

2023

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2023 saw a continued focus on Aboriginal and Torres Strait Islander education, with one ATSI teacher employed, to focus on the educational needs of students and cultural development. The school engaged Evis Heath to work with our indigenous students and their families on cultural projects, as well as a whole school indigenous experience to celebrate NAIDOC Week.

The school engages with parents/carers as active participant's in the educational journey of their child. We would like to thank the

School Features

St Therese's is a K-6 co-educational Catholic school of 588 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 into St Pius X, Adamstown which is a 7-10 co-educational Catholic High School. Over 75% 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, 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 direction of the school. Parents are always very

Student Profile

Student Enrolment

The School caters for students in Years K Ë 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023: Additional information can be

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Staffing Profile

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The following information describes the staffing profile for 2023:

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| Total number of staff | 57 |
| Number of full time teaching staff | 21 |
| Number of part time teaching staff | 14 |
| Number of non-teaching staff | 22 |

Total number of teaching staff by NESA category

Teachers at this School are either accredited or provisionally accredited by the NSW Teacher Accreditation Board (NESA). Accreditation at the levels of Provisionally Accredited, Accomplished and Lead Teacher is required for employment in the Diocesan Schools System (system-wide accreditation). The number of teachers within the Diocesan Schools System (system-wide accreditation) at these levels is as follows:

- Conditional
- Provisionally Accredited
- Proficient
- Highly Proficient
- Lead Teacher

Additionally, the school has a number of teachers who are currently actively engaged in the submission process for accreditation. Teacher status at individual schools can be sourced directly from the NESA website.

Professional Learning

The ongoing professional development of each teacher is a key focus of the school. The school has a Professional Learning Plan (PLP) that is reviewed annually. The PLP is a document that outlines the school's professional learning goals and strategies for the year. It is developed in consultation with the staff and is a key document in the school's strategic plan. The PLP is reviewed and updated annually to ensure it remains relevant and effective. The school also provides a range of professional learning opportunities for its staff, including conferences, workshops, and seminars. The school also encourages staff to engage in self-directed professional learning activities, such as reading, research, and collaboration with colleagues. The school's professional learning program is designed to support the school's strategic goals and to ensure that all staff are equipped with the skills and knowledge needed to provide high-quality education for their students.

Summary of professional learning at this school

In 2023, staff engage in Professional Learning in-line with our School Strategic Plan in the following areas:

- ; Leading Learning Collaborative: the Assistant Principal and Pedagogical Mentors worked with staff throughout the year, to develop an understanding of growth mindset and quality differentiated learning
- ; Faith Formation: the Religious Education Coordinator lead staff in faith formation opportunities each year. Staff were also engaged in a Diocesan-wide Professional Learning Day into developing a deeper theological understanding of Scripture.
- ; Student and Staff Wellbeing: Craig Moore, CSO Clinical Psychologist, facilitated a Professional Learning Day into the reviewing the school's Positive Behaviour Support Framework and students and staff wellbeing.
- ; Staff were also given the opportunity to complete mandatory professional learning in Anaphylaxis, CPR, Asthma Management, and the management of Type 1 Diabetes.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the

using a variety of forms in response such as Ê meditation, writing in journals, Lectio Divina and personal prayer.

The resource, 'DfUnb[' Together With Young DYcd'YÍ 'f&\$&' ' edition) was used in all classrooms to support teachers in leading daily prayer with their students. The weekly school assembly begins with our School Prayer, followed by a modified liturgy of The Word presented by our Yr. 6 students.

Full implementation of the Religious Education Curriculum remained the focus in 2023 for the teaching of Religious Education in classrooms. Teachers engaged in the "Pedagogy of Encounter" and were

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

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The Learning Framework provides a context for the development of learning and

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samples, assessment data and standardised testing to work collaboratively to develop strategies to assist students to improve their learning.

