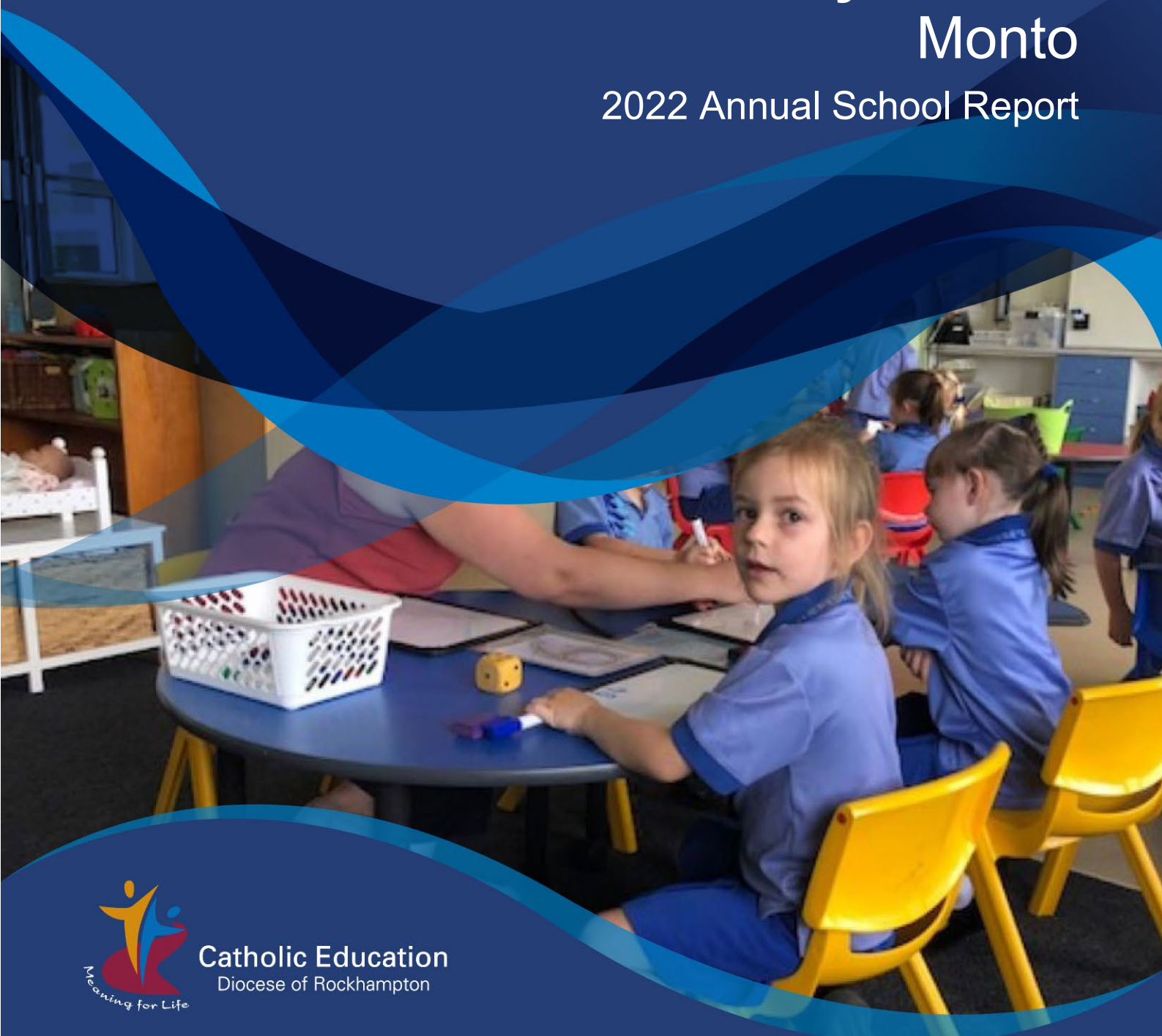# St Therese's Catholic Primary School
Monto

2022 Annual School Report

Catholic Education
Diocese of Rockhampton

St Therese's Catholic Primary School, Monto

Catholic Education Diocese of Rockhampton

Principal

Ms Doiya Knapman

Address

2/10 Rayleigh Street
Monto Qld 4630

Total enrolments

54

Year levels offered

Prep – Year 6

Type of School:

Co-educational

School Overview

St Therese's Catholic Primary School is a small, co-educational, Prep to Year Six school in the rural community of Monto. The school is situated beside St Therese's Church and students attend mass and participate in school-led liturgies and feast day celebrations with the wider parish community. Founded in 1940 by the Presentation Sisters, we look towards Nano Nagle for inspiration on how to be the best version of ourselves through the decisions we make every day. Specialist lessons are offered in health and physical education, music, drama and Japanese.

