

2020

ANNUAL SCHOOL REPORT

St Therese

Catholic Primary School
West Wollongong



About this Report

St Therese Catholic Primary School, West Wollongong is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

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

The report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Action Plans.

Accordingly, the report demonstrates accountability to regulatory bodies, the school community and the CEDoW. This report has been approved by CEDoW to ensure compliance with all the NESA requirements for registration.

This report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NESA, the report will be presented to the parent body and be available on the school's website by 30 June 2021.

Further information about the school or this report may be obtained by contacting the school:

St Therese Catholic Primary School

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West Wollongong 2500

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Website: www.stwwdow.catholic.edu.au

Parish Priest: Fr Duane Fernandez

Principal: Stephen Thorne

Date: 16 December 2020

Vision Statement

St Therese Catholic School is a dynamic Catholic community, educating and empowering learners for life's journey.

Message from Key School Bodies

Principal's Message

This year commenced full of hopes, dreams and goals to achieve however, by the end of March everyone knew that it would be a year like no other. The concept of remote learning was always in the realm of students from outback cattle stations and tiny isolated towns. This year, with very little lead in time, St Therese's school got to experience what this type of teaching and learning is like. To the credit of the teachers, remote learning was set up in a very short period of time which required a great deal of professional learning from teachers and support staff. While for many, the dream was probably that this would be a good way to teach as it took away so many other challenges in the classroom, it was quickly recognised that the staff are in this profession for the face-to-face connections that are made with students. Great things happened during remote learning but the excitement from staff and students was obvious when all were able to return to onsite learning again.

Staff and student wellbeing has been paramount throughout the year which has encouraged everyone to look at what is being taught, how it is being taught and is it meeting the needs of the students during this time. Without parents onsite, other forms of communication and engagement have been developed to maintain a sense of connection.

Throughout the year, preparations have continued for the refurbishment of the primary building. Preliminary changes have been noticeable onsite however full impact will take place in 2021 as all primary classes move into temporary buildings.

Principal

Parent Involvement

A new P&F executive was elected early in the year to continue the success that the P&F brings to the school community. However, 2020 has marked a different year with COVID-19 limiting parents on site and how the whole school environment operates. With planned fundraising, discos, Mothers' and Fathers Day Stalls for the year, they were no longer able to be run. This gave the executive time to reflect on the outstanding achievements the P&F had brought so far and encouraged all to continue to move forward and give back to the school community during a difficult year.

In 2020 the P&F have invested \$18,280 towards the addition of synthetic grass to the playground and committed a \$13,915 contribution to the Stage 1 verandah transformation to install tiered seating. The synthetic grass had brought interest and colour to the playground and the P&F look forward to the verandah upgrade in the new year. The P&F have also made a \$9,000 fiction and non-fiction book contribution as well as supporting a STEM - VEX robotic contribution.

Fundraising this year has brought in a total of \$1,695 with two BBQ's being held. The P&F hosted a Pizza Fun Day at the end of Term 2 where pizzas and a treat were delivered for the whole school. This was

repeated with another Fun Day Sausage Sizzle at the end of Term 4 as a Christmas and end of year celebration.

Thank you to everyone who has supported the P&F in any way as it is everyone together as a school community who make all this possible. Parent and carer involvement is a wonderful way to become involved in your child's school as well as connecting with the school community. The P&F encourages every parent to become involved and the P&F welcome the new ideas you may bring.

Parents and Friends Association, President

Student Leadership

At St Therese, a Student Council is elected each year. This consists of eight students from Year 6 who are called upon from time to time to represent the school at external events or to welcome or acknowledge visitors to the school. This year, 2020, has seen many of the usual functions of the Student Council cancelled due to COVID-19. Leading assemblies and taking student concerns to school leadership still happened from time to time. The last seven years, looking back, have passed very quickly. As the focus moves towards the challenges of high school, leaving St Therese brings mixed feelings. However, time has come for the Year 6 students to move on knowing that they have been well supported and well prepared for what lies ahead.

School Leaders

School Profile

School Context

St Therese Catholic Primary School is a Catholic systemic co-educational school located in West Wollongong. The school caters for students in Years K-6 and has a current enrolment of 357.

