About the Annual School Report

St Therese’s Primary School is registered by the Board of Studies as a member of the Catholic system in the Diocese 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 2013 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

Our Vision – To bring Christ and His message, in all its richness, into the hearts and lives of all is as important today as it was when Jesus first spoke of the Kingdom of God. St Therese’s is a school that strives to bring God's Kingdom of compassion and justice into the world. During 2013 we further developed these notions of compassion and justice by enlarging our involvement with the SVDP Society by further expanding the Mini-Vinnie’s that we now boast some fifty members who work actively in supporting those in need in our community.

The LOTUS Foundation continues to flourish with our senior students raising funds to support sixty-six girls in Laos, paying for their education and purchasing the girls bicycles to use to attend school.

As a way of building stronger community the Parents and Friends Associations started a support network for families and actively supported six families who were experiencing difficulty throughout the year.

Academically St Therese’s continues to show excellent results both in NAPLAN and school based tests. Teachers have introduced online diagnostic testing and are using the data collected to better inform their teaching and so provide better learning experiences for the students as well as targeting the children’s needs more effectively.

2013 saw the introduction of an Enrichment Program targeting the top 5% of the school population. The program proved very successful and as such will continue in 2014.

In 2013 St Therese’s expanded its LITRE Project to introduce 1:1 Tablets for years 5 & 6. LITRE 1:1 has had a very positive impact on the children’s learning and staff has accommodated the technology by changing their pedagogy. The use of technology has meant that teachers’ professional development has focused on how to best use technology to enhance learning.

2013 has seen the introduction of the new Australian English, Maths and Science Curriculums. There was a great deal of professional development undertaken in these new curriculums. In 2014 we will enter the implementation phase of these new curriculums.

Our Positive Behaviours Support (PBS) is having very positive consequences across the school with teachers reporting that the interactions of students were very supportive and amicable.

Overall St Therese’s continue to shine as a school of innovation and excellence.

Duilio Rufo
Principal
**Parent Body**
The parents and in particular, the Parents and Friends Association of St Therese's, play an active role in the schooling of our children. Where appropriate, parents are included in the decision making and policy development as it involves our families. We play a role in supporting the school in sports. Our Principal, Mr Duilio Rufo, has a very much inclusive strategy through information sharing both at our formal monthly meetings and an informal open door policy which is appreciated by all parents.

Over the 2013 school year the P&F raised money to purchase much need resources; Reading Maths and Science resources as well as providing money for the continued improvement of the playground.

Overall, the parents are very satisfied that St Therese’s is meeting the needs of our children.
Liz Etheridge
P&F President

**Student Body**
As the student council and elected leaders of St Therese’s, we believe that St Therese’s is a great school, with good teachers and parents who help us. We have many opportunities to learn, in particular, we like all the computers and the 1:1 Tablet Program that is run in years 5 & 6.

As leaders, we appreciate the opportunities to lead and serve and to be able to help others.

St Therese’s School Captains

**Who We Are**

**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 Primary School in the Diocese of Maitland-Newcastle with 600 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>46</td>
<td>35</td>
<td>15</td>
</tr>
</tbody>
</table>

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)
Religious Dimension and Culture of School Life

**Catholic Identity**

St Therese’s is a truly authentic “Catholic” school. We pride ourselves on presenting this aspect in the daily life of the school. Our Vision statement promotes a welcoming aspect and the promotion of the imperative to Christ, message to all. We recognise and acknowledge our heritage - the legacy of the Mercy sisters and their charism of welcoming, the indigenous heritage of the Awabakal people and we promote St Therese’s “Little Way”. We celebrate these aspects of our identity in a variety of ways - in daily prayer, Religion lessons, at whole school and Stage Assemblies, in Class Masses and Liturgies.

Our educational perspective is firmly based on the foundation of Catholic faith traditions. These concepts are embraced in our school philosophy and 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 strive to live by Gospel values and promote social justice.

**The School as part of Parish and Diocesan Life**

St Therese’s School participates actively within the Parish of Holy Trinity, Blackbutt North. Participation on the Parish Council, the Finance Committee (Principal as ex-officio officer) and the Sacramental Team is seen as important to us.

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. St Therese teachers were involved in planning and hosting the Diocesan Special Needs Mass and many students and their families assisted with organisation and the celebration.

