



# 2022

## Annual Performance Report



**St Therese School**

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# Who we are

St Therese School is a co-educational Catholic parish primary school catering for students from Reception to Year 6. The school was founded in 1925 by the Dominican Sisters, and since that time has been an integral part of the Emmaus Parish, providing a high level of education for parish families from the local area.

The vision of St Therese is to 'Educate and develop the whole child for life in the Church and World of today and tomorrow.' In working to achieve this, our mission is to educate children in the Catholic tradition.

We develop children spiritually, emotionally, morally, socially, academically, and physically, and help them to achieve their full potential.

We model a love of learning and provide the best possible opportunities and environment to encourage successful learning.

We are a faith community modelled on the example of Jesus, where all are called to live in a loving relationship with God and each other.

We are a community where people within and beyond its boundaries are cared for, and that respects the dignity and uniqueness of each individual.

We are a welcoming and inclusive community where children, staff and families work in partnership to be thriving learners.

St Therese staff are committed to providing exciting learning opportunities for all children. With a commitment to explicit teaching of core skills leading to inquiry learning, children are engaged in curriculum activities that are relevant and purposeful.

St Therese is a leading educational facility that provides learning within safe and secure grounds. The school features large play areas, play equipment and a wide range of extra-curricular activities including music tuition, choir, social skills groups, and sporting activities.

Teachers are focused on the child as a learner, where curriculum, pedagogy, assessment, and reporting are all aligned to facilitate good learning outcomes for all.

Teachers and support staff are devoted professionals, who work to ensure children are engaged in learning activities that will enable them to develop the skills and dispositions to be ongoing active citizens of the world.

Information technologies are important learning tools in all classrooms. All staff and children have easy access to laptops and iPads.

The school caters for children with a wide range of learning needs and provides particular support in literacy and numeracy through key teachers, trained tutors, and targeted intervention.

St Therese School promotes a relational approach to learning and working together and uses restorative justice practices to reconnect children.

We place relationships at the heart of good teaching and learning. This supports a strong partnership between staff and families in working towards successful learning outcomes for all children.

St Therese School has a proud tradition of building community through the development of positive relationships.



# Catholic Identity

The school community celebrated a Staff Commissioning Mass in February 2022. As a staff we publicly acknowledged our commitment to our colleagues, our families, our students, and our Church.

We pledged to continue to make our school community a place of faith, love, community, respect, grace, and courage.

Term One began with an energy that every fresh new year brings, and school life buzzed along with gusto and excitement. Ash Wednesday was celebrated with the children. We gathered for whole school prayer led by our teachers and children shared pancakes for Shrove Tuesday.

COVID-19 restrictions continued to force us to look at alternatives to our school and faith programs, our communal interactions, and our day-to-day processes. The school year started with only our Reception to Year Two students on site and our Year Three to Six students engaging in an online learning program. All students returned onsite in Week Three.

## Catholic Identity & Formation

We celebrated liturgies and prayer throughout the year. Whole school prayer was held weekly in the Parish church. Families and community were invited to attend.

## Feast Day of St Therese

We celebrated 'Little Way Day' with a liturgy in the St Therese Church, followed by student led fundraising stalls and activities. The students had a fabulous morning. All monies raised was donated to Catholic charities.

## Sacramental Program

We offered an abridged version of the program in 2022; Confirmation and First Eucharist was celebrated with the Emmaus Parish community. We continued to offer an online platform for families and children to walk the Sacramental journey together.

## Religious Education Curriculum

Staff members continued their Professional Learning in exploring the redesigned Crossways curriculum. Staff planned units of work, delivered programs, and assessed using the new curriculum.

## Outreach and Social Justice

A significant aspect of our Catholic identity is connected to social justice initiatives, which we undertake throughout the year. Our parent community continues to be particularly generous in supporting the various initiatives.

During the season of Lent, our Social Justice student team coordinated several activities to raise funds for the work that Project Compassion do to help people in developing countries. Over Lent we raised a record amount for Project Compassion.

Our school community supported the Vinnies Winter and Christmas Appeals, led by our Social Justice student leaders. Our community was once again very generous in their donations. COVID-19 changed our normal participation in delivering our collections but fortunately Tony, a Parish member, collected and delivered them to the Noarlunga St Vincent De Paul office on our behalf. Once again, the generosity of our community in donating to charities is outstanding.

## Graduation liturgy

The graduation liturgy was a wonderful celebration of our senior students. We held a beautiful graduation liturgy in the St Therese Church. Families of the graduates then enjoyed a family dinner together to recognise this special moment in their child's learning journey.



# Teaching and Learning

In 2022 all staff were involved in targeted professional learning.

Teaching staff participated in professional learning. In addition to this they were involved in regular Professional Learning Community (PLC) meetings. Within these meetings the teachers shared their learning and that of their students to ensure that each child's learning and wellbeing was a constant focus.

