



2024

School Performance Report



St Therese School

Who we are

St Therese School is a co-educational Catholic parish primary school, serving students from Reception to Year 6. Established in 1925 by the Dominican Sisters, the school maintains a deep connection to the Emmaus Parish and the wider Catholic tradition. It is guided by the Dominican values of high-quality education, faith, community and service.

Vision and Mission

Our vision is to nurture and empower the whole child for life in today's world and the Church of tomorrow. In partnership with families and parish, we are committed to high-quality Catholic education that supports students to grow spiritually, intellectually, emotionally, socially, and physically. We prioritise the dignity of the person, relational trust, and a sense of purpose.

School Improvement Focus Areas

Aligned with the Catholic Education South Australia's (CESA) Living Learning Leading framework and the CESA Key Capabilities Continua our current strategic priorities include:

Improved Student Learning Outcomes

- Ensuring rigorous literacy and numeracy instruction through targeted pedagogical approaches
- Using data to inform differentiated teaching and targeted interventions
- Supporting the development of capable and confident learners

Faith and Spiritual Development

- Strengthening Catholic Identity through religious education, social justice programs, and parish engagement
- Fostering student understanding of faith in dialogue with contemporary life

Inclusive Education and Wellbeing

- Embedding inclusive practices to support diverse learner needs
- Promoting positive behaviour and student engagement through restorative practices and the positive behaviour intervention strategies program
- Prioritising social-emotional learning and student agency

Staff Professional Learning and Collaboration

- Supporting staff through evidence-based professional learning aligned to school priorities
- Promoting collaborative planning and peer observation as part of a culture of continuous improvement in professional learning communities

Engagement and Community Partnerships

- Encouraging meaningful partnerships with families in supporting student learning and wellbeing
- Deepening community connections through shared events, volunteering, and service initiatives through our St Therese School Parent Engagement framework. We also collaborate with and promote engagement with the Catholic School Parents South Australia network

Curriculum and Learning

Our learning programs reflect the Australian Curriculum, integrating the Crossways Religious Education framework. We use a blend of explicit instruction, inquiry-based learning, and digital technologies to create engaging, relevant, and future-focused learning experiences.

Resources and Facilities

St Therese School offers flexible, accessible learning environments, specialist spaces, and technologies that enhance learning across curriculum areas. Facilities include play spaces, music and arts areas, green screen and podcast studios, and access to contemporary technology.

Future Directions

In the coming year, our school will continue to:

- Refine our whole-school data and assessment practices
- Extend wellbeing and student agency
- Strengthen consistency in curriculum planning and learning tasks design across year levels



Catholic Identity

In February 2024, the school community gathered to celebrate the Beginning of the School Year Mass. During this mass, our staff members were commissioned, publicly affirming their commitment to serve with faith, integrity, and dedication to their colleagues, students, families, and the broader Church. This act of commissioning reaffirmed our shared mission to foster a community grounded in faith, love, respect, grace, and courage.

The school year commenced with a sense of renewed energy and enthusiasm. As we approached the Lenten season, students participated in a meaningful ritual joining the parish community to burn the previous year's palms, preparing ashes for Ash Wednesday. The liturgical journey continued with a shared pancake morning for Shrove Tuesday, followed by a reflective Ash Wednesday Mass led by Fr John.

Catholic Identity and Formation

Liturgical life remained central to the rhythm of our school year. Weekly whole-school prayer was held in the St Therese Parish Church, with families and community members warmly invited to participate. A highlight of our Holy Week observances was the musical re-enactment of the Stations of the Cross, presented by our Year 5/6 students. This reflective and prayerful performance was well-attended and deeply appreciated by our parent community.

Feast of St Thérèse of Lisieux

Our patron saint was honoured on 'Little Way Day,' celebrated with a liturgy in St Therese Church. Following the liturgy, students facilitated fundraising stalls and activities, embodying St Thérèse's example of doing small things with great love. All proceeds were donated to Catholic charities, reflecting our ongoing commitment to service and social justice.

Living Laudato si'

Inspired by Pope Francis' encyclical *Laudato si'*, members of our school and parish community collaborated in environmental stewardship initiatives. Parents and staff participated in after-school gardening workshops held in the St Therese Church Community Garden, deepening our shared care for creation and connection to place.

Sacramental Program

In partnership with the Emmaus Parish, students participated in the Sacraments of Reconciliation, Confirmation, and First Eucharist. The school continued to support families to engage with the Parish Sacramental Program, enabling the school, parish and families to journey together in meaningful ways.

Religious Education Curriculum

Staff continued professional learning aligned with the revised Crossways Religious Education and MITIOG Curriculum. Educators collaboratively planned and implemented units of work, undertook assessment, moderation, and embedded theological inquiry practices, thereby enhancing student understanding and engagement with their faith.

