2014 Annual School Report
St Therese’s Primary School, New Lambton

Burke Street (PO Box 321)
NEW LAMBTON NSW 2305
http://www.newlambton.catholic.edu.au
About the Annual School Report

St Therese’s Catholic Primary School New Lambton is registered by the Board of Studies as a member of the Catholic system in the Dioceses of Maitland-Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2014 and gives information about 2014 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.
The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.

Messages from Key School Bodies

Principal

In 2014 St Therese’s, New Lambton continued to implement recommendations in relation to the 2014 School Evaluation and Development (SEVDEV). The main focus for the 2014 year was on Reading Comprehension. Dr Gail Brown from the University of Newcastle was engaged to assist staff in the implementation of Questioning Skills from Years 2 to 6. The results to date have been very encouraging with our Progressive Assessment Testing (PAT) showing very positive growth across all grades. This focus on explicit teaching of skills will continue into next year. This area of development was in line with our School Improvement Plan.

Academically, the school continued to produce excellent results and the children continue to achieve. This is evident in our NAPLAN results as well as our School based Progressive Achievement Tests (ACER PAT) results. Technology once again was advanced with our 1:1 Litre Project now being fully implemented in Years 5 and 6. The school has now implemented Kids Matter Framework and we will work through this for the next five years. The school continues to grow in size we will begin 2015 at 615 students.

Over 2014 St Therese’s continued to support its social justice initiatives, with a focus on Children’s Missions and the LOTUS Foundation close to $12,000 was raised in support of these initiatives.

I’d like to thank the staff and parents for their dedication and support of the school and the children for their great contribution throughout the year.

This report is available to you on the school website or by enquiry at the school’s office. I commend the report to you.
Duilio Rufo
Principal
Parent Body
Over the 2014 period, the Parents and Friends Association was once again actively involved with the school being part of the review of the School’s Homework Policy and the implementation of the Kids Matter Framework. In 2014 P&F Association contributed $40,000 to assist the school in purchasing resources and supporting a variety of projects.

Overall, the parents are very satisfied with St Therese’s, in particular, in the way that it tries to meet the educational, social and spiritual needs of our children.

Elizabeth Etheridge
President, P & F

Student Body
As the Student Leaders we would like to thank the teachers at St Therese’s for all the hard work that they do to make our school a great place to be. We have enjoyed our time at St Therese’s and we appreciate the time that the staff has taken to help us. We also want to thank our parents for all they do for us.

Who Are We

History of the School
The school was founded by the Sisters of Mercy on 1 November 1925. In 1926 the church / school of St Therese was built in Royal St New Lambton some 70 metres from the present church. As was common at the time, it was a dual purpose building being used for mass on Sundays and for classes during the week. In style it was similar to many others of its type being a simple hall capable of being partitioned into separate rooms with a chancel and sacristy, closed off except during mass. A small porch was attached while gable crosses proclaimed this to be a house of God. It served as the parish church from 1954 until 1956, when it was converted to serve, as it still does today, as a hall for the parish and school.

In 1995 the school administration area was rebuilt and the entrance was relocated to Burke Street. In 2000 the school began to grow rapidly and in 2010 with the help of the Federal Government funded Building the Education Revelation (BER) money a new hall and 12 new classrooms were built. Today the school is the largest Catholic School in the Diocese of Maitland-Newcastle with 615 students.

Location/Drawing Area
The main draw area for the school is the Parish of Holy Trinity Blackbutt North, in particular New Lambton. Due to its central location and the need for placements in Catholic Schools, St Therese’s also accepts children from Rankin Park, Elermore Vale some areas of Lambton, Kotara, Broadmeadow, Kahibah.

Characteristics of the Student Body
The table below shows the number of students in each of the categories listed.