St Therese School began at the request of the Parish Priest, Fr John Mulherin, in 1939. He invited the sisters of the Good Samaritan to start a school in his parish. The school was staffed and administered by the sisters until 1978, when the first lay principal was appointed. Today the school is fully staffed by committed lay teachers and administrators.

St Therese is situated between the mountains and the sea, very close to Mt Keira on the Illawarra escarpment and on the edge of the Wollongong CBD. Generational enrolment is a feature of St Therese, with successive parents and grandparents continuing to be involved in school life.

The school prides itself on being a happy, calm place, where all students are provided with an environment conducive to effective learning and strong friendships. The school aims to provide a broad education, focused on the important skills of literacy and numeracy, while not forgetting critical thinking, appreciation of the arts and knowledge of the world. Each child's spiritual needs are also taken into account by the provision of Religious Education, prayer, worship and reflection time.

Each year the school is involved in the CEDoW's 'School Review and Improvement' process, as are all schools in the diocese. Through this the school has reviewed all aspects of school life, seeking to make improvements in all areas to the betterment of the students. This ongoing improvement continues, especially in the area of learning. An important part of this review process this year has been the planning for the refurbishment of the primary building incorporating eight classrooms. This work will be undertaken throughout the 2021 school year and provide updated facilities which will allow for students to engage in a twenty-first century learning environment.

Student Enrolments

2020 Enrolments	
Boys	171
Girls	186
Total	357
Aboriginal and Torres Strait Islander	3
LBOTE	224

The Diocesan Primary Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.stwwdow.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2020.

Student Attendance

2020 Attendance	Male	Female
Kinder	96%	94%
Year 1	94%	95%
Year 2	91%	96%
Year 3	94%	94%
Year 4	94%	95%
Year 5	94%	93%
Year 6	93%	92%
Whole school	94%	94%

Management of Student Non Attendance

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

Non-attendance is not a large problem at St Therese, however late arrival can be an issue with some families. Regular reminders are placed in the newsletter regarding the Attendance Policy. Through electronic roll marking, class teachers as well as the Senior School Support Officer (SSSO) can keep track of attendance and identify absences that are unexplained or excessive. The appropriate documentation is sent to parents to provide the opportunity to give reasons for absences. Where the school is concerned about ongoing absences or lateness, parents are invited to discuss this with the Principal. Documentation is kept in the individual student's file. All absences require some form of notification to the school or class teacher either before or after the period of absence. This is usually in the form of a note but it can be via electronic means or even a phone call to the school office. Class teachers refer to absences during Parent Meetings if it is felt that absences are having an impact on the student's learning.

Application for exemption may occur using the Attendance Policy of the Catholic Education Office. Where leave is for more than ten school days, expectations for learning during the leave are recorded on the Exemption Certificate.

Staffing Profile

There are a total of 25 teachers and 13 support staff at St Therese Catholic Primary School. This number includes 14 full-time, 11 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional / Provisional	0
Proficient	25
Highly Accomplished / Lead	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2020 was 95.2%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2019 to 2020 was 100%.

Professional Learning

During 2020 St Therese Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

- A. St Therese Catholic Primary School whole school development days involving 38 staff. These days focused on:
 - Accountability / Compliance
 - Positive Behaviours for Learning
 - CPR / Emergency Care.
- B. Other professional learning activities provided at school level including CEDoW run courses:
 - Compass Training (1 staff)
 - Reading Recovery (1 staff)
 - Leadership (5 staff)
 - National Consistent Collection of Data (NCCD) (2 staff)
 - Senior First Aid (7 staff)
 - Child Protection (1 staff)
 - Learning Progressions (2 staff)
 - Aboriginal and Torres Strait Islander (ATSI) Retreat (1 staff)
 - English as Another Language or Dialect (EAL/D) (4 staff)
 - Lamplighters Spirituality Reflection (4 staff)