Outreach and Social Justice

Our Catholic identity is expressed in our strong commitment to social justice. Throughout the year, our school community generously supported a range of outreach initiatives.

During Lent, the Social Justice Team led fundraising efforts for Caritas Australia's Project Compassion, achieving a record amount. The Vinnies Winter and Christmas Appeals were also supported with great generosity by families, coordinated by our student leaders in partnership with the Emmaus Parish.

A new initiative introduced in 2024 was the Christmas Markets and Giving Tree. Each class created handmade items to sell at the markets before our Carols Night, with all proceeds directed to Vinnies. The Giving Tree provided students with the opportunity to gift a present to a child in need, fostering empathy and generosity during the Advent season.



Graduation Liturgy

The Year 6 Graduation Liturgy was a significant and memorable occasion held in St Therese Church. This sacred celebration honoured the journey of our graduating students. Following the liturgy, families gathered for a shared meal to mark this important milestone in their children's lives.

Staff Reflection Day

Our annual Staff Reflection Day was held at Sophia, Cumberland Park, during Term 2. The theme honoured the Dominican Sisters who founded St Therese School, and who continue to inspire our mission and values. Guest speakers Sr Maureen O'Connell and Bernadette Kiley offered profound insights into Dominican spirituality and charism, providing a rich opportunity for staff to deepen their personal faith and professional vocation.

Teaching and Learning

In 2024 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 parents participated in Three-Way Student conferencing at the end of Semester One. This supports student agency as students to articulate their learning achievement and goals.

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

Literacy focus:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a screening tool for foundational reading skills, to inform teaching and intervention
- PAT-Reading, PAT-Spelling and PAT- Grammar and Punctuation to inform classroom teaching and accurately identify children who meet criteria for intervention and track their progress
- Year 1 Phonics Screen Check to inform teaching and intervention
- Curriculum mapping
- Literacy intervention shared and reviewed with whole teaching staff to inform planning

Numeracy focus:

- PAT-Maths to inform classroom teaching and accurately identify children who meet criteria from intervention and track their progress
- Year 1 Number Check to inform teaching and intervention
- Curriculum mapping
- School wide commitment to 10-minute Mathematics daily review
- Mathematics 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) regarding Students with Disabilities (SWD)
- Personalised Plans for Learning (PPL)
- Restorative Practices
- PBIS
- Curriculum Mapping
- CESA Performance Standards
- Assessment Task Design

- Assessment Task Moderation
- Daily Review
- SEQTA training
- CESA Key Capabilities Continua
- Assessment data analysis
- EAL/D LEAP Levels
- Mid-Year Reception Intake

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.

Early Years Initiatives

The Learning Tree Playgroup, part of the SPiCE (Supported Playgroups in Catholic Environments) network, was offered weekly during term time. This program provides families with a welcoming environment where children engage in joyful, play-based learning that supports early cognitive, social, and emotional development.

Transition to School Program

In the spirit of inclusive and supportive Catholic education, Reception students and their families were welcomed into our community through a comprehensive Transition to School program, commencing two terms prior to their official start. This early engagement nurtured a sense of belonging and helped children become familiar with the rhythms and expectations of school life.



Student Learning Outcomes

Students in Year 3 and students in Year 5 completed NAPLAN in March 2024.

2024 was the second year of assessment within the new time series, with testing occurring in March and assessed against the four proficiency standards, Exceeding, Strong, Developing and Needs Additional Support. The 2024 data can not to be compared to previous NAPLAN data.

NAPLAN RESULTS 2024	% of students meeting or exceeding proficiency expectations at time of testing	
	Year 3	Year 5
Reading	89%	80%
Writing	84%	67%
Spelling	68%	87%
Grammar and Punctuation	58%	77%
Numeracy	79%	87%

NAPLAN RESULTS 2024	% of Year 3 students who achieved exceeding proficiency compared to the national average	
	Year 3	National Average
Reading	26%	20%
Numeracy	11%	10%

NAPLAN RESULTS 2024	% of Year 5 Students who achieved exceeding proficiency compared to the national average	
	Year 5	National Average
Reading	23%	21%
Spelling	33%	20%
Grammar and Punctuation	23%	14%
Numeracy	13%	12%

Wellbeing

At St Therese School, the wellbeing of every student is foundational to our mission of educating the whole child for life in the Church and in the world. In 2024, our school continued to implement a range of programs and practices designed to nurture social and emotional development, strengthen resilience, and foster a positive, safe, and inclusive learning environment.