Our school prides itself on being a family community. We focus on continuing this tradition by reflecting on and living out our values and helping those in need. The school is known for the family atmosphere it has created and continues to nurture. The strength of St Therese's School is our community spirit and the way we support each other. This is due to the smaller size of the school, the welcoming nature of the students, parents and staff, and the fact that we emphasise the importance of family and Christian values. We celebrate the lives of all of those in our school community - not just the children! St Therese's caters for students with learning difficulties with individual and small group support.

More information on our school can be accessed from myschool.edu.au

Curriculum Offerings

Distinctive Curriculum Offerings

St Therese's was founded by the Presentation Sisters in 1940. 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 was researched and written by our Assistant Principal Religious Education (APRE) so that the ethos of our school is closely linked to, and continues to develop, the 'service' nature of our founding staff. There were five class groupings, Prep/Year 1, Year 2/3, Year 4, Year 5 and Year 6. Students in Year 6 participated in Japanese lessons weekly for 50 minutes. Year 5 started Japanese lessons in the last semester of the year. The Japanese weekly lessons were delivered from The Cathedral College. Music is delivered to Prep to Year 6, 1 hour per week. Units were developed by Shalom College and delivered by the specialist teacher at St Therese's Catholic Primary School.

Extra Curricula Activities

St Therese's facilitates an Australian Government initiative called Sporting Schools. The program 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. St Therese's works closely with the other schools in the district. This is something that all school communities value in the Monto area. 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 with people who live out of town and who attend different schools. Our district is geographically large. This year, Year 3 to Year 6 St Therese's students continued on with Friday across school sports with the three state schools in the Monto district, Abercorn State School, Monto State School, and Mulgildie State School.

How Information and Communication Technologies are used to assist learning

We have a school-wide technology-based curriculum with one-to-one iPads Prep to Year 4, a class 1-1 set of Chromebooks in Year 4, and 1:1 laptops in Year 6 giving opportunities to enrich students' educational experience. Staff members have undertaken specific training to ensure contemporary best practices within this area and are involved with in-servicing other members of the school's staff on how to initiate this process. All classes have interactive smart TVs that are an all-day, everyday inclusion in the planning, teaching, and assessing of the Australian Curriculum. All of the classes at St Therese's use SeeSaw and Google Apps, including Google Classroom. These are used both as a method of communication as well as a forum for students to share their work. Vivi is connected in all classrooms, the staffroom, Specialist Room, Royal Far West, and Library. A data projector and screen is utilized during assembly and Mass.

Social Climate

Strategies to Promote a Positive Culture

Drama/singing performances at local community events – St Therese's Christmas Fair and special events throughout the year. Liturgical experiences for the wider community e.g. Our Sacramental Program, Mother's Day, Father's Day, Peer Support Groups with a Making Jesus Real (MJR). Focus Arts Council Performances Awareness of Caring for the Environment, including Class Vegetable Gardens, and Containers for Change Wider Community involvement – Anzac Day parades, the local show, District Carnivals. Each semester, St Therese's hosts an Open Night where parents/carers are invited to attend an evening where there is an opportunity to visit the classrooms then a presentation of speeches from the Year 6 leaders and a barbeque to finish the night off.

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/carers 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 within 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, with the Behaviour Management (including Cyberbullying) Policy reviewed and endorsed by the School Board in 2019. 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. An eSmart grant was submitted in 2021 for St Therese's to become an eSmart school.

Strategies 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, including school functions, literacy/numeracy and reading groups, assembly, open days, children's masses/liturgies.

The school uses its newsletter, school website, Facebook page, SeeSaw, LED sign and SMS messaging system as spaces for parents to find out information.