- Diverse Learning Skills Teacher Network (2 staff)
- Play Matters in Early Years (2 staff)
- Religious Education Coordinators Network (1 staff)
- Positive Behaviours for Learning (PB4L) (4 staff)
- Kindergarten Writing (2 staff)
- CLIL Writing Analysis (14 staff)
- Lamplighters Overnight Retreat (2 staff)
- Lamplighters (1 staff)
- Seven Steps to Writing Success Staff Professional Development (7 staff)
- Learning For Leadership (1 staff)
- Assistant Principal Retreat Zoom (1 staff)
- RRCSSSE in a Catholic Context Workshop Zoom (2 staff)
- PAT Assessment Webinar (2 staff)
- Primary DLST Network Meeting (1 staff)
- Instructional Coach Leadership Team Meeting (5 staff)
- EAL/D Training (1 staff)
- EAL/D Phasing Day (14 staff)
- Working Through Uncertainty - Mental Health and Wellbeing Workshop (2 staff).

The average expenditure by the school on professional learning per staff member was \$321.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$192.

Catholic Life & Religious Education

St Therese Catholic Primary School is part of the West Wollongong Parish Community and shares the life of the parish. In 2020, the Parish Priest supported the school to celebrate school Masses and liturgies, however due to COVID-19 significant changes and restrictions were placed on school communities. The parents of St Therese continued to share the responsibility for the spiritual growth, welfare and religious education of students, appreciating the support of the Parish Priest.

The school continued to liaise with the Parish Youth Coordinator to support the 'Messy Church Program' however due to COVID-19 significant changes and restrictions were placed. This program provided contact between the preschool age group and school age students. The school took an active part in the Parish Sacramental Programs, conducting Sacramental Retreat Days with the Parish Priest and organising the celebrations. At morning assemblies, the students and staff pray the school prayer.

Year 6 students also participated in the one day retreat program "Activate Fire" led by Year 6 teachers and CEDoW in Zoom sessions. School students from Year 3, Year 6 and students from surrounding state schools, participated in the sacramental programs, which culminated with parish based celebrations. Collaboration with local catechists was continued, promoting involvement in these sacramental programs. The school also had six students chosen from Years 5 and 6 to represent the school in the Diocesan Christmas Story Art Competition conducted by the CEDoW. Two of the entries from the Year 6 students were then selected to represent the diocese in the judging by the Archdiocese of Sydney.

The school community supported several social justice initiatives throughout the year. The school reached out to many charitable organisations raising monetary donations to the amount of \$230 for Catholic Mission, \$810 for the Bushfire Relief for St Mary Star of the Sea, Milton and \$723 for Caritas. Additionally, donations of food, warm clothing and Christmas gifts were collected and with the support of the St Therese St Vincent De Paul Chapter, hampers were made and given to local families who were in need during winter and the Christmas period. During October Mission Month, funds were raised for Catholic Mission through the Socktober activities raising \$452.

Students are encouraged to live the life of Christ in their daily dealings with others. This is done through Religious Education and the example of their teachers and parents. All classes use the CEDoW Religious Education Syllabus. All teaching staff from Kindergarten to Year 6 further developed pedagogical practices to improve the way in which they teach and assess Religious Education with the use of Religious Sense warm up activities being introduced. Teachers' link knowledge and tradition with the children's own lives, allowing them to journey in their personal relationships with God.

Religious Literacy Assessment

Due to COVID-19 significant changes and restrictions were placed on school communities resulting in the suspension of the *Religious Literacy Assessment* program for 2020.

School Review and Improvement

School Review and Improvement is an on-going process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2020:

Key Area 1: Catholic Life and Religious Education

1.2 Religious Education

Goal: RE Sense will be included in every lesson so that students develop an understanding of basic Catholic facts and traditions.

Key Area 2: Students and their Learning

2.2 Rights and responsibilities

Goal: The school will be compliant with the CEDoW Student Pastoral Care and Wellbeing Policy so that staff will support students with their diverse wellbeing and learning needs.

2.3 Reporting student achievement

Goal: The school will continue the implementation of the National Literacy and Numeracy Learning Progressions so that by the end of 2020 all students will be landed in the six sub-elements.

Key Area 3: Pedagogy

3.1 Curriculum provision

Goal: Staff will have access to professional learning opportunities in implementing the PDHPE syllabus so that there is a K-6 approach to the PDHPE syllabus.

3.2 Provision for the diverse needs of learners

Goal: All teachers will participate in processes and procedures to update and moderate Personalised Plans for students with diverse learning needs to enable them to achieve their learning goals.

