



2023

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 families from the local area.

The vision of St Therese School 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 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 contemporary curriculum activities that are relevant and purposeful. Teachers are focused on the child as a capable and competent learner, where curriculum, pedagogy, assessment, and reporting are all aligned to facilitate optimal learning outcomes for all.

St Therese School is a leading educational facility that provides learning with accessible, safe, secure modern facilities. The school features large play areas with a variety of equipment. We offer a wide range of extra-curricular activities including music tuition, choir, extended LOTE program, social skills groups, ecological sustainability groups and sporting activities.

Information technologies are important learning tools in all classrooms. All staff and children have easy access to laptops and iPads. Facilities such as podcast and green screen studios are available to all students.

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

St Therese School promotes a highly relational approach to learning and working together and uses a positive behaviour intervention system and restorative practices to reconnect children.

We place relationships at the heart of high quality 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 with all stakeholders.



Catholic Identity

The school community celebrated a Staff Commissioning Mass in February 2023. 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 the 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.

Catholic Identity & Formation

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

Our students contributed artwork towards the compilation of a Stations of the Cross Story book which they were able to use with their classes in our Church for prayer and reflection during Holy Week. During the year St Therese Old Scholar and former teacher Sr Maureen O'Connell joined us to celebrate special events throughout the year and supported us to reconnect with our Dominican Heritage and Tradition.

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.

Living Laudato si'

Throughout the year some of our parents and staff combined with members of the Emmaus Parish Community to share our love for creation through gardening workshops after school in the St Therese Church Community Garden.

Sacramental Program

We offered an abridged version of the program in 2023; 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. A member of the Emmaus Parish, collected and delivered our donated goods 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.

Staff Reflection Day

At the start of Term 2, our staff gathered at Woodhouse Activity Centre, Piccadilly, on our Pupil Free Day for our annual Staff Reflection Day. This was an opportunity for spiritual enrichment and faith formation. The theme of our day was inspired by St Therese of Lisieux - 'Little Things with Great Love, Discovering God's Nurturing & Nourishing Love in the Ordinary Moments of the Day.'



Teaching and Learning

In 2023 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)
- Restorative Practices
- PBIS
- Yoshimoto Orton-Gillingham Basic Training (Science of Reading) 5-day workshop, attended by four staff members
- Assessment Task Design and CESA Performance Standards
- Assessment Task Moderation
- CESA Literacy and Numeracy Strategy
- SEQTA training
- CESA Key Capabilities Continua
- Clarity

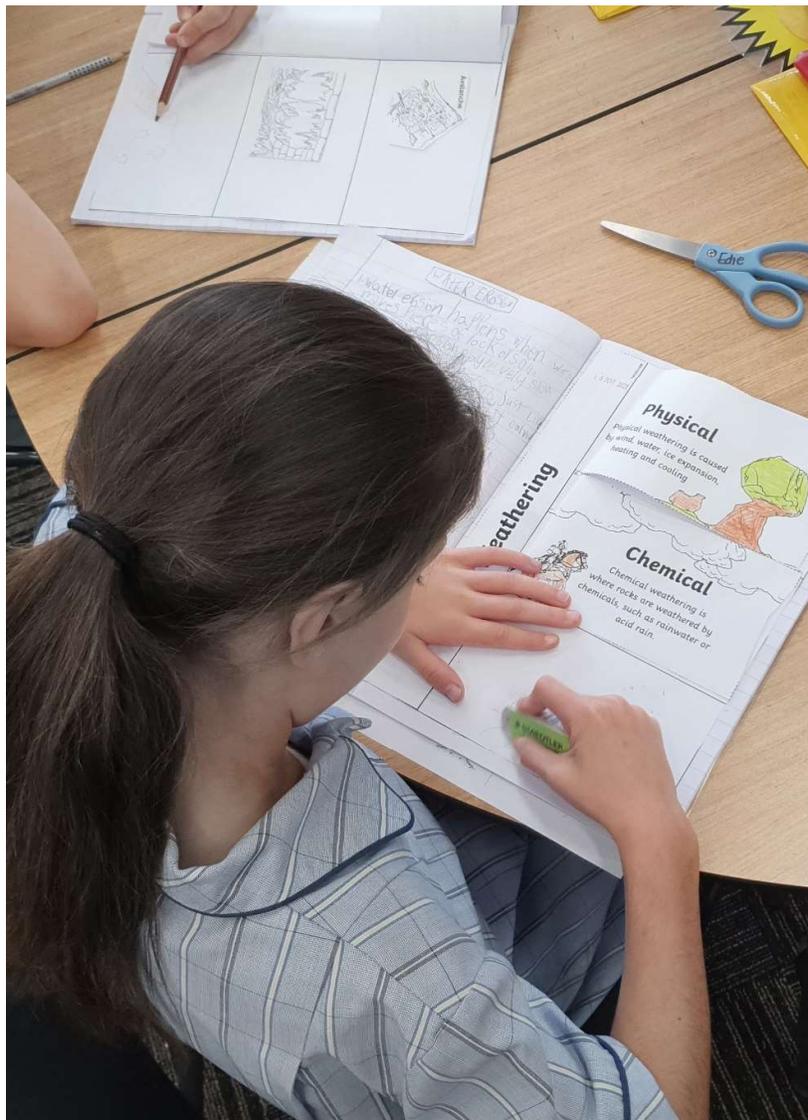
In addition, many staff have been involved in personal professional learning outside of school hours, especially related to the teaching of Numeracy, Literacy and Playful Pedagogies.