Reducing the school's environmental footprint

St Therese's School reduces the school's environmental footprint by:
- Turning off all lights, fans, and air conditioners when students are not in the classroom
- Holding whole school clean up days in the eating and play areas
- Encouraging Nude Food
- Monitoring photocopying via the Papercut program
- Substituting paper copies with electronic copies of classwork where practical
- Sending school newsletters via e-mail to reduce the paper usage in the school
- Maintaining installed solar panels to offset energy demands
- Scrap Bins on every lunch table to feed worm farm
- Growing plants in a green house.

Characteristics of the Student Body

Many of our families come from the land and bring a different perspective to students from a town background. There are also a number of European, Pakistani and Filipino families. Being in a small community these differing perspectives bring 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 work commitments rather than families leaving for additional opportunities.

Average student attendance rate (%)

The average student attendance rate for 2022 was 92.72%.

Management of non-attendance

Teacher Kiosk is a computer-based attendance record that is updated by teachers twice a day - in the morning at 9am and in the afternoon at 2pm. If a child is absent the parents are requested to notify the school on the particular day. Failing this, the school generates an SMS message to the parents requesting notification for the absence. The majority of families send notes or contact the school if the child is absent.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	9.00	11.00	0.00
Full-time equivalents	8.60	6.24	0.00

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	
Bachelor Degree	100%
Diploma	
Certificate	

Major Professional Development Initiatives

St Therese's is continuing its school wide focus on delivering data-informed contemporary best practice. All staff members have undertaken further in-service around the implementation of reading and spelling, participating in a year-long writing spelling project utilising good pedagogy, as well as in-service around Information and Communication Technologies (ICTs) pedagogies in our school context. Other opportunities include: Bishop's In-service Day, Religious Education, Workplace Health and Safety, Student Protection, Personal and Social Development, Australian Curriculum (particularly Digital Technologies), NCCD Online and face-to-face workshops for Teachers and Teacher Assistants.

The percentage of teachers engaged in professional development was 100%.

Total funds expended on Professional Development

The total of funds expended on teacher professional development was $6,100.
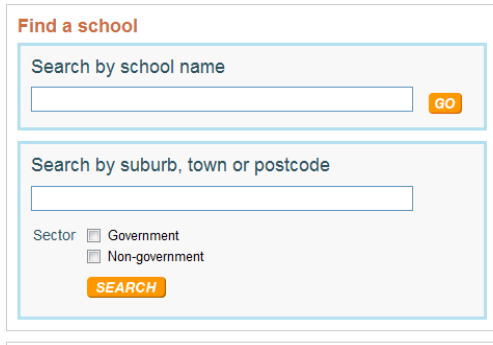
Average Staff Attendance and Retention

The average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to five days, was 89.38%.

Percentage of teaching staff retained from the previous school year was 77.78%.

School Income

National Assessment Program – Literacy and Numeracy Results

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

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 and Value Added

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. The results for Matched Students, that is students who attended the school in Year 3 and Year 5, have shown positive growth in learning bands. At the conclusion of schooling at St Therese's, most students are at the national benchmark. Challenging children's academic performance whilst maintaining our focus on 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.

Strategic Improvement Progress and Next Steps

Strategic progress in 2022

The continued spelling strategic plan from 2021 was a whole school approach in partnership with the Rockhampton Catholic Education Office. Ongoing professional development is a key element in the implementation of this program to ensure that we maintain current standards and continue to strive to improve literacy and numeracy development across the whole school.

Strategic Priorities for 2023

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 maintenance of our data wall where we have a visual representation of students' learning, enabling teachers to look at individual students to ascertain areas that require both extensions as well as consolidation. Embedding processes that allow this to happen through our literacy and numeracy blocks is a process of continual refinement designed to best suit the needs of the cohort at any given time throughout the year. This will inform teaching and learning practices across the whole school and the teacher's mindset in pedagogical practices in classrooms. Monitoring Learning Growth (MLG) meetings will take

place with the classroom teacher to do Action Learning Plans within the classroom, using target students to measure the journey.

Parent, Teacher and Student Satisfaction

The 2019 National School Improvement Tool audit identified that there was overwhelming positive support by our parent body. Some of the summarised replies from the surveys in regards to parents' 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 are expectations that are welcomed by parents and the students are seen as helpful and polite".