3.4 Planning, programming and evaluation

Goal: Teachers will meet and collaborate with the Instructional Coach to analyse data so that the CLIL initiatives will be implemented across the school to improve writing.

3.6 School climate, learning environment and relationships

Goal: Staff will have a shared understanding of the school's vision so that everyone feels valued, included and mindful of their own and other staff members' wellbeing.

Key Area 5: Resources, Finance and Facilities

5.2 Use of resources and space

Goal: The school will participate in processes and procedures to finalise a whole school refurbishment so that the school can meet the needs of 21 Century learners.

Key Area 6: Parents, Partnership, Consultation and Communication

6.2 Reporting to the community

Goal: The school will have an online presence that is easily managed by staff so that existing and prospective families can gain reliable and current information about the life of the school.

School Review and Improvement components to be reviewed and rated in 2021:

Mission Dimension 1 - Mission and Catholicity

Priority Area 1: Catholic Life and Culture

Goal: Implement the Respectful Relationships, Child Safety and Human Sexuality Essential Content of the PDHPE syllabus in light of our Catholic beliefs.

Priority Area 3: School Climate, Learning Environment and Relationships

Goal: Review school Vision and Mission Statements.

Mission Dimension 2 - Learning and Teaching

Priority Area 2: Curriculum Provision

Goal: Develop K- 6 Visual Arts Scope and Sequence skills for teachers.

Priority Area 4: Planning, Programming and Evaluation

Goal: Work with Instructional Coach use data to improve student outcomes in writing.

Priority Area 5: Teaching Practises

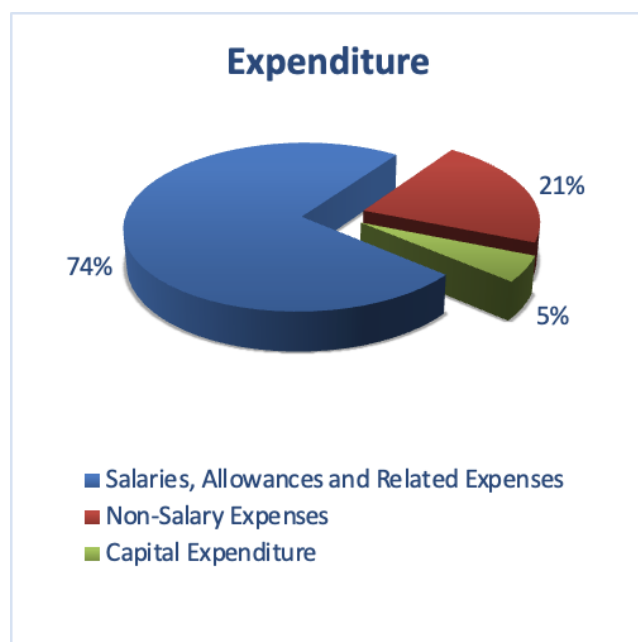
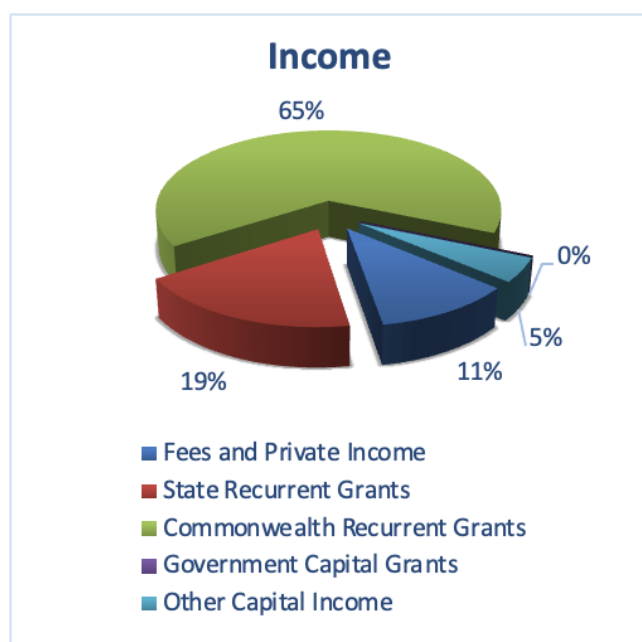
Goal: Reassess the teaching of numeracy skills across K - 6.