Throughout 2023 we continued to focus on identifying and extending our Gifted Learners. Teachers collaborated with the Gifted Education Mentor to develop individual student profiles and collected evidence on students who showed success in any of the given domains of [] Gifted and high achieving students were given opportunities such as the Maths Olympiad and the Virtual Academy for Stage 3 children. Kindergarten and Year 4 children completed the CogAT assessment in Term 4, to identify giftedness in one or more of three areas:

- Non-verbal reasoning
- Qualitative reasoning
- Quantitative reasoning

Across the school, we engaged students who needed extra support in their learning in programs such as MiniLit and AWE. Learning support teachers and assistants provided intensive numeracy support, Multi-Sensory Learning to develop Phonics, Support Writing groups, Comprehension groups and social skill groups that focused on emotional regulation.

An English as an Additional Language or Dialect (EAL/D) teacher provided language and comprehension support for children from non-English speaking backgrounds and mentored and supported staff in the oral language development of children.

In 2023 InitialLit continued as the core phonics program in Early Stage 1 and Stage 1. This program explicitly and systematically teaches phonics, phonemic awareness and a multisensory play-based approach was also employed to consolidate literacy concepts for Early Stage 1 and Stage 1 children.

St. Mary's continued to employ specialist teachers for Music/Drama/Dance, PE and Art. 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 Inquiry units.

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 tools. In 2023, the BYOD program was extended to Year 4 students in Term 1. The students take part in a Cyberbullying program at the beginning of the school year and develop ongoing technology skills. The children enjoy using a range of Apps and programs to improve their knowledge and to develop 21st Century Thinking skills.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a **measure** of the **quality** of performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

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| NAPLAN RESULTS 2023 | | Percentage of students in the top 2 proficiency standards | |
|---------------------|-------------------------|---|-----------|
| | | School | Australia |
| Year 5 | Grammar and Punctuation | 74% | 64% |
| | Reading | 74% | 74% |
| | Writing | 67% | 66% |
| | Spelling | 69% | 69% |
| | Numeracy | 74% | 68% |

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

Initiatives promoting respect and responsibility

In 2023, the school engaged Craig Moore, CSO Clinical Psychologist, to provide Professional Learning for staff to review the Positive Behaviour Support Framework and Expected Behaviours Matrix.



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Priority Key Improvements for Next Year

1. To develop formal and informal structures to ensure staff and student formation occurs throughout 2024, to enrich the relationship with Christ in staff and gh XYbly"
2. To build capacity of staff in religious knowledge and effective pedagogies to improve student outcomes in religious literacy in &\$&("
3. To continue to build staff capacity in the use of data and the use of quality teaching and learning cycle, to improve student outcomes in English and Mathematics by the end of &\$&("
4. To build teacher capacity in Digital Literacy across the curriculum, and Digital Technologies within the Science curriculum, to improve student engagement in their YUfb]b["
5. To develop policies, procedures and focus on staff and student wellbeing in &\$&("

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The vast majority of parents were very positive and appreciative of the school's efforts in the areas of teaching and learning as well as in the area of social development. Parents positively commented on the school's focus on student well-being and on academic initiatives, such as Gifted Education and the use of technology.

Overall Parents were supportive of the school's academic, social and emotional programs, as well as the focus on Child Protection each term.

Parents indicated that the school has sound communication procedures regarding organisation as well as information regarding their child/ren's academic and social progress. Parents were positive about the full implementation of the Parent Engagement Group (PEG).

Student satisfaction

The students have a very high satisfaction rating of the school in all areas. Students reported feeling safe at St Therese's and felt the school proactively addresses anti-bullying, through classroom lessons, lunch clubs and the use of "quiet" areas available at lunch and recess.

Overall, students spoke positively of the efforts of the school to engage them at their level on learning. They continued to enjoy flexible learning groups, Mathematics and Writing extension.

The students also were very positive of the specialist teachers in PE, Music/ Drama/Dance and Art. Students felt that their teachers and other staff at school, were welcoming and supportive.



| Recurrent and Capital Income 2023 | |
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| Commonwealth Recurrent Grants ¹ | \$5,657,640 |
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