected 30 garbage bags of clothing together with a cash donation of \$400. We continued our support of the St Vincent de Paul by taking part in the Gethsemane Community Christmas project. Children from Kindergarten to Year 4 each donated and wrote cards to people who are isolated. Altogether the children sent 1 150 Christmas Cards to people who would not receive any communication at this time of year.

We have supported Catholic Missions with a donation of \$600 to the “Special Someone Lunch Bag” appeal during World Mission Month. We have worked hard to support Caritas Australia. Through Project Compassion we raised \$1 273 and donated \$300 to Caritas Global Gifts. Through sponsorship we supported a number of staff members who attended “The Big Chill Out” organized by the Catholic Education Office. St Therese children participated in a “Rugby League Skills Day”. Through sponsorship collected we donated \$1 000 to the Good Samaritan Sister’s Outreach Program in Western Australia to promote the work with Aboriginal Communities and \$1 000 to the Youth Off the Streets Program.

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 Years 3 to 6 attended an in-service to develop 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 2012. The school cohort in 2012 consisted of 51 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and 54 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:

- Ability to identify key symbols, signs and rituals of the Catholic Tradition; and
- Knowledge of the qualities of saints who are models of love and service.

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.

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, 15.70% of students were placed in the developing level, 64.70% in the achieving level and 19.60% were in the extending level.

For Part B, 1.90% of students were placed in the developing level, 35.20% in the achieving level and 63.00% were in the extending level.

Combining Parts A and B, 7.80% of students were placed in the developing level, 43.10% in the achieving level and 49.00% were in the extending level for Religious Literacy.

Financial Summary

Each year, the school budget is determined by the ongoing needs of the school. The Principal, Assistant Principal (AP) and Senior School Support Officer (SSSO) set the budget using information and experience from the previous year and emerging needs.

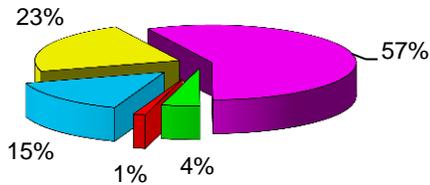
The Parents and Friends were also a major support to the school: \$25 000 has been donated for the provision of Cabling infrastructure and the installation of 'Short throw' projectors or digital screens in all classrooms. The P&F also provided funds and effort to continue the upgrading of the playground areas.

In addition, the school expended over \$13 000 on maintenance and repairs, \$12 036 for classroom carpets, \$6 307 for furniture and \$10 556 for IT equipment. Almost \$5 500 was spent on curriculum resources, apart from classroom budgets. Electrical tagging cost \$1 329 and Fire Equipment services cost \$3 454.

The balance carried forward will allow for the purchase of resources across a wide range of key learning areas.

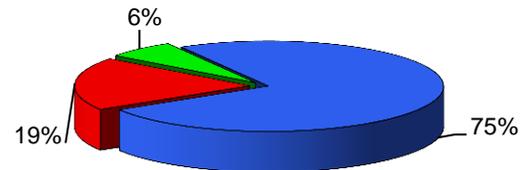
The following graphs reflect the aggregated income and expenditure for St Therese Catholic Primary School, West Wollongong for the year ended 31 December 2012. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

Income



- Fees and Other Private income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income

Expenditure



- Salaries, Allowances and Related Costs
- Non Salary Expenses
- Capital Expenditure

Student Welfare

Introduction

Student welfare is one of the most important responsibilities of a school. Students have the right to a safe and nurturing environment in which to learn, play and form relationships. In upholding the God-given dignity of each person the school recognises that each child is an individual who comes from a unique background and who has their own abilities and needs. It is in providing for the needs of each student that student welfare is achieved.

Pastoral Care

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 2012 a student Code of Conduct was introduced to clarify expectations of fair and respectful behaviour and the consequences for not behaving respectfully towards others. Parents were included in this initiative. Each Term a lesson is given on the implications of the code.

Each year, in addition to Personal Development units of work, additional programs are included for some years. In 2012 CatholicCare staff facilitated a program for Year 5 students called 'Being the Best I Can Be' and several classes completed the course, 'Everyday Peacemakers'. During the year the school counsellor worked with staff on topics such as anxiety and provided valuable professional development in strategies to use. Catholic Education Office personnel facilitated parent information sessions on cyber bullying.