Learning Tree Playgroup

Learning Tree Playgroup is part of the SPiCE Network and was offered at school every Thursday morning from 9am to 10:30am, during school term. Playgroup promotes engagement with learning activities and social interactions within a play-based learning environment.

Transition to School

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



Student Learning Outcomes

Students in Year 3 and students in Year 5 completed NAPLAN in March 2023.

2023 marked the introduction of a new time series, with testing occurring in March instead of May, and new proficiency standards. Four proficiency standards, Exceeding, Strong, Developing and Needs Additional Support, replaced the previous 10-band structure that covered all four levels tested and the old national minimum standard. The 2023 data was not able to be compared to previous NAPLAN data.

NAPLAN RESULTS 2023	% of students meeting or exceeding proficiency expectations at time of testing	
	Year 3	Year 5
Reading	72%	74%
Writing	60%	68%
Spelling	76%	64%
Grammar and Punctuation	56%	93%
Numeracy	64%	75%

NAPLAN RESULTS 2023	% of Students who achieved exceeding proficiency compared to the national average	
	Year 3	National Average
Reading	20%	18%
Writing	16%	9%
Spelling	11%	20%
Grammar and Punctuation	8%	8%
Numeracy	8%	12%

NAPLAN RESULTS 2023	% of Students who achieved exceeding proficiency compared to the national average	
	Year 5	National Average
Reading	39%	21%
Writing	14%	11%
Spelling	28%	16%
Grammar and Punctuation	7%	13%
Numeracy	18%	12%

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 2023.

Growing with Gratitude

In Term 2 our whole school began our Growing With Gratitude (GWG) journey with Ash Manuel. Growing With Gratitude is a resilience program that builds and protects young people's mental wellbeing. Throughout the year our students participated in lessons based on gratitude, kindness, positive reflection, empathy, mindfulness and serving others to support our students develop greater resilience and happiness.

PBS

In 2023 we were one of many CESA Schools who introduced Positive Behaviour Support (PBS) in their community. This approach integrates seamlessly with our school's core values of Grace, Courage, Respect, and Community, aiming to create a more positive and supportive environment for our students. PBS is an evidence-based method that emphasises fostering positive behaviours, preventing issues before they arise, and creating a nurturing atmosphere where every student can thrive. It is not a disciplinary program but rather a proactive strategy that focuses on:

Encouraging Positive Behaviours: We aim to recognize and reinforce positive actions among our students regularly.

Teaching Expected Behaviours: We will explicitly teach and model behaviours we expect to see, promoting a culture of mutual respect and responsibility.

Providing Support: Our goal is to offer appropriate support to address any challenging behaviours that may arise.

PBS aligns with our mission to educate the whole child for life in the Church and the world of today and tomorrow.