Financial Summary

Towards the end of 2019, the P&F approved the spending of \$1,000 per grade on classroom readers as well as a further \$1,000 for each Stage 3 grade to spend on non-fiction. This total of \$9,000 was spent on the purchase of books over the first six months of this year. The P&F also agreed to funding the installation of synthetic grass on the back playground at a total of \$20,108. Approval has also been granted for works along the Stage 1 verandah with a concrete accessibility ramp funded by the school at a cost of \$12,793 and installation of timber tiered seating funded by the P&F at a cost of \$13,915.

The school was also successful in applying for a number of Sporting Schools Grants throughout the year. These grants totalled about \$11,500, allowing the school to purchase new equipment as well as bringing in expert coaching staff for the areas of volleyball.

The following graphs reflect the aggregated income and expenditure for St Therese Catholic Primary School, West Wollongong for the year ended 31 December 2020. This data is taken from the 2020 financial return to the Australian Government, Department of Education and Training.



Student Welfare

Student welfare at St Therese is based on respect for oneself and others. Looking to the example of Jesus, St Therese and Mary MacKillop as models of pastoral care. Student rights and responsibilities are acknowledged and discussed, especially at the beginning of each year to set the scene for a life-giving year for each student. Classroom rules and procedures are jointly constructed and agreed upon by both students and teachers. The Student Code of Conduct continues to reinforce expectations of fair and respectful behaviour towards others. Bullying is not tolerated at St Therese School. At the beginning of each term, the Student Code, rules and responsibilities are reviewed in every classroom.

A team consisting of a cross section of the staff and leadership, ensures that Positive Behaviours for Learning (PB4L) principles are embedded in all areas across the school. The three school rules: Be Respectful, Be Responsible and Be Safe, are known and understood by all students, parents and staff. The students are very aware of what being respectful, responsible and safe looks like, sounds like and feels like in all classroom and non-classroom areas of the school.

Personal development continues to be a major focus at St Therese from Kinder to Year 6. This is embedded within the Key Learning Area (KLA) of Personal Development, Health and Physical Education. The aim is to make students more aware of their feelings and the feelings of those around them. The school has implemented a social skills program in some classes, designed to help children to develop the knowledge, skills and behaviours needed to successfully socialise with their peers. As well, another program called Power Girls in Stage 3, aimed to teach young girls a range of effective problem solving and coping strategies, in a fun and interactive way.

St Therese Catholic School is committed to providing the highest quality Catholic education for all students spiritually, academically, physically, socially and emotionally. The wellbeing of all students is central to all that is undertaken within the school. The school continues to work in collaboration with CatholicCare Family Welfare, in providing a school counselling service for students. The counsellor is available weekly and meets with students who are experiencing specific difficulties.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. All schools follow the CEDoW's ***Student Pastoral Care and Wellbeing Policy*** and the associated ***Student Anti-Bullying Procedure***. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the CEDoW website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2020.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines are available on the school website: www.stwwdow.catholic.edu.au or by contacting the school office.

Learning and Teaching

Introduction

St Therese Catholic Primary School is committed to fostering a Catholic community founded on mutual respect and trust, where all are nurtured to grow as individuals, within the love of God. The school is a learning community that delivers quality learning and teaching that supports and empowers all, as lifelong learners as evidenced in the Vision Statement, “A dynamic Catholic community, educating and empowering learners for life’s journey.”

Both school and system based initiatives are developed and implemented to enhance and further promote quality learning and teaching for the school community. All learning and teaching programs implemented meet the Australian Curriculum, NESA and CEDoW requirements. Compliance with mandated NESA syllabus documents (English, Mathematics, Science and Technology, Human Society and Its Environment - History and Geography, Personal Development, Health and Physical Education and Creative Arts) support learning and teaching programs across K-6. The Religious Education syllabus is used across the Diocese of Wollongong, Armidale and Lismore and the Archdiocese of Sydney, K-6.