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 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 & Pedagogy

Syllabus Implementation

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 & Reporting

Assessment for learning and assessment of learning are an ongoing experience for teachers and students and is all 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 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. Year 6 Blue also completed a trial NAPLAN style Science Literacy Assessment (NAP-SL) early in Term 4 which will assist in the formulation of a national assessment in the future.

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.

Integration

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.

Technology Supporting Learning

At St Therese we appreciate the importance of learning technologies as an effective tool to support the learning and teaching process. All 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. Smartboards have been installed into the library and one of the Year 6 rooms. Every classroom has the use of an iPad for classroom learning as well as a bank of iPads and iPods which can be accessed by all Grades supporting students with specific learning needs.

Literacy Strategies

St Therese Catholic Primary School has had one Reading Recovery Teacher in 2012 employed as 0.5 FTE (Full Time Equivalent). Eight 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 Focus on Literacy: Writing Stage 2, Australian Curriculum Development, 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.

Numeracy Strategies

In 2012 Numeracy has maintained a high profile at St Therese with staff attending Professional Development on the components of a maths teaching block and pedagogy especially for Kinder to Year 2. Professional Development has commenced for school leaders in mathematics in preparation for the familiarisation year in 2013 for the Australian Curriculum. NAPLAN Smart Data has been used to identify key areas of student performance strengths and weaknesses. Teachers have worked collaboratively to address this data to improve teaching strategies and learning outcomes for all students. At St Therese we have subscribed to the online program Hot Maths focused primarily in Stages 2 and 3 with an extension into Stage 1 next year. Studyladder and Rainforest Maths have also continued to be used across the school to support maths learning.

Indigenous

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 attended an incursion show from the 'Jollybops' highlighting science with an Aboriginal perspective.

Diversifying Learning

The aim for learning at St Therese Catholic Primary School is to target learning and teaching activities at an appropriate level to meet the needs of individual students. Staff members have continued to work on improving their efforts at diversifying the curriculum so that all students have the opportunity to experience success. During 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.

Gifted Education

This year a process of identifying giftedness has been implemented from Year 2 through to Year 6. All students in these grades completed an initial AGAT standardised assessment and those achieving very high scores were administered an individual Slosson 1:1 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 Stage 3 participated in 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. This initiative will also continue next year using feedback from participants to refine and improve the process.

Special Education Needs

During 2012, St Therese received Government Funding to support 8 students identified with specific learning needs. Two of these students were further supported by the Catholic Education Office to meet their more complex learning needs. Support was provided through the development of Individual Plans (IPs) in teaching programs that clearly identified learning experiences that are differentiated to meet their diverse 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. 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 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. Physical Education (PE) is promoted and taught by a specialist teacher. Music is taught across all Grades by a specialist teacher who also provided opportunities for choir and a school band. 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

The National Assessment Program Literacy and Numeracy (NAPLAN) is seen as an important part of an overall assessment program at St Therese. In 2012 Year 3 results were very pleasing with students achieving above the National percentage in Bands 3 – 6 in Literacy and being just under the National percentage in Bands 5 & 6 in Numeracy. Students displayed sound skills and knowledge in the areas of Literacy and Numeracy. Year 5 results, while satisfactory, did not show the growth from Year 3 that we had hoped for, especially in Numeracy. The main areas for development are the use of correct Mathematical language and the ability to understand and solve mathematical problems. Steps will be taken in 2013 to address 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 2012: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	3%	41%	55%	10%	62%	28%
	National	14%	37%	47%	18%	49%	31%
Writing	School	2%	28%	71%	10%	70%	20%
	National	8%	44%	47%	18%	60%	19%
Spelling	School	5%	41%	54%	12%	64%	24%
	National	13%	41%	44%	17%	50%	32%
Grammar & Punctuation	School	7%	31%	62%	14%	60%	26%
	National	13%	36%	50%	20%	47%	31%
Numeracy	School	14%	55%	31%	14%	54%	32%
	National	16%	49%	33%	18%	53%	27%

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 2012: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	96%
	National	94%	92%
Writing	School	100%	96%
	National	95%	92%
Spelling	School	100%	98%
	National	94%	93%
Grammar & Punctuation	School	100%	98%
	National	93%	90%
Numeracy	School	98%	96%
	National	94%	93%

Parent, Student and Staff Satisfaction

To gather current data on parent, student and staff satisfaction online surveys were carried out during Term 4. In addition a number of parent information sessions were held during the year with parents being encouraged to comment on various aspects of the school as part of the School Review and Improvement process. Additional opportunities were provided for parents to visit the school for a variety of reasons and, during these visits, parent feedback was invited.