Peaceful Kids

Our usual offering of the Peaceful Kids program continued in 2023. 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

Throughout 2023, communication channels included our SZApp, Seesaw, Facebook, regular newsletters, formal and informal communications, emails and face to face meetings. Parents are kept informed of the activities and developments at school and as always, are invited to express concerns and opinions either direct to the Leadership team or through our teaching staff. We encourage parents, staff and students to share feedback throughout the daily life of the 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.

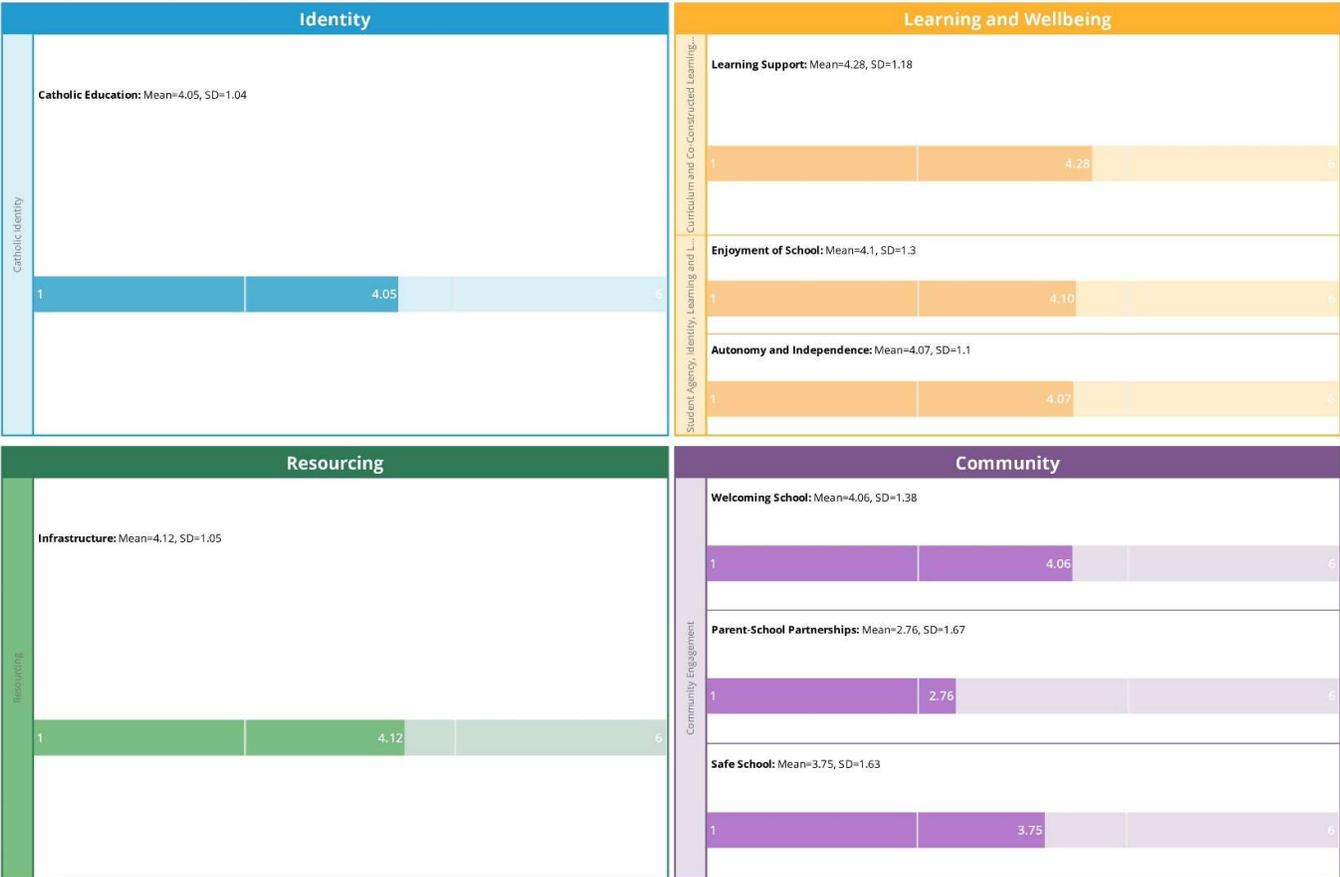
Live, Learn, Lead Survey

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.

The data presented below provides a summary from each cohort.