Social and Emotional Learning (SEL)

Social and Emotional Learning is the process through which children acquire and apply the skills needed to understand and manage emotions, set positive goals, show empathy for others, maintain positive relationships, and make responsible decisions. At St Therese School, SEL is supported through the Keeping Safe: Child Protection Curriculum, ACARA Health Curriculum Strand: Personal, Social and Community Health, and ACARA Personal and Social Capability Learning Continuum.

These frameworks guide our approach to promoting student wellbeing and are integrated into everyday classroom practice.

Classroom Pulse 'Check in'

In line with Catholic Education South Australia (CESA) expectations, St Therese School implemented the Classroom Pulse 'Check-In' each term. This initiative enables staff to monitor student wellbeing in real time and to respond with targeted support where needed.

The Check-In is designed to be low impact yet highly informative. It gathers student voice in the key wellbeing domains of *Identity, Learning, Relationships, and Belonging*. This data supports teachers to strengthen connections with students and work in partnership with families to ensure the holistic wellbeing of each child.

School Counsellor

St Therese School provides access to on-site counselling services through Centacare Catholic Family Services. The school counsellor was available two days per week to work with individual students and families. This free, confidential service offers children the opportunity to explore concerns and build emotional regulation and resilience skills in a supportive environment.

Peaceful Kids

We continued to offer the Peaceful Kids program throughout 2024. This mindfulness and resilience-based initiative supports students experiencing anxiety and stress. The program runs over eight weeks in small group settings and aims to develop coping strategies, emotional regulation, and self-awareness. The program was positively received by both students and families, who appreciated its impact on student wellbeing.

Growing with Gratitude

In 2024, our whole school community continued its journey with the Growing With Gratitude (GWG) program, led by Ash Manuel. GWG is an evidence-based program designed to build mental fitness and emotional wellbeing in young people.

Throughout the year, students engaged in activities and reflections focused on:

- Gratitude
- Kindness
- Positive reflection
- Empathy
- Mindfulness
- Service to others

These practices are aligned with Catholic values and support our mission to develop resilient, hope-filled learners.

Positive Behaviour Support (PBS)

In 2024, St Therese School continued to implement Positive Behaviour Support (PBS) along with a growing number of other Catholic Schools in South Australia. PBS is a proactive, whole-school approach aimed at promoting positive behaviours, reducing behavioural challenges, and fostering a respectful and supportive school culture.

Anchored in our school values of *Grace, Courage, Respect, and Community*, PBS emphasises:

- The explicit teaching of expected behaviours,
- Recognition and reinforcement of positive actions,
- Individualised support to address behavioural needs.

This approach aligns with our belief in the dignity of every person and the importance of nurturing environments in which students feel safe, valued, and ready to learn.

REAL Schools

In Term 4, 2024, St Therese School began our partnership with the REAL Schools program. This initiative supports the development of strong relational practices and restorative approaches across the school community. Its introduction complements our existing wellbeing frameworks and strengthens our commitment to positive relationships, student agency, and community partnerships.

School Satisfaction

In keeping with the Catholic Education South Australia Strategic Plan and the commitment of St Therese School to nurture strong partnerships with families, a variety of communication platforms were used throughout 2024. These included SZapp, Seesaw, newsletters, email, and both formal and informal face-to-face conversations. These channels ensured that families were kept well informed about school life and developments. Parents and carers were consistently encouraged to share their feedback, perspectives, and aspirations - whether directly with the Leadership Team or through teaching staff - contributing to our shared responsibility in supporting each child's growth.

Parent Engagement at St Therese - Celebrating the Launch of PEG

2024 marked an exciting milestone at St Therese School with the launch of a reimagined parent engagement framework, centred around the establishment of our Parent Engagement Group (PEG). Grounded in the Catholic Education South Australia Strategic Plan and inspired by our belief in shared responsibility for student growth, PEG reflects our school's commitment to building inclusive, relational, and meaningful connections between families and the life of our school.

In this inaugural year, all enrolling parents and carers were warmly welcomed into the PEG framework through an inclusive annual ballot draw. This approach ensured that every family had an equal opportunity to contribute - particularly those who may not have traditionally volunteered their time. Parents selected through this process committed to serving within PEG for a 12 to 18-month period, collaborating with staff and leadership to strengthen communication, community building, and partnerships between home and school.

PEG has already become a space where diverse voices are heard, relationships are nurtured, and collective wisdom is valued. It exemplifies how engagement can move beyond volunteering to co-partnering, shaping decisions and enriching the everyday experiences of our learners.

The table below contains information extracted from Balanced Scorecards indicating the growth between 2023 and 2024 Live, Learn Lead surveys - parent perception data:

LIVE, LEARN, LEAD Survey Data
Parent & Caregiver Perceptions of Community

	2023	2024	Growth %
Welcoming School	4.06	4.45	+7%
Parent-School Partnership	2.76	3.35	+10%
Safe School	3.75	4.04	+5%

We look forward to PEG continuing to grow and evolve in years to come, creating pathways for authentic parent voice and presence in our school story.