A very large number of parents are very happy with the happy, safe and supportive environment that St Therese School provides for their children. They feel that the school communicates information well and that the teachers genuinely know and care about their children. Teachers also agree that this is the case. Most parents believe that their children's needs are being met both in and out of the classroom, while a few parents have the opinion that the learning needs of their child could be better catered for and that more opportunities for parent involvement could be offered. Teachers, in general, feel that the needs of individual children are being met but that this area could continue to be improved. St Therese has a wide variety of extra-curricular activities which is appreciated by most parents.

Students express their appreciation for the care they receive at St Therese, especially Pastoral Care. Most students believe that they are encouraged and supported to do their best and achieve according to their ability. Some students would like learning tailored more to their individual interests and learning styles. On the whole, students feel safe at school.

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 2012:

2012 was the last year of the five year School Review and Improvement process. Over that time St Therese School reflected on our progress and status in 30 different components of the School Review and Improvement Framework, contained in the document "How Effective is Our Catholic School?" The school developed its own process of carrying out this procedure, using teams and whole-staff input to efficiently discover the strengths and weaknesses in all areas. Annual Plans have followed through on areas for development, successfully achieving whole-school improvement over the five years. We look forward to beginning the process again in 2013 with a renewed commitment to focussing school improvement in those areas which are already known to us through the first cycle. During 2012 the following elements were reviewed:

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

- 1.3 Catholic Life & Culture

- This area proved to have considerable strengths, especially in the links with Parish and community. The Religious Education curriculum is implemented very successfully and the culture is based firmly on love of God and love of neighbour.

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

- 2.2 Rights and Responsibilities

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

- 4.3 An Ethical Workplace Culture

- **Key Area 5: Resources, Finances & Facilities**

- 5.3 Environmental Stewardship

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

- 6.1 Parent Improvement

- Review of this element showed that parent involvement, while quite wide-ranging, also needs to extend to the School Improvement process, so this has been commenced. We continue to look for other ways in which parents can be a part of their child's education and can contribute their skills and experience to the school.

- **Key Area 7: Strategic Leadership & Management**

- 7.1 Planning for Improvement

- This area was rated quite highly, as we have over the past five years, fine-tuned the process of SRI and school planning. Annual Plans have provided us with direction for professional development and have resulted in the school moving forward particularly in the area of curriculum and Information and Communication and Learning Technology (ICLT)

School Review and Improvement components to be reviewed and rated in 2013:

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

- 1.1 Vision & Mission

- The school will be working towards integrating the school vision and mission with all policies and procedures.

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

- 2.1 Educational Potential

- Consistent processes and procedures are required to accurately identify the needs of students based on valid data, as well as providing learning opportunities to encourage enthusiastic learners.

- 2.4 Integration of ICT

- New infrastructure in the school will be used to integrate ICT in a more effective way.

- 2.5 Pastoral Care

- The many Pastoral Care programs and processes will be integrated to form a coherent policy which provides justice and consistency in the care and management of students and their learning.

- **Key Area 3: Pedagogy**

- 3.2 Provision for the diverse needs of learners

- We aim to continue our journey to cater more effectively for the diverse needs of learners. A project in Stage 1 will develop a collaborative system of assessment and planning which will ensure that all students are catered for.

- 3.3 Teaching Practice

- Effective and engaging pedagogy is our aim. Staff development in a range of highly effective teaching tools will be undertaken, as well as whole-staff sharing of good practice. Commitment to the Diocesan Learning & Teaching Framework will also be an important factor in achieving our goals.

- 3.4 Planning Programming and Evaluation

- Collaborative planning will become the norm. Preparation for the implementation of the Australian Curriculum will also reinvigorate planning and programming, resulting in a more consistent approach.

- 3.5 Assessment

- To gather valid and useful data, assessment needs to be of a high quality, varied and consistent across the school. Through the Stage 1 project, better assessment methods will be developed.