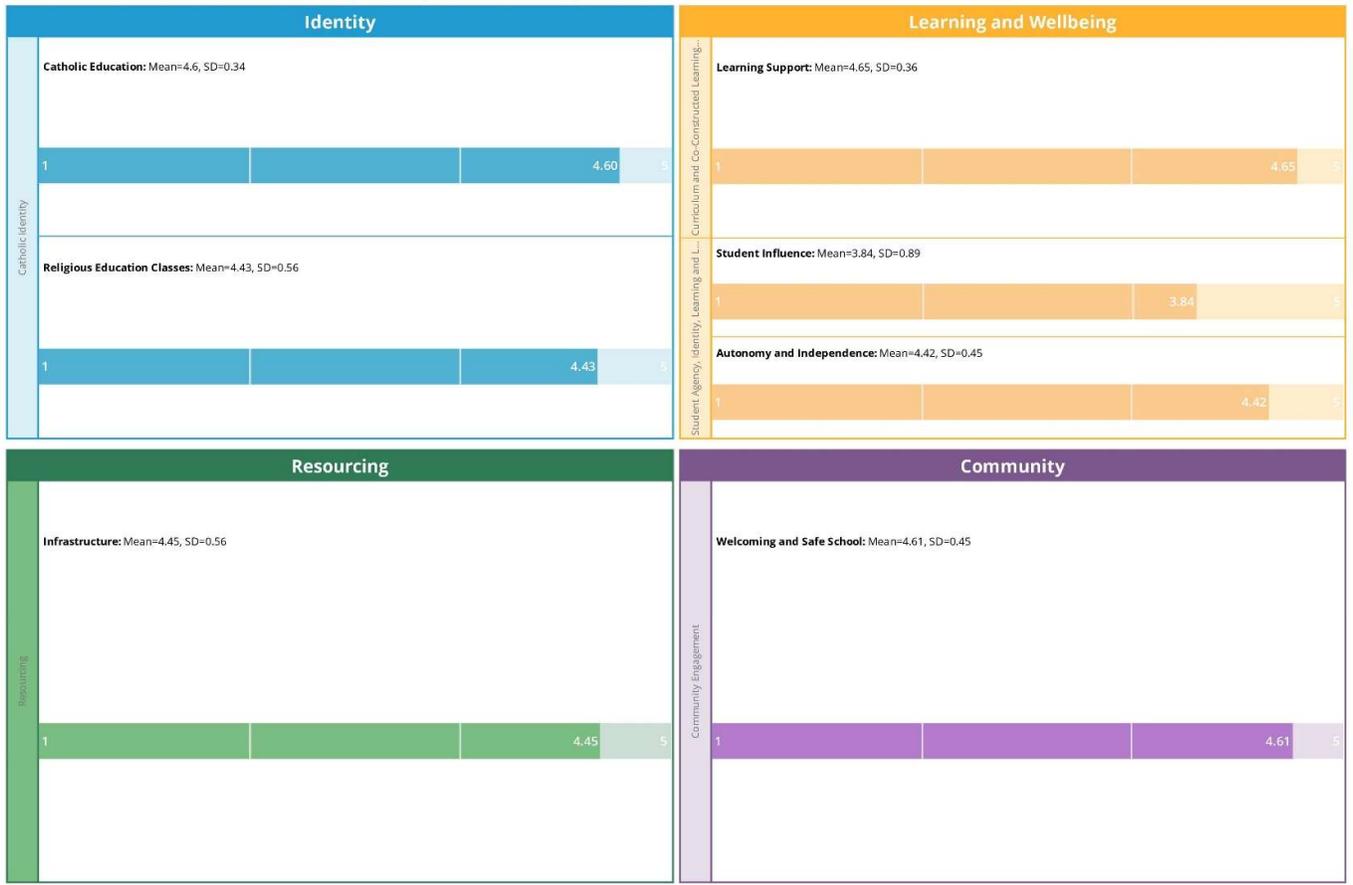
Parent & Caregiver Voice:

Balanced Score Card: Parent & Caregiver Perceptions (LLL Framework)



Student Voice (Years 2 to 4):