Collaboration and Responsive Practice

We value the collective wisdom of our community. Insights from students, parents, and staff play a vital role in shaping our school environment and priorities. Feedback is thoughtfully considered during our annual planning process and contributes to informed decisions in areas such as curriculum development, student wellbeing, staff collaboration, and communication with families.

Live, Learn, Lead Survey

Each year, St Therese School invites students from Years 2-6, parents, carers, teaching staff, Education Support Officers (ESO), and the leadership team to participate in the Live, Learn, Lead Survey. This feedback tool aligns with CESA's vision of empowering voice, agency, and engagement across school communities. The data gathered supports the development and refinement of the Annual School Improvement Plan, ensuring we are responsive to the needs of our learners and faithful to our shared mission.

The summary overleaf presents key findings from each stakeholder group and highlights areas for celebration and growth as we continue to live, learn, and lead together.

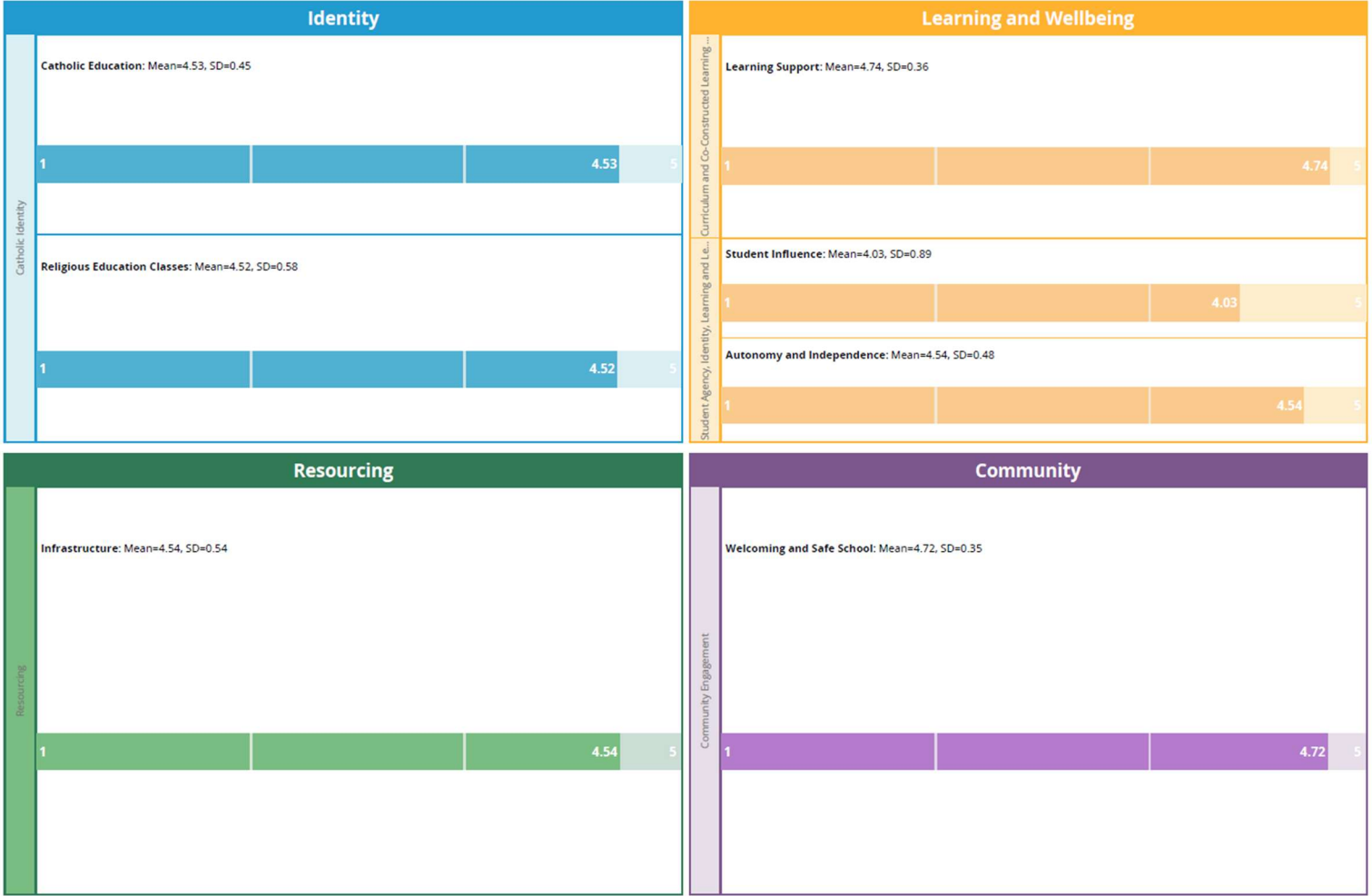
Parent & Caregiver Voice:
Parent & Caregiver Perceptions (LLL Framework)