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

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**

A prime focus of teaching at St Therese’s is the Religious Education curriculum. 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. 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 with other staff members undertaking courses in teaching 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. Parents are invited to work with Sister Maureen in an adult program of reflection, sharing and prayer.

This year we wanted to focus on the work of St Mary of the Cross and the Josephite tradition, so we travelled to Sydney to Mary Mackillop Place where we stayed overnight. Sister Margaret then led us through a day of exploring not just the Josephite tradition, but the way in which that tradition and that of the Mercy Sisters link and work together.
Values and initiatives to promote respect and responsibility

During 2013 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. A total of $4800 was raised. 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. 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, which was updated in consultation with teachers and parents in 2013.

The school approaches 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 will be undertaken in 2014.

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 underwent a review in 2013, following consultation with staff and parents. As part of this review, the matrix was amended to streamline the process and thus making it more teacher friendly. This review included a revision for all staff on procedures involving child protection and behaviour management.

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 exiting 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 is reviewed regularly 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 2013.

Student Achievements

Academic Achievements

St Therese’s promotes high expectations and encourages all students to participate in a broad range of personal assessments and development activities across a number of key learning areas.

Throughout 2013, a significant number of students from St Therese's participated in a range of school, regional, diocesan, state and national academic endeavours. Outstanding results were gained in various national Mathematics, English, Spelling, Science, Computer and Writing Competitions.

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

Students were given opportunities and participated in a variety of Enrichment activities both in and out of school across several KLA’s. A specialist teacher began enrichment groups Grades 3-6 with integration across KLAs with emphasis on investigations. Parents were invited to share and view their children’s work at the completion of the program. The program will continue in 2014. Students with special needs were supported, both in classrooms and on the playground and given opportunities to develop to their full potential. The Lexia program supported students in literacy with the introduction of Mini Lit for students in grades 1, 2 and 3.

Book Week was celebrated across the whole school, with children participating in class activities aimed at improving outcomes in reading and writing, as well as a whole school Book Celebration and shared class activities.

The LITRE project also saw the introduction of 1:1 tablet technology in Year 5 in a lighthouse project, a first for the Diocese. It will expand to all of stage 3 in 2014. Introduction of 21st century learning competencies (ISTE Standards) has been implemented K-6.

All classroom teachers have access to Smartboards and professional development in this area. The school library remained set up as a “pod” format. The students have regular access to computers and many teaching programs are delivered using computer technology.

Annual School Priorities

<table>
<thead>
<tr>
<th>Priority</th>
<th>Steps taken to achieve the priority</th>
</tr>
</thead>
</table>
| Full implementation of the LITRE 1:1 Tablet Program commenced November 2012 | • Professional development of staff  
• Purchase of tablets  
• Introduction of optic-fiber line into the school |
| Improve student achievement in literacy and numeracy | • Focus on Writing through the school  
• Removal of Maths text book and a focus on teaching pedagogy, planning, programming and assessment |
| The unpacking of the new Australian Maths, English and Science Curriculum | • Professional development for staff in the understanding of the new curriculums  
• Development of programming using the new curriculums  
• In-servicing of parents in the new curriculums |
Performance in National Testing

National Assessment Program - Literacy and Numeracy (NAPLAN) 2013

Students in Year 3 and Year 5 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2013. 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.