<table>
<thead>
<tr>
<th>LBOTE*</th>
<th>SWD*</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>36</td>
<td>12</td>
</tr>
</tbody>
</table>

*Language Backgrounds Other Than English (LBOTE); Students with Disabilities (SWD)

Religious Dimension and Culture of School Life

Catholic Identity
At St Therese’s we pride ourselves on being a truly authentic Catholic school, presenting this aspect each day. Our Vision statement underpins all we do at St Therese’s as we welcome all and promote Christ’s message to all. We recognise and acknowledge our heritage - the indigenous heritage of the Awabakal, the legacy of the Mercy sisters and their welcoming Charism and St Therese’s “Little Way”. All of these aspects of our identity are celebrated in many ways; in daily classroom prayer, weekly staff prayer, Religion lessons, school Masses, whole school and stage assemblies.
Our educational perspective is based on the foundation of our Catholic Faith traditions. Our school philosophy embraces all these concepts, which permeate all facets of our curriculum. Christian values and attitudes underpin our policies and procedures as well as our relationship with colleagues, students, families and the wider Parish community.

We aim to live by Gospel values and we promote social justice initiatives.

The School as part of Parish and Diocesan Life

St Therese’s School participates actively within the Parish of Holy Trinity, Blackbutt North. The principal is a participant on the Parish Council, the Finance Committee as ex-officio officer and the Religious Education Coordinator (REC) and other staff members are part of the Sacramental Team.

Staff members on a Stage basis prepare for “Parish School” monthly Sunday Masses, where students and their families are invited to participate actively in ministry, welcoming and celebrating. Grade Masses are celebrated at the weekly Parish Masses, with parents and parishioners warmly welcomed. Teachers and students are actively involved in Parish liturgical celebrations, taking on ministry roles, contributing to the life of the Parish community.

Teachers and students attended the Catholic Schools Week Mass, Special Education Mass, the launch of Project Compassion in the Diocese and Called to Serve Mass which celebrates teachers in the Diocese.

The REC is an active member of the Parish Sacramental Team, along with several staff members, who assist with small group preparation meetings for families preparing their children for the Sacraments of Initiation. Parents are seen as the primary educators of their children and are supported by class teachers and the school community.

Teaching of Religion

Full implementation of the Religious Education curriculum is the central focus in the teaching of Religion. Lessons are timetabled daily and class teachers use the Diocesan Syllabus and support documents for the teaching of religion. The beginning unit of work involves all classes looking at “our St Therese’s Identity”- the legacies of St Therese, the Mercy sisters and the Awabakal people, with our PBS framework. A variety of resources are available for staff to use to make the teaching of Religion creative and engaging, using technology where suitable.

Teachers are qualified to teach Religion and are cognisant of the requirement to update their skills. Several staff members are currently undertaking or completing their Faith Accreditation. Many staff members are currently enrolled in Graduate Diploma/Master of Religious education/Leadership courses. Opportunities are offered to staff to fulfil these professional development requirements, with staff being encouraged to participate in parish programs- Lenten groups, meditation.

Christian meditation is undertaken daily by the majority of classes. A number of staff members undertaking courses in the teaching of Christian meditation.

Retreats and Faith Development Programs

St Therese’s staff, students and parents are offered many opportunities for spiritual and faith development. Sister Maureen Rigby OP comes to work with our Kindergarten students and parents with a special program, “Praying with children”. With the assistance of the REC and Kindergarten teachers, the children are gently introduced to prayer, through stories, songs and simple prayers. This year we used our retreat to focus on “Kids Matter” as we see that as fitting well into our values. Following in-servicing at the school, we spent a full day becoming upskilled in the ideals and resources of the program.
Values and initiatives to promote respect and responsibility

During 2014 a number of fundraising activities were organised by staff and students. Caritas was supported in Term 1, St Vincent de Paul, through Mini Vinnies in Term 2, the Lotus Foundation, which supports girls’ education in Laos in Term 3 and Children’s Catholic Mission in Term 4. Our Year 4 students were involved in “Mercy Works”, participating in an activity day with other Mercy schools and holding a “Blue Day” to raise funds for Mercy Works. Our school also had a “Beanie Day”, selling beanies to raise money for the Mark Hughes foundation. A total of $18,127.40 was raised throughout the year.