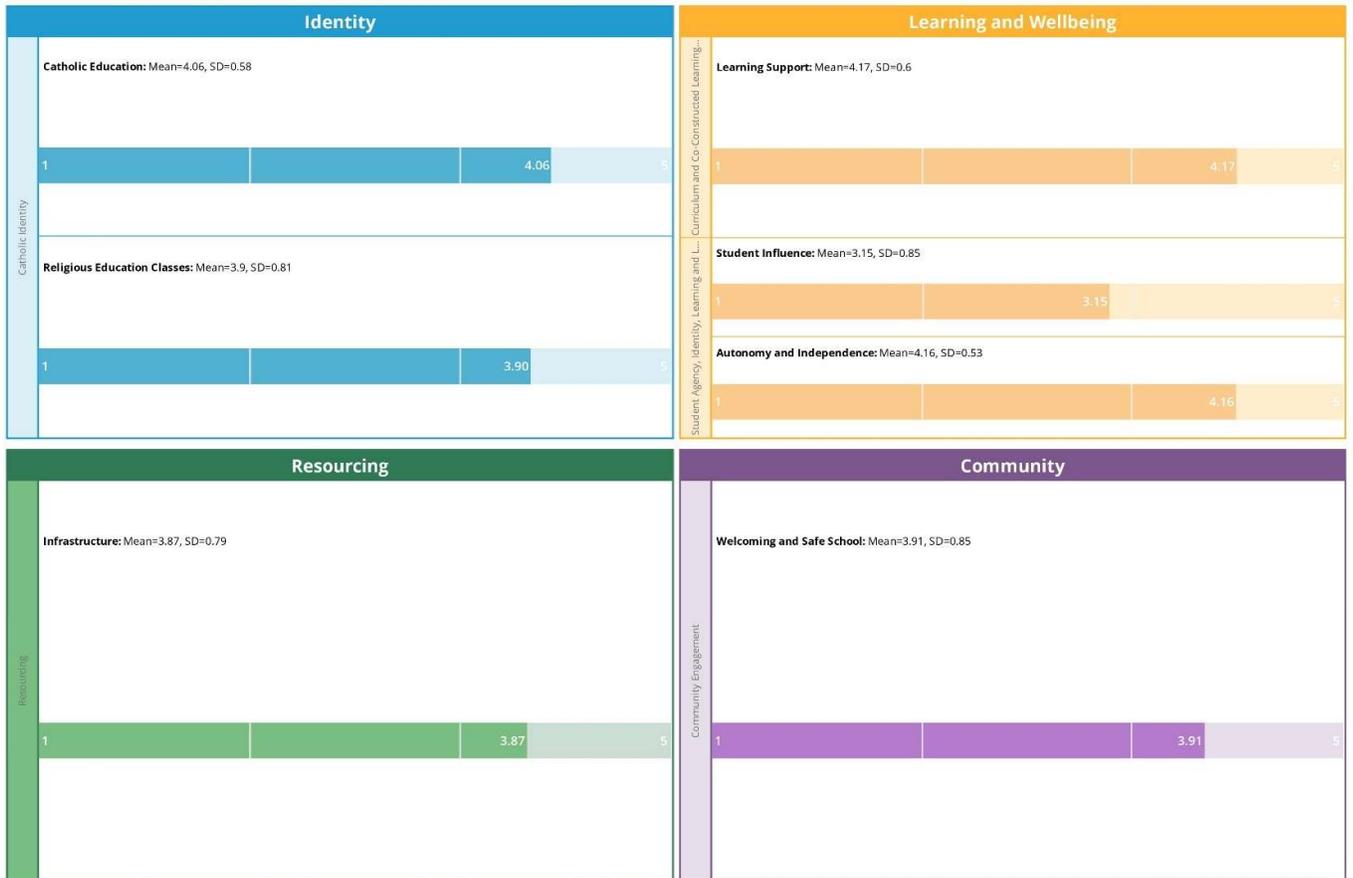
Balanced Score Card: Student Perceptions (LLL Framework)



