# 2014 School Reporting - Primary

## The Schools Story

<table>
<thead>
<tr>
<th>System:</th>
<th>School Name:</th>
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<tbody>
<tr>
<td>Diocesan Catholic Education Office - Rockhampton</td>
<td>St Therese’s Monto</td>
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<table>
<thead>
<tr>
<th>School Based Contact Person:</th>
<th>Address:</th>
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<tbody>
<tr>
<td>Principal’s Full Name:</td>
<td>Rayleigh Street Monto</td>
</tr>
<tr>
<td>Chris Ferguson</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone: 41661654</th>
<th>Fax: 41661035</th>
<th>Email: <a href="mailto:stm@rok.catholic.edu.au">stm@rok.catholic.edu.au</a></th>
<th>Website: <a href="http://www.stmrok.catholic.edu.au">www.stmrok.catholic.edu.au</a></th>
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<table>
<thead>
<tr>
<th>Total Enrolments:</th>
<th>Year Levels Offered:</th>
<th>Type of School:</th>
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<tbody>
<tr>
<td>96</td>
<td>Prep - 7</td>
<td>Primary</td>
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Curriculum Offerings

Distinctive Curriculum Offerings

St Therese's was founded by the Presentation Sisters 74 years ago. The charism of the Presentation Sisters, and in particular Nano Nagle, is explicitly taught at the beginning of each year. This is done through a document that has been exclusively researched and constructed by our APRE so that the ethos of our school is closely linked to and continues to develop the 'service' nature of our founding staff.

Another distinctive curriculum offering from St Therese's is the implementation of a school wide technology-based curriculum through the program of 'Bring Your Own Designated Devices.' All students in years four through to seven bring their own iPad to school to enrich their schooling experience. We have class sets of iPads available that are used in our Year 2 and 3 classes in preparation for our upper primary approach to schooling. Staff members have undertaken specific training to ensure contemporary best practice within this area and are involved with in-servicing other school's staff on how to initiate this process.

Extra Curricula Activities

St Therese's facilitates an after school sports' program that teaches children specific skills within a given sport. Sports are chosen on accessibility within our community in the hope of increasing participation levels in our local sporting clubs. This program is part of the government initiative of Active After School Communities. All children from the Monto District are invited to participate in these events with the responsibility of coaching the children shared among the schools in the district.

All of our leadership group are part of the Student Representative Council. These groups design and implement activities for our whole school community to assist in inclusivity and feeling part of something bigger than themselves at school. The groups are involved in organising activities in four key areas: Community, Environment, Technology and Sport.

Working closely with the other schools in the district is something that all school communities value in the Monto district. In Monto there are a number of events that are hosted as a Monto district that are in addition to the school and zone carnivals. We gather as a district for students to compete as well as socialise to get to know people who live out of town and attend different schools. Our district is quite spread out. These are very popular and well supported by families from throughout the district.

How Information and Communication Technologies are used to assist learning

St Therese's was one of the first schools in our diocese to implement Bring Your Own Devices to school to enhance the curriculum experience in the classroom. We have now shifted to a Bring Your Own Designated Device program to further streamline our technology approach to curriculum delivery. All students in Years two to seven bring their own iPads or have access to a class iPad to assist in delivery of 21st century pedagogies.

All classes have interactive whiteboards that are an all-day everyday inclusion in the planning, teaching and assessing of the Australian Curriculum.
Social Climate

St Therese’s School facilitates student participation in University of NSW Science, English, Maths, Writing, Spelling competitions - offered from Year 3
Drama/singing performances at local community events - Dairy Festival, Parish Fair
Liturgical experiences for the wider community eg. Our Sacramental Program, Mother’s Day, Father’s Day
Arts Council Performances
Library Skills
Awareness of Caring for the Environment
Wider Community involvement – Anzac Day parades

Cyber Safety and Anti-Bullying Strategies

Our school has implemented Diocesan policies on Acceptable Use Agreements for students and staff. The school regularly communicates to parents and the school community about cyber safety issues. We also have appropriate policies in place to deal with the use of mobile phones and other electronic devices. Our school has a number of social/emotional learning programs in place to assist students in fostering positive relationships with our school. The school community is kept up to date about developments in this area. All Diocesan and school policies are reviewed on a regular basis. The school has chosen a Restorative Practices approach to all interactions that occur within our school to ensure they are positive and maintain the focus of respect.

Strategies used for involving parents in their child’s education

St Therese’s operates both a Parents and Friends Association and a School Board and both of these groups are well supported by the parent body and are integral in collaborative decision making within the school.
Parents are encouraged to participate in class activities wherever possible.
- any school functions
- literacy/numeracy and reading groups
- assembly
- open days
- children’s masses/liturgies

Reducing the school’s environmental footprint

St Therese’s School reduces the school’s environmental footprint by doing the following
- Turn off all lights, fans and air conditioners when students are not in the classroom.
- Participate in Clean up Australia Day
- Hold whole school clean up days of the eating and play areas
- Monitor photocopying via Papercut program
- Substitute paper copies for electronic copies of class work where practical
- Send school newsletters via e-mail to reduce the paper usage in the school
Characteristics of the Student Body

The number of enrolments from local families has significantly increased over the past few years. Enrolments in all year levels are strong with our junior primary of Prep to Year 2 having very healthy numbers.