Initiatives to promote service to others and social justice are integral to our philosophy at St Therese’s. Students are also given opportunities to contribute to the local community, performed at local events and joining parishioners at weekday and Sunday Masses.

St Therese’s Positive Behaviour Matrix which is part of our PBS is based on the three core values of Respect, Responsibility and Care and Compassion for others. These core values provide the foundation for all we do at St Therese’s. During term 4 we decided to concentrate on the value of Respect, with lessons in class and student nominated for awards for demonstrating a wide range of ways of showing respect. Our Gospel values and the expected behaviours of the Matrix are also based on the Making Jesus Real program from Hobart Diocese. The Friendly Schools and families Program reinforces these core values and is integrated into our programs in Terms 1 and 3.

Policies

Enrolment Policy

St Therese’s follows the guidelines provided by the Catholic Schools Office Enrolment Policy 2013. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. 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 and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Student Welfare

The school follows our Student Welfare and Pastoral Care Policy. We approach welfare through a Positive Behaviour Support (PBS) Framework. This framework builds and supports positive behaviours and positive relationships. PBS uses Restorative Justice Practices, The Making Jesus Real program, as well as the implementation of an expected behaviours matrix. The school focuses on the rules from the matrix each fortnight. These rules are presented to the students and community at the Tuesday assembly and displayed in each classroom and communicated to parents through the newsletter. A review of the PBS rewards began in 2014 and will continue in conjunction with a review of our Student Welfare and Discipline policies in 2015.

Our policy is available from the main office or can be located online at our school website – www.newlambton.catholic.edu.au

Discipline

The Student Welfare and Pastoral Care policy which constitutes our Discipline Policy has continued to be implemented. It will undergo a full review in 2015, in consultation with staff and parents to bring it more in line with our work in Kids Matter and the review occurring in PBS.

The school continues to adopt the practices of Restorative Justice which are embedded into daily interactions. Refresher courses were included in inductions for new staff and for interested existing staff. Such courses were also held for Positive Behaviour Support and Making Jesus Real.
Our policy is available from the main office or can be located online at our school website – www.newlambton.catholic.edu.au

**Anti-Bullying Policy**

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. St Therese’s Anti-Bullying Policy was reviewed in 2014 and is available on the school website.

**Complaints and Grievances**

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy 2013, developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children’s learning, behaviour and welfare, School organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website. The policy and associated support material was updated in 2014 in line with the Diocesan document.

**Student Achievements**

**Academic Achievements**

Throughout 2014, a large number of students from St Therese’s participated in a variety of school, regional, diocesan, state and national academic endeavours. This included students from Year 2 to Year 6 being invited to participate in the UNSW ICAS Mathematics, English, Spelling, Science, Computer and Writing Competitions. Outstanding results were achieved in each of these. Students in Years 5 and 6 also took part in the Annual Newcastle Permanent Mathematics Competition with one student in Year 5 placing 6th across the Hunter Region and another 10 students being placed in the top 100 students across 350 schools in the Hunter Region.

NAPLAN results in Literacy, Numeracy and Writing for Years 3 and 5 indicate a high standard of academic achievement at St Therese’s.

Students participated in St Therese’s Enrichment Program focusing on problem solving and Science. 21st Century Skills of collaboration, problem solving and self-regulation were the main focus of this program. A specialist teacher was engaged and parents were invited to view their children’s at work throughout the program. The program will continue in 2015. Students with special needs were well supported to develop to their full potential. The Lexia Program, Mini Lit and Corrective Reading proved very successful programmes. Throughout 2014 there was also support offered in Maths for students in grades 1 to 4.

The LITRE 1:1 project continues to flourish with years 5 & 6 now using 1:1 tablets in all KLA’s. 2015 will see this project expand across the school. We will continue with the implementation of 21st century learning competencies (ISTE Standards).