Throughout the year, staff carried out various assessment tasks related to the curriculum they taught. Information on these assessments was used in preparation for Semester 1 and Semester 2 student reports. Students, teachers and parent participated in Three-Way Student conferencing at the end of Semester One. This allows for student agency and for students to articulate their learning and learning goals.

NAPLAN results were analysed by the leadership team and teachers to inform teaching.

Literacy remained a focus:

- Reading fluency assessment tool DIBELS
- Assessment tools WARL and WARP alongside, PAT-R and Dynamic Indicators of Basic Early Literacy Skills (DIBELS), to more accurately identify children who meet criteria from intervention and track their progress.
- Wheldall Assessment of Reading Lists (WARL) and Wheldall Assessment of Reading Passages (WARP)
- Literacy intervention shared and reviewed with whole teaching staff to inform planning.

Professional Learning undertaken by staff during the year includes the following:

- National Consistent Collection of Data (NCCD) re: Students with Disabilities (SWD)
- Personalised Plans for Learning (PPL)
- Visible Learning (Corwin University)
- Religious Education (CESA RE Consultants)
- SEQTA training
- CESA Key Capabilities Continua
- Ready, Set, Future Career Education
- Clarity
- Learnwell

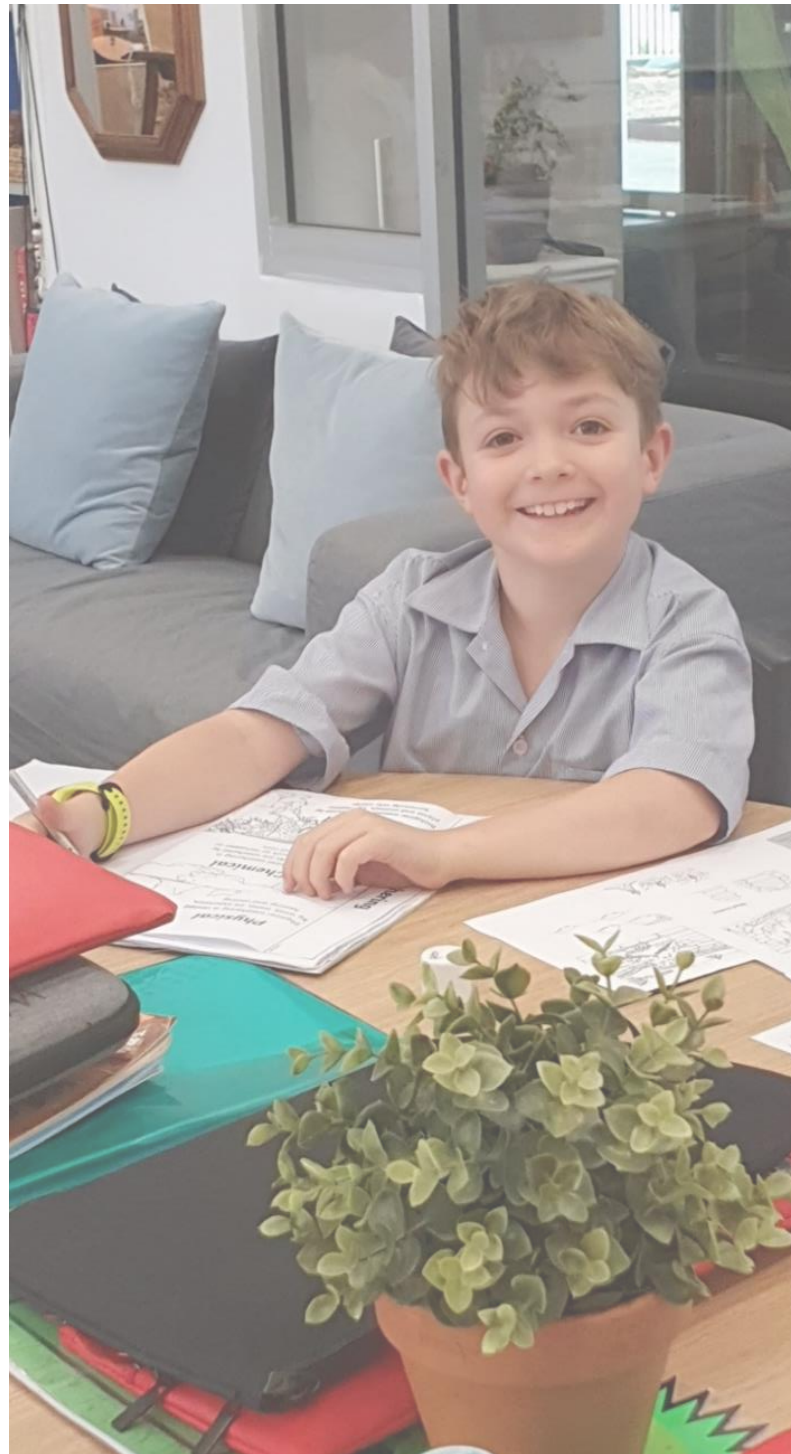
In addition, many staff have been involved in personal professional learning outside of school hours, especially related to the teaching of Numeracy, Literacy and Playful Pedagogies.