<table>
<thead>
<tr>
<th>NAPLAN Program 2013 - Year 3 Percentage in Skill Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 6 and Above</td>
</tr>
<tr>
<td>[School Name] 32.6% 20.9% 36.0% 12.8% 14.0%</td>
</tr>
<tr>
<td>National Performance 23.3% 19.5% 27.0% 16.6% 10.8%</td>
</tr>
<tr>
<td>Band 5</td>
</tr>
<tr>
<td>[School Name] 36.0% 34.9% 29.1% 50.0% 33.7%</td>
</tr>
<tr>
<td>National Performance 22.5% 23.1% 24.1% 30.1% 21.1%</td>
</tr>
<tr>
<td>Band 4</td>
</tr>
<tr>
<td>[School Name] 19.8% 22.1% 23.3% 26.7% 37.2%</td>
</tr>
<tr>
<td>National Performance 23.4% 25.0% 22.4% 28.8% 30.2%</td>
</tr>
<tr>
<td>Band 3</td>
</tr>
<tr>
<td>[School Name] 8.1% 19.8% 7.0% 7.0% 9.3%</td>
</tr>
<tr>
<td>National Performance 17.5% 17.1% 14.6% 14.3% 23.6%</td>
</tr>
<tr>
<td>Band 2</td>
</tr>
<tr>
<td>[School Name] 3.5% 1.2% 4.7% 3.5% 5.8%</td>
</tr>
<tr>
<td>National Performance 8.6% 9.1% 7.2% 5.2% 10.0%</td>
</tr>
<tr>
<td>Band 1</td>
</tr>
<tr>
<td>[School Name] 0.0% 1.2% 0.0% 0.0% 0.0%</td>
</tr>
<tr>
<td>National Performance 4.7% 6.2% 4.7% 5.0% 4.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN Program 2013 - Year 5 Percentage in Skill Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 8 and Above</td>
</tr>
<tr>
<td>[School Name] 12.3% 9.6% 21.9% 20.5% 16.4%</td>
</tr>
<tr>
<td>National Performance 10.9% 10.8% 11.8% 5.1% 9.2%</td>
</tr>
<tr>
<td>Band 7</td>
</tr>
<tr>
<td>[School Name] 31.5% 32.9% 26.0% 30.1% 17.8%</td>
</tr>
<tr>
<td>National Performance 21.9% 19.5% 21.3% 14.9% 15.9%</td>
</tr>
<tr>
<td>Band 6</td>
</tr>
<tr>
<td>[School Name] 37.0% 27.4% 30.1% 24.7% 37.0%</td>
</tr>
<tr>
<td>National Performance 30.2% 28.1% 28.7% 31.8% 26.6%</td>
</tr>
<tr>
<td>Band 5</td>
</tr>
<tr>
<td>[School Name] 15.1% 23.3% 16.4% 21.9% 23.3%</td>
</tr>
<tr>
<td>National Performance 23.5% 23.1% 22.7% 28.1% 26.2%</td>
</tr>
<tr>
<td>Band 4</td>
</tr>
<tr>
<td>[School Name] 1.4% 4.1% 4.1% 0.0% 4.1%</td>
</tr>
<tr>
<td>National Performance 9.7% 11.5% 10.4% 11.8% 15.4%</td>
</tr>
<tr>
<td>Band 3</td>
</tr>
<tr>
<td>[School Name] 2.7% 2.7% 1.4% 2.7% 1.4%</td>
</tr>
<tr>
<td>National Performance 3.9% 6.9% 5.2% 8.3% 6.7%</td>
</tr>
</tbody>
</table>

Cultural Achievements

In 2013 St Therese’s continued its relationship with and support of the Lotus Foundation. The P & F supported these initiatives and St Therese’s funded scholarships supporting 44 girls in Laos. The funds were used to purchase furniture, resources, such as pencils and text books, as well as bicycles for the children to ride, to and from school. In 2013, two teachers and a parent travelled to Laos to meet and assist these girls and their families.

Students in Stage 3 held an exhibition that highlighted for students the work of the Lotus foundation. St Therese’s students were given the opportunity to interact in simple activities which immersed them in Laotion culture. This initiative raised more than $700.

In 2013, St Therese’s participated in many cultural and community events. Several students attended a Leaders Conference in Newcastle, aimed at promoting positive role models, educating students about leadership and excellence, and inspiring and empowering students to make a positive contribution to the school. School leaders also attended several community events including representing St Therese’s at ANZAC Day ceremonies, syllabus and program launches and community events. Year 6
students participated in the RSL ANZAC Essay Competition with several students’ work being selected for commendation. 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, participating in the Gospel procession. A number of students performed in the Diocesan ‘Aspire’ production.

In 2013, St Therese’s continued the Newcastle City Council Climate Cam initiative, targeting methods to reduce environmental footprints and was awarded several stars for our achievements. An environmental team made up of students and teachers worked on promoting positive environmental initiatives such as Rubbish Free Days and educating the school community on reducing consumption and increasing recycling. Students monitored St Therese’s waste, water and electricity usage over the course of the year. Our school leaders and members of the environmental team attended a Climate Cam information day, as well as the Climate Cam presentation ceremony. The program will continue into 2014 with the hope of extending the responsibilities of the Environmental team.

Children were once again involved in NAIDOC Week celebrations. A special Federal Government award was presented to a child in Year 2 for her achievements in a NAIDOC week competition.