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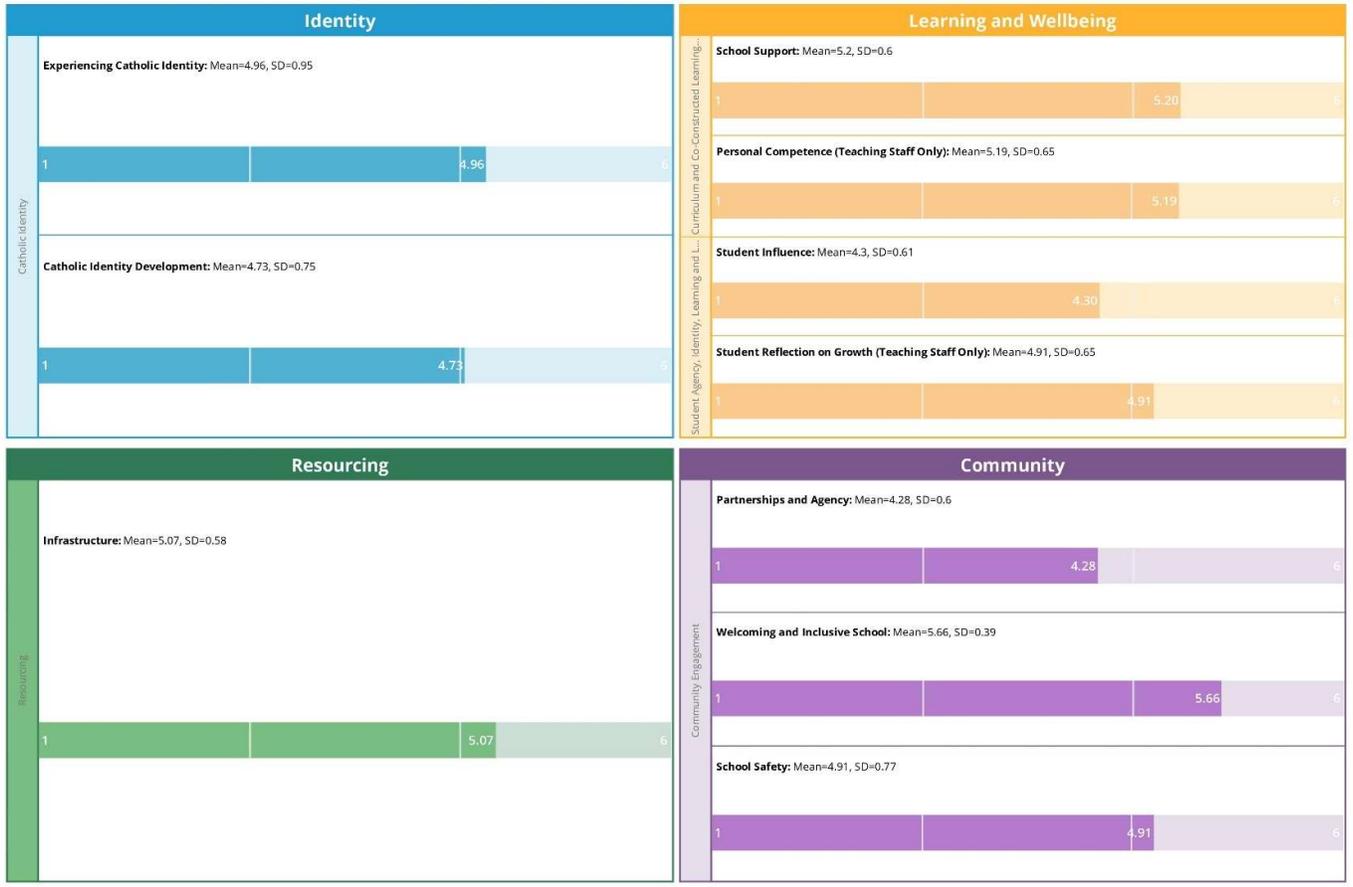
Student Voice (Years 5 and 6):

Balanced Score Card: Student Perceptions (LLL Framework)