Many of our families come from the land and bring a different perspective to students from a town background. Being in a small community these differing perspectives bring a richness to our school context. Generally the perception is that our community finds our school to be a warm and welcoming family school where students are encouraged to achieve to the best of their ability. Student mobility tends to be related to parent’s work commitments rather than families leaving for better opportunities. There has been discussion around the way information is spread between all stakeholders and ensuring all members of our school community are suitably aware of what is occurring within the school. This has brought about the construction of our school website as a central space for parents to find out information.

Staffing composition, including Indigenous staff

Workforce Composition of all teachers

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
<th>Indigenous Staff</th>
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<tbody>
<tr>
<td>Headcounts</td>
<td>9</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>7.8</td>
<td>3.39</td>
<td>0</td>
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Qualifications of all teachers

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<tr>
<th>Qualification – highest level of attainment</th>
<th>Percentage of staff with this Qualification</th>
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<tbody>
<tr>
<td>Doctoral / Post-doctoral</td>
<td>%</td>
</tr>
<tr>
<td>Masters</td>
<td>%</td>
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<tr>
<td>Bachelor degree</td>
<td>88.9%</td>
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<tr>
<td>Diploma</td>
<td>11.1%</td>
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Expenditure on and teacher participation in professional development

**TOTAL FUNDS** expended on teacher professional development according to Australian Government Quality Teacher Program reporting requirements.

$18,400

**MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES**

Currently at St Therese’s we are continuing our school wide focus on delivering data-informed contemporary best practice. This currently translates into all staff revisiting best practice in Oral Language and Literacy. All staff members have undertaken further in-service around the implementation of ICTs pedagogies in our school context. Other opportunities include:

- Bishop’s In-service Day
- Religious Education
- Workplace, Health and Safety
- Student Protection
- Australian Curriculum

The percentage of the **TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT**

100%

**Average staff attendance**

Average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days

99.12%

**Percentage of teaching staff retained from the previous school year**

95.83%

**School Income**

(The School information below is available on the My School web site).
National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7 are available via the My School website at http://www.myschool.edu.au/.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Key Student Outcomes

The data for our school shows that each cohort of children continues to close the gap in terms of the percentage of children who are above the national benchmark at each tested juncture. At the conclusion of schooling at St Therese’s, most students are at or beyond the national benchmark. Challenging children’s academic performance whilst maintaining our focus of developing the whole child as an active and informed citizen remains our goal. Relating academic expectations to our rural setting through real life, meaningful curriculum experiences continues to guide the context for delivering the Australian Curriculum.

Student Attendance

Average student attendance rate (%)

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<th>Percentage</th>
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<td>87.94736842</td>
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Describe how non-attendance is managed by the school

Teacher Kiosk is a computer-based attendance record that is required to be updated twice a day. Teachers update this data base at set times throughout the day. If a child is absent the parents are requested to notify the school on the particular day. Failing this the school will phone the parents. The majority of families send notes or contact the school if the child is absent.

Value Added

The story of distance travelled

As a school we are currently in a planning phase to ultimately improve all students literacy skills. A strategic plan has been implemented as a whole school approach in partnership with the Rockhampton Diocesan Catholic Education Office. Ongoing professional development will be a key element of implementing this program to ensure that we maintain current standards and continue to strive to improve literacy and numeracy development across the whole school. We will continue to offer Learning Support to assist students in these areas.

The staff endeavours to continue the reading, literacy and numeracy groups. We want to review their purpose on a 6 monthly basis to ensure they are effective for the students'
Teaching staff continue to be aware of state and national government curriculum initiatives and are always keen to apply these to their everyday classroom teaching.

**The story of where you are going**

The practical implications that will result from continuing our data-informed best practice approach to literacy and numeracy are quite wide ranging. The biggest of these implications is the establishment and maintenance of a data wall where we have a visual representation of students' learning. This enables teachers to look at individual students to ascertain areas that require both extension as well as consolidation. Embedding processes that allow this to happen through our literacy blocks is a process of continual refinement to best suit the needs of the cohort at any given time throughout the year.

Our goal is that all children be given the opportunity to progress. This requires precise planning to enable extension students to be challenged as well as giving the students who require practice and consolidation, specific content and strategies to allow them to access all activities.

**Parent, Teacher and Student Satisfaction**

In a recent survey conducted by the school board there was an overwhelmingly positive response by our parent body. Some of the summarised replies in regards to parent’s opinion of school included phrases such as- respectful and well mannered, happy gentle kids; a wonderful buddy system where the older children from our school look after the new or younger members of the school; well behaved students who take pride in their school and their appearance; kindness and inclusion is taught and demonstrated; developing confidence and public speaking abilities through liturgies, assemblies and community events is an expectation that is welcomed by our parents and the students are seen as helpful and polite.