Identity			Learning and Wellbeing		
Catholic Identity	Catholic Education: Mean=4.25, SD=1.3		Learning Support: Mean=4.78, SD=0.95		
	1	4.25	6	4.78	6
Resourcing	Infrastructure: Mean=4.44, SD=1.04		Enjoyment of School: Mean=4.51, SD=1.16		
	1	4.44	6	4.51	6
			Autonomy and Independence: Mean=4.29, SD=1.03		
	1		6	4.29	6
Community					
Community Engagement	Welcoming School: Mean=4.45, SD=1.66				
	1	4.45	6		
	Parent-School Partnerships: Mean=3.35, SD=1.65				
	1	3.35	6		
	Safe School: Mean=4.04, SD=1.55				
	1	4.04	6		



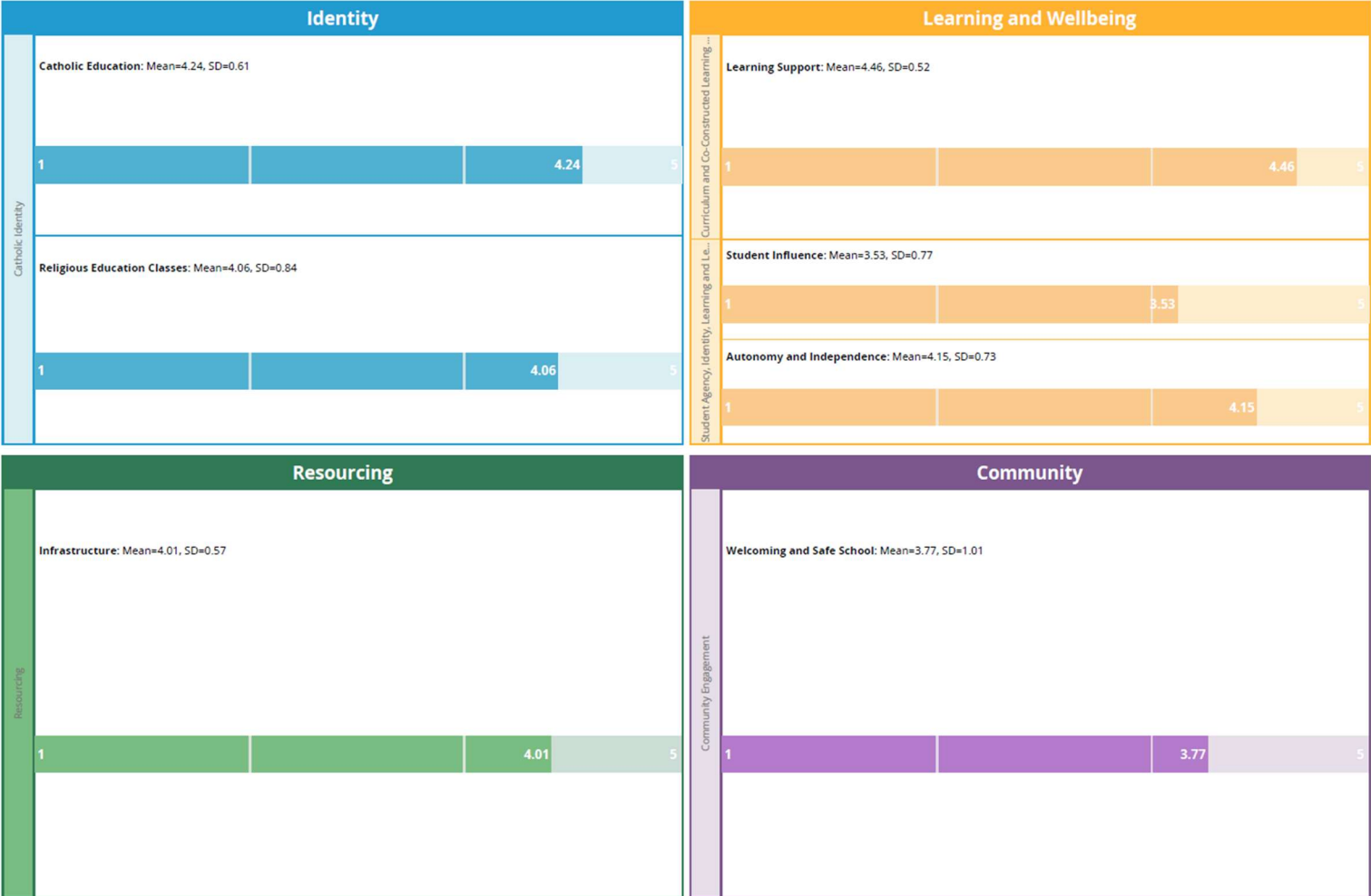
Student Voice (Years 2 to 4)