St Therese is a learning community dedicated to continual growth and improvement in both learning and teaching across all KLAs. Programming templates on Google Docs ensure all staff participate in a whole school approach towards programs and to ensure program compliance to Diocesan and NESA regulations. There has been a high level of professional collaboration across all stages of learning, creating a consistent and whole school approach in implementation and understanding.

Curriculum and Pedagogy

Syllabus implementation

The NESA curriculums, as well as the CEDoW Religious Education curriculum, underpin the development of all teaching programs at St Therese Catholic School. Teachers use the NESA Primary Curriculum Foundation Statements when planning quality learning and teaching experiences and reporting student achievement. Professional development has been provided for staff to be trained in the implementation of the Australian Curriculum. Teachers are using the English, Maths, Science and Technology and History and Geography Curriculums introduced over the past few years. Stage 3 teachers have had extensive support to be able to implement the 1:1 iPad strategy. Both teachers and students have had a very steep learning curve to maximise the potential of the learning device. Through sharing and collaboration, especially during the period of remote learning and teaching, other teachers are also gaining skills and strategies to use in their own classrooms with their own iPad and large screen television. Assessment for, as and of learning are ongoing experiences for teachers and students and are all based on the NESA syllabus outcomes. A wide range of assessment tools are used and student learning is closely monitored by teachers to allow students to demonstrate authentic learning. Honest, constructive feedback to students is crucial to meaningful learning for all students.

Assessment and reporting

In 2020, St Therese continued to implement assessment and reporting procedures which complied with Federal Government requirements. Student reports, containing comment options for Religious Education, English and Mathematics, as well as a teacher general comment were used. Due to COVID-19, parents of students in Year 1 to Year 6 were provided with a modified written Interim report in Semester 1, and a full written report in Semester 2. Parent/teacher interviews were held at the end of Term 2 and an

opportunity was provided at the end of Term 4. Parents of Kindergarten students were provided with a half yearly interview and an end of year written report.

The 'Best Start' assessment was administered for all Kindergarten students at the beginning of the year to ascertain their understanding in literacy and numeracy. Teachers continued to utilise class assessment plans, which linked to their teaching program and individual work samples. Staff ensured that feedback and assessment for, as and of learning occurred. Anecdotal records and professional teacher judgements were also collected as evidence of student progress.

Technology supporting learning

The 1:1 Bring Your Own Designated Device (BYODD) program continued in Year 5 and Year 6 for the sixth year. Using such technologies and online tools has enabled students to demonstrate knowledge by creating content and social contexts for sharing and celebrating their learning. All classes have internet access and a large screen TV providing options for accessing quality resources and an easy way for students to share their learning. Each year all students work through digital citizenship modules during library sessions to build their knowledge and resilience in the digital world. The CEDoW provides regularly updated filters to minimise the chances of students gaining access to inappropriate sites. As an added precaution, the school also subscribes to World Book Online and teachers are encouraged to use Clickview as safe ways to access learning material.

The school maintained its commitment to promote all aspects of Information and Communication Technology (ICT). The students were regularly given the opportunity to improve their computer and iPad knowledge and skills, whilst completing carefully designed technology tasks. ICT was utilised in all KLAS. St Therese Catholic School has two class pods of laptops which can be borrowed on a roster basis primarily for Kinder to Year 4, however Years 5 and 6 can gain access if the iPad is insufficient for the task they need to complete. Kinder to Year 4 also have six iPads within their classroom and regularly borrow from other classes to support group learning sessions.

Cross Curriculum

Literacy strategies

In 2020, the school has continued to work together to promote good literacy skills for the students and cater for their individual needs. At the beginning of Kindergarten, teachers assessed the children undertaking the Kindergarten Best Start - Index for Learning. This assessment informed teachers so that they could develop achievable targets for the students at the beginning of their learning journey.

Students in Year 1 needing support in reading and writing, have again this year had the opportunity to have 1:1 lessons in the Reading Recovery program. This year eight students have benefitted from access to this program. Together with the Reading Recovery Support Teacher and class teachers, students who have accessed Reading Recovery are monitored throughout their primary schooling. Data is collated each term and further interventions are employed if the need arises.