## Learning Tree Playgroup

Playgroup resumed once Government restrictions eased, and young families again enjoyed the opportunity to engage in early learning activities combined with social interaction.

## Transition to School

New Reception students and their families were welcomed into our Transition to School Program two terms prior to their enrolment. The students quickly became familiar with school routines and expectations.



# Student Learning Outcomes

Students in Year 3 and students in Year 5 completed NAPLAN in May 2022.

Year 5 2022 Reading and Numeracy Growth data is not available as students did not undertake Year 3 NAPLAN in 2020. NAPLAN was cancelled in 2020 due to COVID-19.

| NAPLAN RESULTS 2022     | % of Students who achieved the National Minimum Standard |        |
|-------------------------|--|--------|
|                         | Year 3   | Year 5 |
| Reading                 | 100%   | 97%    |
| Writing                 | 100%   | 97%    |
| Spelling                | 100%   | 100%   |
| Grammar and Punctuation | 100%   | 97%    |
| Numeracy                | 100%   | 95%    |

| NAPLAN RESULTS 2022     | % of Students who achieved the top 2 Bands |                    |
|-------------------------|--|--------------------|
|                         | Year 3 (Bands 5+6)                         | Year 5 (Bands 7+8) |
| Reading                 | 80%  | 48%                |
| Writing                 | 73%  | 23%                |
| Spelling                | 67%  | 43%                |
| Grammar and Punctuation | 57%  | 48%                |
| Numeracy                | 29%  | 26%                |

# Wellbeing

## Social and Emotional Learning

Social and Emotional Learning (SEL) is the development and refinement of skills that enable children to build resilience and effectively manage their emotions, behaviours, and relationships with others. At St Therese School, staff use the Keeping Safe: Child Protection Curriculum, ACARA Health Curriculum Strand: Personal, Social and Community Health and ACARA Personal and Social Capability Learning Continuum to monitor the wellbeing of all students.

### Classroom Pulse 'Check in'

The CESA Classroom Pulse 'Check in' is conducted in each school term for all children enrolled in Catholic Education South Australia. This data is available in real time for teachers and staff to monitor the wellbeing of all children enrolled at their school. This data is used to inform teaching and offer support to each individual young person.

The importance of the crucial partnership between parents/caregivers as the first educators of their children, and their teachers, more so than ever, cannot be overstated. The Check In is deliberately designed as low impact and high yield. It has been developed to find out how children are currently feeling about their experience in school. It is a tailored instrument that allow teachers to check in and provide immediate feedback and support to them.

The Check In asks children questions related to the indicators of Identity, Learning, Relationships and Belonging.

## School Counsellor

Centacare counselling is available at St Therese School. The counsellor works with children on a regular basis. Centacare provides free counselling services to children and their families. This unique service is offered on site.

This service was offered onsite two days a week in 2022.

### COVID-19

During the intermittent periods of COVID-19 restrictions we contacted families to check in on their wellbeing and ensure they felt supported during this difficult time.

We continued to contact families who were isolating due to COVID-19 to offer support. Online/remote learning was offered for children who were feeling well but instructed to isolate. This communication continued when families were transitioning back to school and face-to-face learning.

### Peaceful Kids

Our usual offering of the Peaceful Kids program resumed in 2022. The mindfulness program - 'Peaceful Kids' is designed specifically for Primary School children. Students worked in small groups for one-hour sessions over a period of eight weeks. The program aims to help decrease anxiety and stress and increase resilience in children. It was well received by parents and students.



# School Satisfaction

## Student Voice

Our years 4-6 students completed the wellbeing and engagement survey. This is a deidentified survey and the aggregated data is sent to each school participating. The information gives comparisons for those that complete the survey against the whole cohort, which is around 70,000 students across South Australia. This information is used to evaluate our existing wellbeing programs, look for trends and inform future planning. Student voice was also consulted through the Student Representative Council.

Our school values of Community, Grace, Courage and Respect continue to feature in our school and our classrooms. These school values are also reflected in our weekly prayer and school code of conduct.

## Parent & Caregiver Voice

As a staff, we saw the great importance of ensuring that the commencement of the year was centred around the opportunity and promotion for learning conversations with our students and parents to ensure partnership was at the forefront of our year together as community. 2022 saw a year of rich learning and engagement in classrooms (and online), providing opportunities for children to learn and gain new skills. Parents/caregivers were encouraged to continue to work in partnership with the school to enhance their child's education, and consulted regarding school improvement.

