

2022

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About this report

St Therese's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

2022 saw Covid 19 restrictions eased as we continued to focus on Gifted Education with a continuation of students involved in the Virtual Academy (VA), extension groups in the areas of Writing in Years 2-6 and Mathematics in Years 2-6.

Throughout 2022, St Therese's consolidated the work on the Early Learning Framework with Kindergarten immersed in the "Successful Foundations" and Play-Based Learning projects and Year 1 shifting its focus on play-based learning, linked to key learning areas. This focus on play-based learning in

general. I also thank the children for being themselves and making school a great place to be.

This report is available to you on the school website or by enquiry at the school office.

Parent Body Message

Throughout 2022, even though restrictions around Covid eased the effects of COVID continued to impact the involvement of parents at school. The school continued to welcome parents, through the use of technology such as Zoom, Story Park and See-Saw. And for the first time in nearly three years

School Features

St Therese's is a K-6 co-educational school of 565 students, with twenty classes. The school is part of the Blackbutt North Catholic Parish, situated centrally in the suburb of New Lambton. The school feeds directly in St Pius X, Adamstown which is a 7-10 co-educational High School. Over 90% of our students attend St Pius X High School.

The school was established by the Sisters of Mercy, with the first Sisters coming to New Lambton on horse and buggy from Lambton Parish, some 5km away, in 1925. The Parish of New Lambton was proclaimed in the early 1950s and St Therese's Church was built. In 1956 the first St Therese's classrooms were built and a convent was also built across the road from the current school site, to house the Sisters. The Mercy Charism of; welcoming, love and compassion of the stranger, has been a hallmark of the school, which is still alive today.

Parents and Carers are very active in the school and play an important role in the overall development of direction. Parents are always very welcome and play an integral role in supporting staff and children in a variety of areas including volunteering to assist in the classroom and in specific projects.

St Therese's is held in high esteem within the local area for its community involvement and the co-curricular programs that we run, such

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 277 | 293 | 83 | 570 |

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2022 was 88.84%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group | | | | | | |
|--------------------------------|--------|--------|--------|--------|--------|--------|
| Kindergarten | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 90.87 | 89.63 | 89.44 | 87.86 | 88.51 | 89.00 | 86.56 |

Managing Student Non-Attendance

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

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

| | |
|------------------------------------|----|
| Total number of staff | 57 |
| Number of full time teaching staff | 23 |
| Number of part time teaching staff | 16 |
| Number of non-teaching staff | 18 |

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

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Full implementation of the Religious Education Curriculum remained the focus in 2022 for the teaching of Religious Education in classrooms. Teachers engaged in the "Pedagogy of

Curriculum, Learning and Teaching

speaking backgrounds and mentored and supported staff in the oral language development of children.

In 2022 InitialLit continued as the core phonics program in Early Stage 1 and Stage 1. This program explicitly and systematically teaches phonics, phonemic awareness and reading. A multisensory play-based approach was also employed to consolidate literacy concepts for Early Stage 1 and Stage 1 children.

St Therese's, continued to employ specialist teachers for Music/Drama/Dance, PE and Library. All students spend time during their school week learning from these teachers and benefit from the expertise of these teachers. Library lessons are linked to the grade's English and HSIE or Science units and are combined with the use of ICT and STEM activities.

Stage 3 students continued to be a part of the BYOD program and work extensively using OneNote and Teams in the classroom as other learning platforms. The students take part in a Cyberbullying program at the beginning of the school year and develop ongoing technology skills. The children enjoy rogram

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in **aspects** of Literacy and Numeracy.

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Pastoral Care and Student Wellbeing

Pastoral Care Policy

Complaints Handling Policy

The Diocese of

2. Pedagogical Mentors (PMs) will continue to work with teachers on analyzing data and building capacity in our three LLC areas.
3. Continued focus on the Early Years Framework, in particular play-based learning.
4. Building capacity of staff in the implementation in the new K-2 English and Mathematics Syllabuses.
5. Re-focus on the area of Maths.
5. Building capacity of staff to embed Aboriginal and Torres Strait Islander perspectives across the curriculum.
6. Focus on Well-being of Staff and students

Community Satisfaction

Students felt that their teachers and other staff at school, were welcoming and supportive.

Teacher satisfaction

The "Tell Them from Me" staff survey indicated a high level of staff satisfaction. Staff felt that they were involved in setting the future directions of the school.

The executive team was complimented on its collaborative nature.

Staff mental health, well-being and faith formation continued to be a focus in 2022, with a focus on collegial activities to reconnect staff. Faith Formation was offered to staff each term to reflect on their own faith journey and develop a deeper understanding of their Faith commitment.

2022 showed that Staff had opportunities to re-engage in professional learning opportunities. Staff were appreciative of the opportunities. Staff also expressed an appreciation of the school's commitment to staff mental health and well-being.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2022 year is detailed below:

| Recurrent and Capital Income 2022 | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$5,310,026 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$1,400,984 |
| Fees and Private Income ⁴ | \$1,150,823 |
| Interest Subsidy Grants | \$1,282 |
| Other Capital Income ⁵ | \$373,796 |
| Total Income | \$8,236,911 |

| Recurrent and Capital Expenditure 2022 | |
|--|--------------------|
| Capital Expenditure ⁶ | \$367,606 |
| Salaries and Related Expenses ⁷ | \$5,651,321 |
| Non-Salary Expenses ⁸ | \$2,206,018 |
| Total Expenditure | \$8,224,945 |

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and
- 5.
- 6.
- 7.
- 8.