This year saw the continuation of the MiniLit program. This program firstly targeted small groups of children with literacy needs from Kindergarten and Year 1, but throughout the year, this support was extended to children in other grades. The MacqLit program also commenced this year, targeting the literacy needs of students in Years 5 and 6.

Also continuing in 2020, was the Sound Waves program from Year 1 to Year 6. This is a word study program designed to develop spelling, reading and writing skills using the phonemic approach. Each week, all

children followed a consistent, whole school approach. Students were exposed to multiple opportunities to conquer difficult words and concepts and to extend learning. Access to Sound Waves online was given to each child, so that skills could be reinforced at home. After four years of this program in the school, data across all grades has shown remarkable improvement.

This year again has seen an increase in the number of students presenting with English as an Additional Language or Dialect (EAL/D), some of whom commence with little or no English at all. These students and their classroom teachers are supported by a specifically trained EAL/D teacher and School Support Officers (SSOs), to develop their literacy skills, so that the children could better integrate in a classroom environment.

Learning Progressions have continued to be used to track student achievement. Teachers have continued to land all students throughout the year in the areas of Reading Texts, Creating Texts and Spelling. Over the coming years, students will be landed on further elements of the Learning Progressions to provide an accurate picture of where they are at in terms of their literacy learning. Using this data, staff will develop Individual Literacy Intervention Plans to target specific individual needs and to organise guided reading and writing groups.

This year the school continued to implement the Progressive Achievement Tests (PAT) in the areas of reading and grammar and punctuation. These results provide classroom teachers with another source of data that can be used to track student achievement and specifically target intervention and extension where necessary.

In collaboration with the school's Instructional Coach, teachers also engaged in the process of collaborative inquiry to focus on grammar and punctuation in writing, particularly sentence structure, to further develop teacher and student understanding of sentence structure schoolwide. This intervention, which has shown improvement in the areas mentioned, has the ultimate goal of improving overall performance in student writing.

Numeracy strategies

In 2020, the school priorities have continued to focus on quality practice in Mathematics, with particular focus on using guided groups based on data, learning plans and targeted teaching as best practice.

This year, Learning Progressions continued to be used to track student achievement. Teachers have landed all students throughout the year in the areas of Quantifying Numbers, Number Patterns and Algebraic Thinking, and Additive Strategies. Over the coming years, students will be landed on further elements of the Learning Progressions to provide an accurate picture of where they are at in terms of their numeracy learning. Using this data, staff will develop Individual Numeracy Intervention Plans to target specific individual needs and to organise guided math groups.

Once again this year the school continued to use the Progressive Achievement Tests (PAT) Maths Assessment Tool which assesses students' skill and understanding across the six strands of Mathematics. This provides us with another set of data that can be used to improve outcomes generally or to target support for specific students.

Aboriginal and Torres Strait Islanders (ATSI)

ATSI perspectives are incorporated into student learning across all grades from Kindergarten to Year 6. The anniversary of the Australian Government Apology to the Stolen Generations was marked in February

by a whole school prayer service. Harmony Day was celebrated with the children wearing orange 'accessories' to highlight the significance of this day.

A local Aboriginal artist painted Welcome Poles which are now proudly displayed as people arrive through the main entrance of the school. These poles support the other examples of indigenous art around the school.

NAIDOC Week was pushed back this year but was acknowledged in November, commencing the week with a special prayer and classes engaging in their own activities throughout the week.

Meeting the needs of all students

Diversifying Learning

Within each classroom, teachers continued to diversify the curriculum to meet the individual needs of students. Literacy support was given to targeted students in Kindergarten - Year 6 who were identified with particular needs. Early Stage 1 students participated in PreLit Intervention. Stage 1 and Stage 2 students gained access to the MiniLit Intervention Program and Stage 3 students gained access to the MacqLit Intervention Program.

The responsibility of meeting the diverse needs of students belongs to all staff and is supported by the school's Assistant Principal - Case Collaboration and the Diverse Learning Coordinator. The role of this team was to meet with all teachers to develop strategies and, when necessary, intervention plans to support the ongoing learning of both staff and students. Intervention plans were developed for students with identified needs using the Catholic Schools NSW (CSNSW) Planning Tool. The team met regularly with all teachers to discuss, plan and action Personalised Plans (PPs) and strategies to assist academic, social and emotional needs of students. All staff have completed the NCCD modules. The NCCD modules enabled staff and school leadership to better understand the needs of students with disabilities and how they can be best supported at school.