Student Perceptions (LLL Framework):



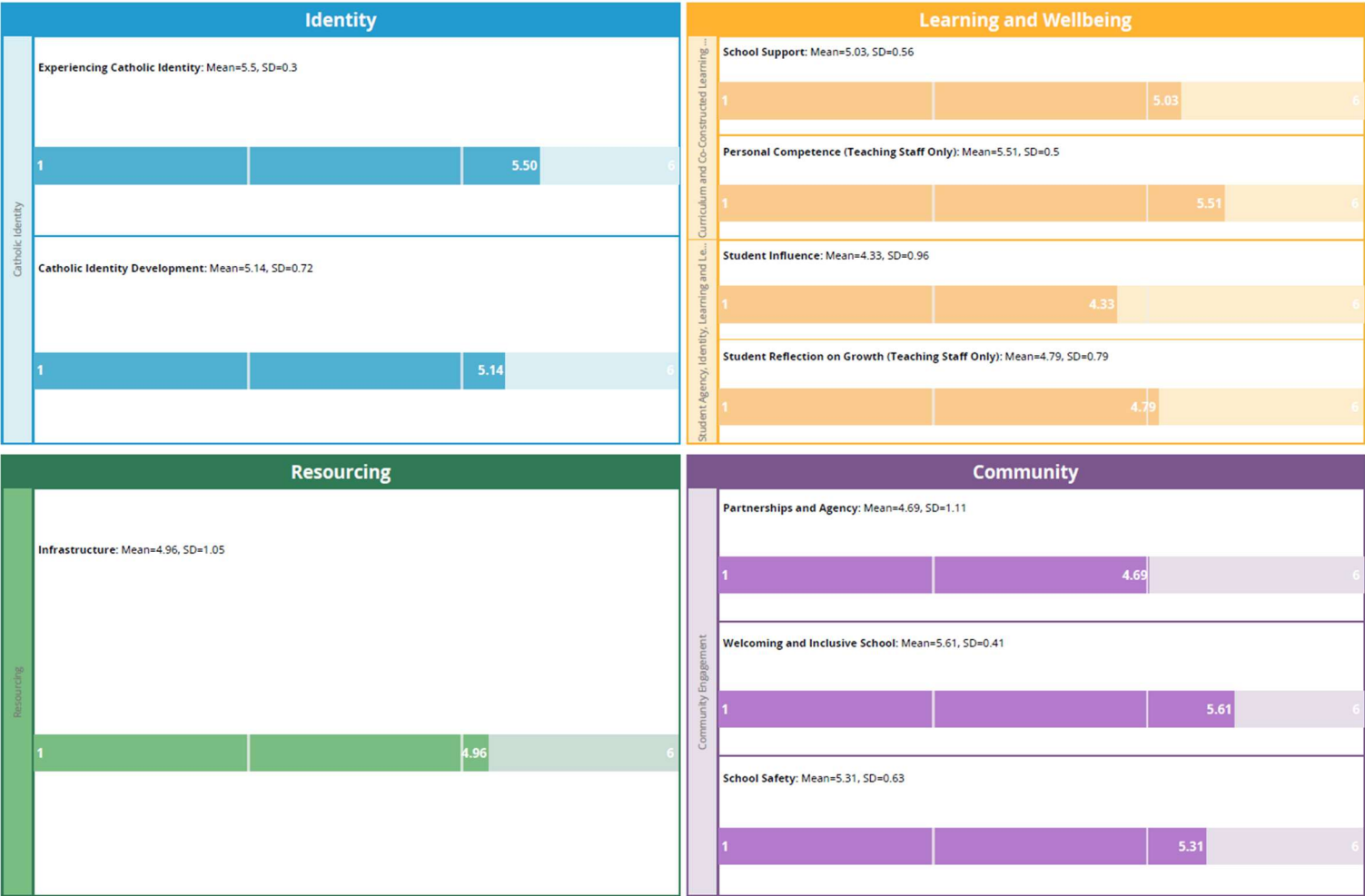
Student Voice - Years 5 and 6

Student Perceptions (LLL Framework):