## Employee Voice

St Therese School staff have a range of opportunities to provide feedback about aspects of the school and their work. Staff meet regularly, which not only provides time for specific professional learning, but also an opportunity for issues to be discussed and resolutions sought. Staff often share suggestions for improvement and work together to build on these ideas as a community of learners.

Each year all staff have a professional review with the Principal. This annual review provides individuals with feedback specific to their role, and all aspects of their performance. Staff are welcomed to raise any issues, and indicate their levels of satisfaction regarding their work in the school, and share their professional goals.

## Live, Learn, Lead Survey

Students from Year 2-6, teachers, leadership, ESO's, Parents and carers are invited to complete the Live, learn, Lead survey each year. This data is used to inform the Annual Improvement plan for St Therese school.

## Collaboration

Feedback is taken into consideration when reviewing our annual plan and making adjustments to our approach to learning, wellbeing, staff collaboration and communication with families.



# School Improvement

Listed below are some of the deliverables from our School Improvement Plan. The end of 2022 saw:

- the St Therese School Strategic Plan 2022-2025 continued to be discussed at each Board meeting
- Crossways (Religious Education) Framework embedded into the RE planning and assessment at St Therese School
- teachers completed a cluster project with Visible Learning
- a consistent approach to the use of assessment, recording and reporting
- shared responsibly and accountability for the successful learning of all children

## Communication

Email, the SZapp messaging app and our School Newsletter comprise our main whole school communication methods. The Seesaw app and email remain classroom tools for communication, with Facebook presenting public information to the community.

## Buildings and Maintenance

Stage 1 of the Masterplan, Lisieux House, was officially opened and blessed by Archbishop Patrick O'Regan. Architects Stallard, Meek Flightpath were engaged to design Stage 2 of the Masterplan. This will see the Horgan building upgraded and refurbished to provide contemporary classrooms, tutor rooms, counsellor room, administration and staffroom facilities.

## SEQTA

St Therese School uses the student management system SEQTA. The attendance and pastoral care modules have been implemented previously, and in 2022 staff were provided with further training to activate timetabling, programming, and planning within SEQTA.

## Curriculum

In addition to upskilling in online learning, staff continued to work together on improvements to their understanding of English and Mathematics teaching and learning.

## Visible Learning Professional Learning for Teachers

Staff from St Therese joined with teachers from St Thomas, Goodwood and St Raphael's, Parkside to participate in the Visible Learning professional development provided by Corwin University and Visible Learning. At the end of 2022, they completed their three-year commitment based on John Hattie's research which has teachers shifting from a focus on teaching to a focus on learning.





# Performance Information

## Children's Attendance

As a school we monitor the attendance of children daily. The importance of regular attendance is discussed with families at enrolment. Attendance information is also distributed to families via the newsletter. For regular or lengthy periods of absence, teachers contact parents/guardians to discuss the issue. Where significant absences are observed, families are asked to meet with the Principal.

At St Therese we take a proactive approach to support high levels of attendance at school.

COVID-19 related absence throughout the school year impacted attendance rates, resulting in lower-than-normal statistics.

In 2022, our overall student attendance rate was 87.9%

## Attendance Rates

| Year Level | Attendance Rate |
|------------|-----------------|
| RE         | 85.5%           |
| 1          | 87.6%           |
| 2          | 86.2%           |
| 3          | 89.7%           |
| 4          | 88.1%           |
| 5          | 88.8%           |
| 6          | 88.5%           |

## 2022 Enrolments (as at Census)

| Year Level    | Total      |
|---------------|------------|
| Reception     | 37         |
| Year 1        | 18         |
| Year 2        | 28         |
| Year 3        | 33         |
| Year 4        | 32         |
| Year 5        | 43         |
| Year 6        | 32         |
| <b>Totals</b> | <b>223</b> |

## Staff Qualifications

In 2022, St Therese School had the following breakdown of staff qualifications. All staff are encouraged and supported to undertake relevant professional learning.

| Qualifications             | Nº. of Staff Members |
|----------------------------|----------------------|
| Masters Degree             | 5                    |
| Graduate Certificate in RE | 4                    |
| Bachelor Degree            | 12                   |
| Diploma of Teaching        | 1                    |

## Workforce composition

(including staff who identify as Aboriginal or Torres Strait Islander)

In 2022 the St Therese School workforce was as follows:

- Teaching Staff: 22
- Non-Teaching Staff: 14
- Female: 81%
- Male 19%
- 0 staff members identified as Aboriginal or Torres Strait Islander

# Financial

## Fees

In continued response to COVID-19, the South Australian Commission for Catholic Schools worked with schools to provide affordable fees, along with waiver options for families affected by the pandemic and the downturn in the economy.

Actual 2022