**School Academic Priorities**

<table>
<thead>
<tr>
<th>Priority</th>
<th>Steps taken to achieve the priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve student achievement in literacy and numeracy</td>
<td>• Focus on Reading Comprehension Questioning Skills – engage Dr Gail Brown University of Newcastle &lt;br&gt; • Introduce Corrective Reading Program Years 3-6 &lt;br&gt; • Employ a teacher to work in Years 1 to 4 in Maths</td>
</tr>
<tr>
<td>The unpacking of the new Australian Maths, English and Science Curriculum</td>
<td>• Professional development for staff in the understanding of the new curriculums &lt;br&gt; • Development of programming using the new curriculums &lt;br&gt; • In-servicing of parents in the new curriculums</td>
</tr>
</tbody>
</table>
**Performance in National Testing**

**National Assessment Program - Literacy and Numeracy (NAPLAN) 2014**

Students in Year 3 and Year 5 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2014. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The test provides a measure of the students’ 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.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Band 2 is the minimum standard for Year 3 and band 4 is the minimum standard for Year 5. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

CSO will insert data here. School must insert additional information about the data and a brief outline of plans for targeting improvement.

**Cultural Achievements**

In 2014 St Therese’s continued its relationship and support of the Lotus Foundation with students holding their bi-annual art show in support of the foundation. Following their study of Social Justice topics students produced thought provoking art works that analysed the issues facing many of our disadvantaged citizens. In total $10,000 was raised which will be used to assist the girls in accessing higher education, which until now has not occurred in these small Laotian villages.

In 2014, St Therese’s participated in many cultural and community events with School Leaders attending; ANZAC Day ceremonies, participating in the RSL ANZAC Essay Competition, (with several students’ work being selected for commendation). The St Therese’s School Band was involved in performing for the local aged community as well as at the St Vincent de Paul Aged Care Centre. The School Leaders attended the Diocesan Mercy Mass and a number of students performed in the Diocesan ‘Aspire’ Creative Arts Production.

**Sporting Achievements**

During 2014 students at St Therese’s were given many opportunities to play in a variety of sports. The school continued it’s fine tradition of participation and success in both individual and team sports, such as Swimming, Athletics, Cross Country, AFL and Cricket. The St Therese’s Rugby League team won the Newcastle division of the 2014 Newcastle Catholic and Independent Primary Schools Challenge and progressed to the quarter finals of the state-wide competition. The St Therese’s Rugby Union also team had a very successful year, making the finals of the 7’s carnival, as well as progressing to the grand final of the NSW CPS 10- A SIDE RUGBY KNOCKOUT - The Chris Gangemi Cup - held at St Joseph’s College, Sydney. This placed them as the second best team in the state. Both Junior and Senior Soccer teams represented St Therese’s at the Regional Gala days and they were also successful against New Lambton Primary in an interschool competition. Several netball teams also represented the school at the Diocesan carnival. Medals were presented to the Swimming and Athletics champions throughout the year, as well as to the large number of students who represented at Polding level. The school’s participation in such a large variety of sporting activities throughout 2014 was only possible through the support and expertise of many parents and community members. Thanks to all the volunteers who gave up their time to coach or assist this year.

**Other Highlights for 2014**

This may include additional teaching and learning programs that have been implemented in the school.

- Enrichment Program Years 3 to 6
- A strong focus on Social Justice through our Lotus, Mini-Vinnies and outreach to the elderly
- The school focused on build closer ties with the wider community and Catholic Parish of Holy Trinity, Blackbutt North.
- A strong emphasis on using data to inform teaching and learning
- A focus on professional development in the area of 21st Century pedagogy
- Successful roll out of the 1:1 Tablet Program into Year 6
• The introduction of Kids Matter to enhance social emotional growth in children

Staff

Staff Qualifications

<table>
<thead>
<tr>
<th>Qualifications and Experience</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).</td>
<td>35</td>
</tr>
<tr>
<td>II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications</td>
<td>0</td>
</tr>
<tr>
<td>III. (a) Teachers not having qualifications as described in I or II above but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>(a) 0</td>
</tr>
<tr>
<td>III. (b) Of these which are New Scheme Teachers.</td>
<td>(b) 0</td>
</tr>
</tbody>
</table>