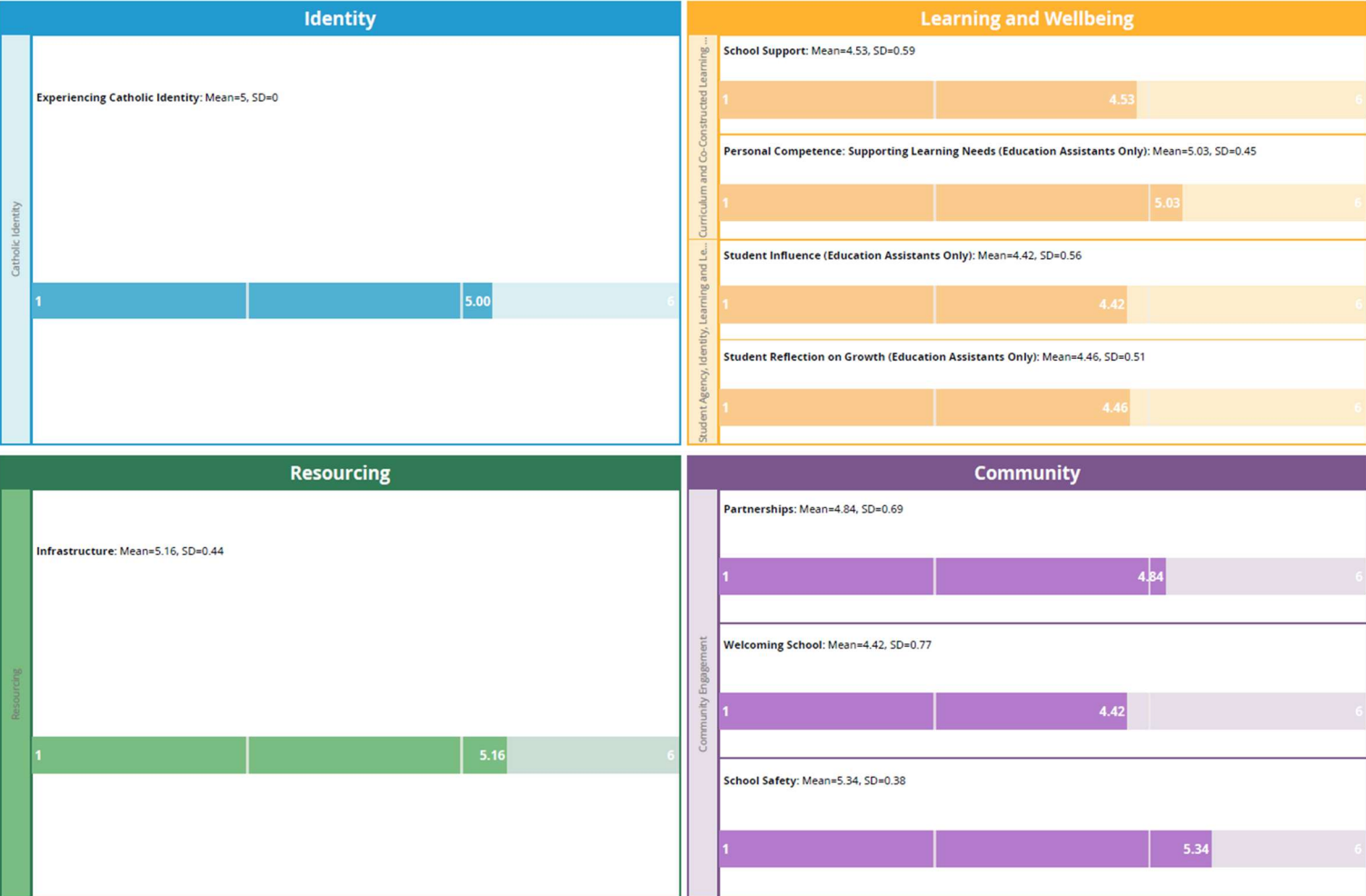


Employee Voice:

Teacher & Leadership Perceptions (LLL Framework)



ESO Perceptions (LLL Framework)



Strategic Growth

Strategic Growth and School Improvement

As part of our ongoing commitment to the CESA Strategic Plan and our own Strategic Plan 2022-2025, St Therese School continued to strengthen its identity as a Christ-centred, child-focused learning community.

St Therese School finalised and submitted its 2024 Annual School Improvement Plan (ASIP) to Catholic Education South Australia (CESA), marking another important step in our strategic journey to foster thriving people, capable learners, and leaders for the world God desires.

Developed in consultation with staff, leadership, and key community voices, including insights from the Live, Learn, Lead Survey and ongoing parent and student feedback, the plan identifies key priorities and actions aligned with our Strategic Plan 2022-2025 and the broader directions of the CESA Strategic Plan.