Gifted Education

Gifted Education has continued to be included as a learning focus at St Therese this year. Teachers have continued to use a variety of procedures and tools to identify gifted students. Data collected from both the identification process and teacher differentiation continues to be gathered and tracked using Compass and the Student Data spreadsheet. The implementation of a variety of differentiation techniques has continued to support student needs throughout the year. Other opportunities included lunchtime Chess, STEM, Robotics and Problem Solving. However due to COVID-19 significant changes and restrictions were placed on the school community.

All students in Year 2 were administered the AGAT assessment with students who achieved high stanines going onto complete the 1:1 Slosson Assessment which is aimed at identifying giftedness.

Special Education needs

PPs and the CSNSW planning tool are utilised to support the educational requirements of students who have additional learning needs. The PPs identify strategies and suggestions from specialist reports, as well as psychometric assessments. They are evaluated and updated each term with parent meetings conducted in Terms 1 and 3. Teachers regularly liaise with speech therapists, vision support organisations, occupational therapists, itinerant support teachers, medical practitioners, counsellors, educational psychologists and support personnel from the CEDoW in order to best fulfil the requirements of all students.

Expanding Learning Opportunities

Competitions

Due to COVID-19, a number of competitions in which St Therese normally participates, such as the Da Vinci decathlon and International Competitions and Assessment for Schools (ICAS) testing were unfortunately unable to go ahead. A number of in-school competitions were offered so that students did not miss out on participating in other events.

With the normal Catholic Development Fund (CDF) sponsored Diocesan Public Speaking Competition unable to occur, students in Years 5 and 6 were still able to compete at a school level with grade finals taking place and winners announced.

Coding and robotics continued to develop in many classes this year, with different grades accessing and using different types of technology during class and at lunchtimes. Unable to compete against other schools or participate in Diocesan Competitions, St Therese still held an in-school VEX Robotics competition where selected students worked in teams to design, build and code their VEX robot.

Stage 3 students once again participated in the Diocesan Christmas Art competition. Developing their understanding of the scriptures of Christmas. Students were supported to develop their artistic ideas to produce their artworks. There were some amazing works produced by the students, with two artworks going through to the State Final in Sydney.

Sport

2020 has been a heavily interrupted year for sport for the students at St Therese, with most sporting carnivals, Diocesan trials and Gala Days cancelled due to COVID-19. Students were able to participate in the diocesan swimming carnival in Term 1.

Students who meet the criteria were encouraged to participate in the cricket, basketball and tennis Diocesan trials, before trials for other sports were cancelled.

St Therese was successful in applying and receiving two Sporting Schools Grants which enabled students to participate in volleyball with qualified instructors and teachers. These grants also allowed for the purchasing of new equipment. Students participated in different sporting activities through different Physical Education lessons throughout the year.

Band/Choir

Although opportunities for performing were limited due to COVID-19 this year, opportunities were provided for students to join either the band, if they already play an instrument, or the school choir.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

Due to COVID-19 significant changes and restrictions were placed on school communities resulting in the suspension of the *National Assessment Program – Literacy and Numeracy (NAPLAN)* testing for 2020.

Parent, Student and Staff Satisfaction

The Principal Appraisal held in October this year provided a great deal of insight into parent, staff and student perceptions of where the school is at and the direction it is heading. Data was collected via surveys and through one to one meetings. Generally there is an overwhelming satisfaction with the school. Students indicated that they were mostly happy with their teachers and the school provided a safe environment in which to learn. Parents generally reiterated this sentiment which they have garnered from their children as there has been very limited access for them to the school site due to COVID-19 restrictions. Parents and students are excited by the building project which will commence during the summer holidays and continue throughout 2021. Staff are also generally happy which is signified by the very high retention rate for staff. 2020 has proved to be a challenging year due to many reasons beyond one's control but the staff have rallied together to support each other and to bring about the best possible outcomes for the students. A few issues relating to the strategic direction of the school were raised by some staff and improved levels of communication which will both form part of the School Improvement process for 2021.



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