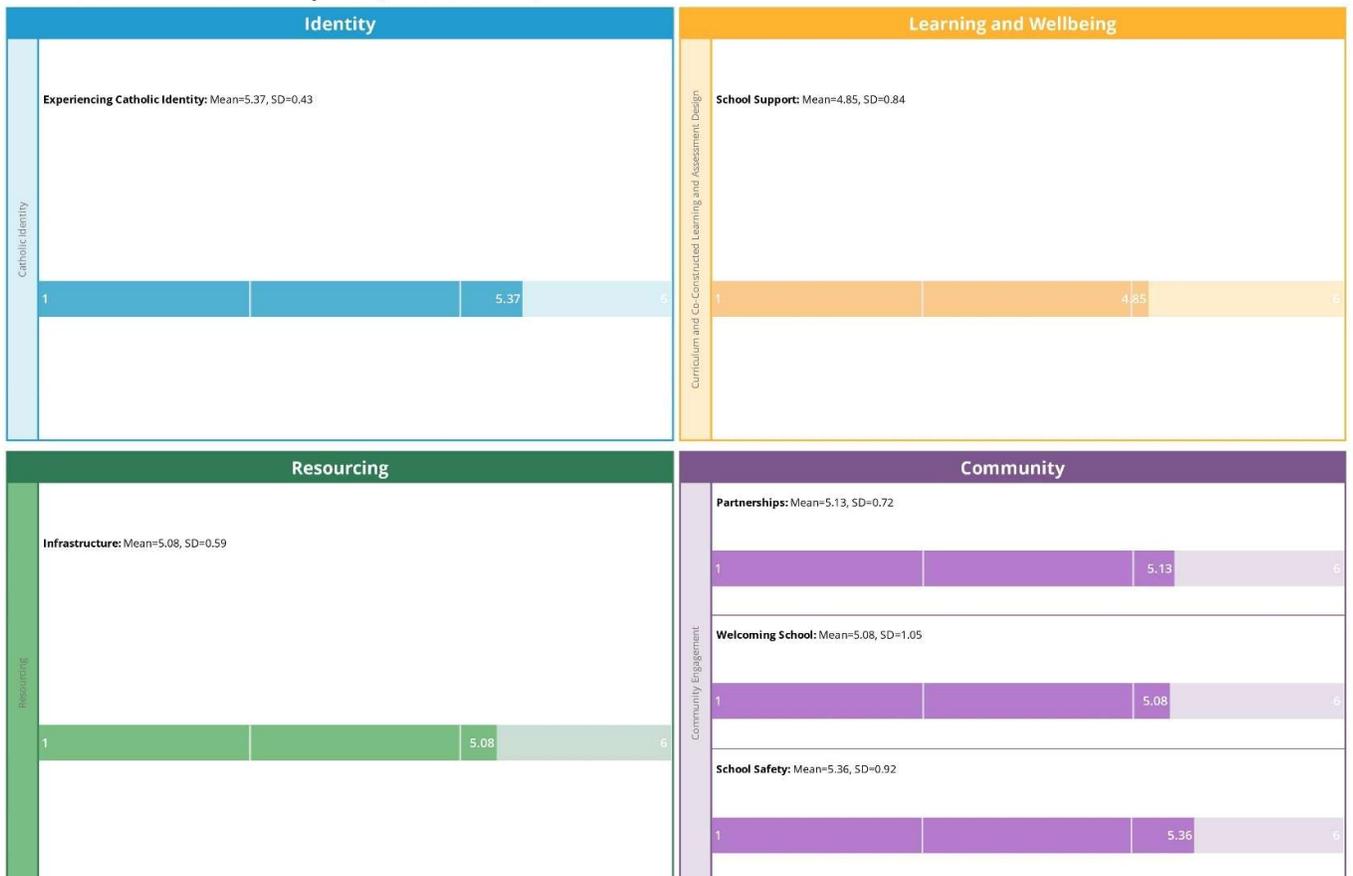


Employee Voice:

Balanced Score Card: Teacher & Leadership Perceptions (LLL Framework)



Balanced Score Card: ESO Perceptions (LLL Framework)



School Improvement

Listed below are some of the deliverables from our School Improvement Plan. The end of 2023 saw:

- the St Therese School Strategic Plan 2022-2025 continued to be discussed regularly with all staff and at each Board meeting
- Crossways (Religious Education) Framework embedded into the RE planning and assessment at St Therese School
- Capacity Building of all Staff: All staff commenced professional learning with RYPPE in Positive Behaviour Intervention Strategies (PBIS) to enable our staff to work together to create a positive school climate for every student to learn and grow academically, socially, and emotionally.
- Consistent approach to the use of moderation of assessments, recording and reporting

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 2 of the Masterplan, refurbishment of the Horgan Building, started in July 2023. This upgrade will provide contemporary classrooms, tutor rooms, counsellor room, administration and staff facilities.