**Sporting Achievements**

During 2013 students at St Therese’s were given many opportunities to participate in a variety of sports. These included individual as well as team sports in Swimming, Athletics, Cross Country, Rugby League, Rugby Union, Soccer, AFL, Basketball, Netball and Cricket. A large number of students gained selection in Diocesan Teams and several were successful in selection in Polding and then State teams. Several netball teams represented St Therese’s at the Diocesan Carnival, with Senior girls coming first and other teams experiencing success. Soccer teams, were also successful, as were Rugby Union and Rugby League teams. Medals were presented to Swimming and Athletics champions throughout the year as well as to students who represented at Polding level. Participation in sporting activities continues to be popular with students and families at St Therese’s.

**Other Highlights for 2013**

- Enrichment Program Years 3 to 6
- A strong focus on building a strong outreach program through Mini-Vinnies
- 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
- Students’ social emotional growth is fostered by strong pastoral care and student support programs.

**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>31</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>
</tr>
</thead>
<tbody>
<tr>
<td>Total teaching staff</td>
<td>31</td>
</tr>
<tr>
<td>Total non-teaching staff</td>
<td>14</td>
</tr>
<tr>
<td>Grand total</td>
<td>45</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: Mathematics. They participated in Diocesan Professional Learning for the new NSW Syllabus for the Australian Curriculum: English with additional PD undertaken with CSO curriculum personnel in preparation for full implementation of this document in 2014.

Teacher Attendance

The average teacher attendance rate for this school is 95%.

Teacher Retention

The teacher retention rate from 2012 to 2013 was 100%

Two teachers retired.

Enrolments

Actual Enrolments 2013

<table>
<thead>
<tr>
<th>Scholastic Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>84</td>
</tr>
<tr>
<td>Year 1</td>
<td>82</td>
</tr>
<tr>
<td>Year 2</td>
<td>90</td>
</tr>
<tr>
<td>Year 3</td>
<td>87</td>
</tr>
<tr>
<td>Year 4</td>
<td>86</td>
</tr>
<tr>
<td>Year 5</td>
<td>74</td>
</tr>
<tr>
<td>Year 6</td>
<td>87</td>
</tr>
<tr>
<td>TOTAL</td>
<td>590</td>
</tr>
</tbody>
</table>

Student Attendance

Percentage of student attendance by Year level and school average for 2013:

<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>94.38%</td>
<td>95.03%</td>
<td>94.34%</td>
<td>95.80%</td>
<td>94.78%</td>
<td>95.74%</td>
<td>97.61%</td>
<td>95.39%</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

1. Staff spirituality, and theological formation
2. Improved student achievement in literacy and numeracy
3. Undertake a review of the school
4. Effective implementation of New Australian Curriculum in NSW

Achievement of School Priorities

1. Staff supported in their personal faith development and spiritual growth through staff meetings, guest speakers on Meditation, and an annual retreat focusing on spirituality.
2. Focus given on NAPLAN data in particular Writing – excellent results achieved
3. A full review of the school was undertaken – surveys, audits etc. in readiness for our 5 yearly inspection in 2014
4. New National Curriculum in NSW in English, Science and Maths were unpacked and a review of teacher’s programming standards was undertaken in line with the new curriculum.

Facilities

School facilities and resources are very good. Classrooms are in very good order and the playground is well maintained and adequate for the size of the school population. Administration is adequate and in good order.

Community Satisfaction

At the end of 2013 major surveys of parents, students and teachers were done in preparation for our 5 year review. It was obvious that there was a high satisfaction rate with the school, both within the school community and the wider community.

Parents and students appreciated the care and love shown to the children and they also acknowledged the high standard of teaching and learning. In particular, parents were very appreciative of the ongoing student welfare programs that were in place. Technology was once again rated high by all stakeholders who in general saw the need to continue with the development of technological programs within the school.

The enrichment program was also greatly appreciated.

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

Financial Information

The following graphs represent the income and expenditure for St Therese’s Primary School, New Lambton for the school year ending 31 January 2014 as aggregated from the annual returns to the Australian Government’s Department of Education, Science and Training.
Concluding Statement

St Therese’s standing in the community of New Lambton goes from strength to strength with the school being held in high esteem.

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:

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St Therese's Primary School  
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For further information relating to the Diocesan Policy please refer to: http://mn.catholic.edu.au