The 2024 ASIP places a strong emphasis on:

- Deepening our commitment to high-quality teaching and learning
- Strengthening wellbeing and inclusive practices across the school
- Enhancing student voice and agency
- Continuing to build the capacity of staff through professional learning and reflective practice

This living document guides our daily work, ensuring that our school community remains focused, collaborative, and future oriented. Submission of the plan to CESA reflects our accountability, transparency, and shared mission within Catholic education in South Australia.

Key deliverables from our School Improvement Plan included:

- The St Therese Strategic Plan was regularly reviewed and discussed by all staff and at each School Board meeting, ensuring shared ownership of our vision and progress
- The Crossways Religious Education Framework was fully embedded into Religious Education planning and assessment, deepening students' engagement with faith, identity, and Catholic tradition
- Capacity Building for Staff continued as all staff commenced professional learning with RYPPE in Positive Behaviour Intervention Strategies (PBIS). This whole-school approach aims to establish a safe, supportive and inclusive culture where every student can learn, grow and belong - aligned with CESA's goal to improve student wellbeing and agency
- In partnership with Real Schools, St Therese School has embarked on a multi-year journey to embed restorative practices as a foundation for a positive, relational school culture. This capacity-building initiative supports all staff - leaders, teachers, and support personnel. Key elements of the partnership include:
 - **Whole-school professional development** focused on restorative language, conflict resolution, and relationship-building
 - **In-class coaching and mentoring** by experienced facilitators to support implementation in real time
 - **Leadership development** through one-on-one mentoring and strategic planning support
 - **Access to practical resources**, including lesson plans, videos, and planning tools aligned with the Australian Curriculum
 - **Ongoing support** via email, webinars, and community forums to ensure consistent practice and cultural alignment

This approach aligns with Catholic Education South Australia's strategic priority to foster inclusive, respectful, and emotionally safe learning environments. It empowers staff to respond to behaviour through a lens of dignity, accountability, and growth - ensuring every student is known, valued, and supported

- Staff embraced a more consistent and collaborative approach to assessment moderation, data recording and reporting, supporting valid, timely and informed learning decisions across the school

Communication and Community Connections

We continued to prioritise clear, inclusive and relational communication with families. Whole-school communication was maintained via SZapp, Seesaw, email, our school newsletter and social media platforms like Facebook, ensuring our community remained informed, connected and engaged. Class-specific updates and feedback was fostered through digital and face-to-face dialogue.



Learning Spaces and Infrastructure

In alignment with our Master Plan and commitment to contemporary learning environments, Stage 2 of the refurbishment of the Horgan Building was completed in April 2024. This development created flexible classrooms, tutor spaces, and upgraded administration and staff facilities, which enhance student learning and staff collaboration.

Digital Tools for Learning and Management

Staff continued to explore the full potential of SEQTA, our student learning and management platform. In 2024, professional learning expanded to include further modules on timetabling, programming and assessment (Marks Book), building digital fluency to support responsive teaching and pastoral care.

Curriculum and Professional Practice

Alongside an ongoing commitment to digital learning, staff deepened their collective understanding of Literacy pedagogy, engaging in collaborative planning and professional dialogue. These efforts reflect our strategic focus on building a culture of learning and high expectations for all students.



Performance Information

Student 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.

Year Level	Attendance Rate
RE	92.3%
1	91.5%
2	92.5%
3	90.2%
4	87.6%
5	90.8%
6	87.4%

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

In 2024, our overall student attendance rate was 90.4%

2024 Enrolments (as at Census)

Year Level	Total
Reception	38
Year 1	30
Year 2	21
Year 3	18
Year 4	25
Year 5	31
Year 6	28
Totals	191

Teaching Staff Qualifications

In 2024, St Therese School had the following breakdown of teaching 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	3
Bachelor Degree	13
Diploma of Teaching	1

Workforce composition

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

In 2024 the St Therese School workforce was as follows:

- Teaching Staff: 23
- Non-Teaching Staff: 13
- Female: 92%
- Male 8%
- 0 staff members identified as Aboriginal or Torres Strait Islander

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.

2024 Financial Information

	2024
Commonwealth Govt Grants	\$ 2,442,537
State Govt Grants	\$ 699,006
Fee Income	\$ 623,123
Other Income	\$ 251,687
Total Income	\$ 4,016,353
Employee Benefits	\$ 2,582,620
Maintenance Expenses	\$ 188,142
Levies	\$ 149,951
Depreciation	\$ 290,075
Other Expenses - Tuition	\$ 393,451
Other Expenses - Administration	\$ 185,672
Total Expenditure	\$ 3,789,911
Interest Income	\$ 8,737
Interest Expense	-\$ 54,415
	-\$ 45,678