SEQTA

St Therese School uses the student management system SEQTA. The attendance and pastoral care modules have been implemented previously, and in 2023 staff continued their training to use timetabling, programming, and marks book tools in SEQTA.

Curriculum

In addition to upskilling in online learning, staff continued to work together on improvements to their understanding of Mathematics teaching and 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. Where significant absences are observed, families are invited to meet with the class teacher and Principal.

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

In 2023, our overall student attendance rate was 91.4%

Staff Qualifications

In 2023, St Therese School had the following breakdown of staff qualifications. All staff are encouraged and supported to undertake relevant professional learning.

Qualifications	N°. of Staff Members
Masters Degree	6
Graduate Certificate in RE	1
Bachelor Degree	16

Workforce composition

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

In 2023 the St Therese School workforce was as follows:

- Teaching Staff: 23
- Non-Teaching Staff: 12
- Female: 83%
- Male 17%
- 0 staff members identified as Aboriginal or Torres Strait Islander

Attendance Rates

Year Level	Attendance Rate
RE	90.0%
1	93.6%
2	91.4%
3	89.6%
4	93.4%
5	91.2%
6	91.6%

2023 Enrolments (as at Census)

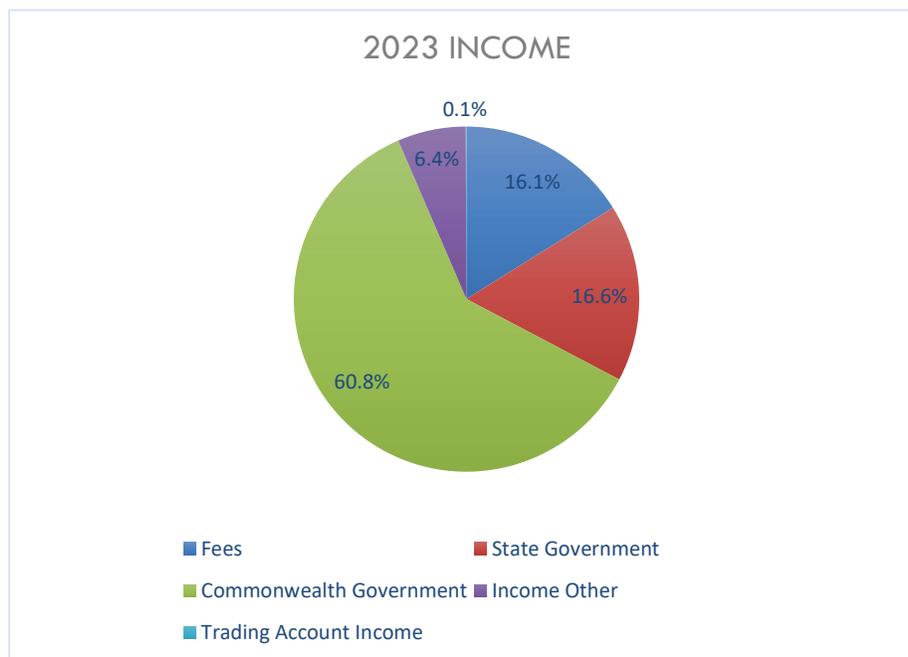
Year Level	Total
Reception	40
Year 1	23
Year 2	18
Year 3	27
Year 4	31
Year 5	28
Year 6	40
Totals	207

Financial

Fees

As part of a continued response to supporting families, the South Australian Commission for Catholic Schools worked with schools to provide affordable fees, along with reduced fee rates and flexible payment options.

2023 Financial Information



Income	
Fees	\$664,018
State Government	\$684,246
Commonwealth Government	\$2,504,862
Income Other	\$263,802
Trading Account Income	\$2,708

Expenditure	
Trading Account	\$3,420
Salaries	\$2,659,875
Teaching & Classroom expenses	\$201,277
Utilities & Rates	\$22,439
Admin & Site expenses	\$202,912
Levies	\$235,967
Interest	\$3,500
Capital Depreciation	\$219,643