Workforce composition

<table>
<thead>
<tr>
<th>Number of Staff</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Total teaching staff</td>
<td>35</td>
</tr>
<tr>
<td>Total non-teaching staff</td>
<td>18</td>
</tr>
<tr>
<td>Grand total</td>
<td>53</td>
</tr>
</tbody>
</table>

Percentage of teachers who are Indigenous: 0

Professional Learning Undertaken

Teaching staff continue the implementation of the NSW Syllabus for the Australian Curriculum: English, Mathematics and Science. Staff undertook professional development in Professional Learning Community Framework. Profession Learning for staff also focused on the use of data to inform learning and developing better pedagogy in the delivery of Comprehension, spelling and Maths.

Teacher Attendance

The average teacher attendance rate for this school is X%.

CSO will insert this information (as for financial data and testing). Principal may add any necessary explanatory comment.

Teacher Retention

The teacher retention rate from 2013 to 2014 was 98%

2 teachers retired and 1 became principal at a neighbouring school.
Enrolments

Actual Enrolments 2014

<table>
<thead>
<tr>
<th>Scholastic Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>86</td>
</tr>
<tr>
<td>1</td>
<td>91</td>
</tr>
<tr>
<td>2</td>
<td>84</td>
</tr>
<tr>
<td>3</td>
<td>91</td>
</tr>
<tr>
<td>4</td>
<td>89</td>
</tr>
<tr>
<td>5</td>
<td>90</td>
</tr>
<tr>
<td>6</td>
<td>74</td>
</tr>
<tr>
<td>TOTAL</td>
<td>605</td>
</tr>
</tbody>
</table>

Student Attendance

Percentage of student attendance by Year level and school average for 2014:

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.23</td>
<td>93.98</td>
<td>94.27</td>
<td>94.51</td>
<td>94.20</td>
<td>94.76</td>
<td>95.02</td>
<td>94.57</td>
</tr>
</tbody>
</table>

Managing non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve problems of non-attendance. While parents should be reminded of their legal obligations under the Education Act (1990) the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student’s educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school-based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

Annual School Priorities

<table>
<thead>
<tr>
<th>Priority</th>
<th>Steps taken to achieve the priority</th>
</tr>
</thead>
</table>
| Development and implementation of 21st Century Learning Skills | • Professional development of staff  
• Coaching opportunities in 21st Century Skills |
| Introduction of PLC Framework                     | • Professional development of staff  
• Engage Hawker Brownlow to assist in development of the school culture in PLT |
| Introduce Kids Matter framework                    | • Professional development of staff, students and parents.               |
Community Satisfaction

Surveys undertaken of staff, students and parents in readiness of our school review, SEVDEV were extremely positive, with over 150 parent and staff replies and 180 student replies (years 5&6) indicating that they were very satisfied with the school and the programs that are in place. Children overwhelmingly indicated that they were happy and appreciated what was going on in the school to support them.

The wider Catholic Parish expressed appreciation for the fine work that the school does within the context of evangelisation and for its efforts in developing close ties with the parish itself and the wider community.

Financial Information

Inserted by CSO

Concluding Statement

St Therese’s continues to be held in very high esteem in the community that it serves.

The efforts of staff, students and parents who work collaboratively to strive for excellence in all areas of education as well as in Religious and Social Justice areas makes St Therese’s a school that parents want to send their children to.

As Principal, I’d like to express my appreciation of parents and staff for their support of the students. I would also like to thank the community for its support of the ideals and values of St Therese’s School.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school’s Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

Mr Duilio Rufo
Principal
St Therese’s Primary School
(PO Box 321)
NEW LAMBTON NSW 2305
Phone: (02) 49574922

For further information relating to the Diocesan Policy please refer to: http://mn.catholic.edu.au