



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2015



**Mother Teresa
School**

Mother Teresa School Harrison

40 Wimmera Street, Harrison 2914

Phone: 02 6241 5604

Email: office.mts@cg.catholic.edu.au

Website: www.motherteresa.act.edu.au

Principal

Mr Peter Hughes

Section One: Message from Key Groups in our Community

Principal's Message

This year is seeing the continued growth of Mother Teresa School which has presented several challenges. We have been forced to move several classes into specialist rooms while new rooms are being constructed. The second challenge is to maintain our sense of community and of welcome with expanding numbers. We have endeavoured to do this by ensuring communication is open, timely and relevant as well as encouraging parents to be actively involved in all aspects of school life. As we expand, we gain new staff and our induction process while looking at policies and processes has a major focus on how the school motto 'Do small things with great love,' is enacted in daily interactions with students, parents and other staff members.

The main focus for staff is in the area of literacy with teachers working with external experts, as well as working in whole school and grade level teams.

This year the school underwent an external review by the Australian Council for Educational Research using the National School Improvement Tool. The results of the review have been shared with the community and the recommendations will drive our school improvement agenda into the future.

Parent Body Message

2015 was an enormous year for improvements and expansion. The duplication of the multi story building will provide classrooms, break-out spaces and an internal courtyard for the Year 5 and 6 students. The grounds have been given a facelift with the edging of the artificial grass and the preparation of the grassed area for irrigation and the planting of grass. Other improvements have included the redesign of the playground area, replacement of the sand pit, shade covering of the play area and the inclusion of concrete on the thoroughfares.

This year parents have been heavily involved in Health and Physical Education (PE) Week; assisting students in Wakakirri by helping to prepare costumes and sets and helping with the running of the walkathon and sporting events.

Student Body Message

This year we have done lots of great things. As leaders of the school we have been on an excursion to Sydney, been involved in Wakakirri which saw us perform at the Canberra Theatre and helped run programs with our younger students especially those in Kindergarten.

This year we have had two evening discos for the older students and daytime ones for the younger students. They were fantastic with everyone dressing up and having a good time.

We have enjoyed being the only Year six class this year even though it meant we had lots of jobs such as being in charge of the bins. We hope we have set a good example for the rest of the students in the school, particularly our Year five students.

Section Two: School Features

Mother Teresa School is a Catholic systemic Co-educational School located in Harrison.

This year saw continued growth at Mother Teresa School with four streams of students to Year three, three streams of Year four students, two streams of Year five and one Year six class. This growth was accompanied by a growth in new staff members including a new school principal. To accommodate the increasing student population stage five of our building program, consisting of eight new classrooms with breakout spaces commenced and by the end of the year was nearly complete. 2015 saw significant improvements made to the grounds making it safer for students as well as being more engaging.

The Early Learning Centre was extended to give the students more space to play and refurbishments were undertaken to enlarge the office space and staffroom facilities.

The school continued its mental health program across the school with all students engaged with counsellors from Kids Help Line. This is supported by work undertaken in the classroom and we also ran several parent sessions which were well attended. To support our on-going BYOD program and our mental health initiative we have run several sessions on cyber safety for both students and parents.

A highlight of the school year for many of our senior students was the school's first involvement in Wakakirri which was a wonderful and memorable experience for all involved.

We have commenced a chess program across the school with a number of classes having introductory lessons during the year. A lunchtime chess club was established and has had a regular number of participants. Several teams were chosen to represent the school in regional chess competitions while the school conducted its own competition to find the school champion for boys and for girls.

All students including our students from our Early Learning Centre took part in our swimming, cross country and athletics carnivals. While there was a competitive component the days were about keeping children physically active and having fun. Many children went on to represent the school at a higher level in these as well as other sports. All children participated in swimming lessons during the year with the exception of Year six who took part in a water polo program.

All classes engaged in educational excursions with our Year five and six students staying away from home for several days; our Year five students attending an outdoor education camp and Year six travelling to Sydney.

Term Four saw our Walkathon take place with money raised being split three ways to provide extra funds for library books, home readers and reading material for individual classrooms. The day was very successful with all children participating and tremendous support from parents.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

This year students at Mother Teresa School established a mini-Vinnies group to examine issues related to social justice. They then looked at what they could do as a student body to assist those in need. This 'faith in action' program saw children engaged in fundraising. One of our ongoing recipients is the Rainbow Kindergarten in Vietnam which helps care for and educate orphaned children. Several staff members have an ongoing association with the preschool travelling there every year to work with early childhood educators in Vietnam. Other major beneficiaries from the fundraising are Caritas and the St Vincent de Paul Society.

The Tree of Life was our main focus for the year. This is linked to the psalm 'let everything that lives, praise the Lord.' Its focus was on being stewards of God's creation. This focus carries across the year and influences the prayer and liturgical life of the school. Our 'Green Rangers' worked on re-establishing our sustainable garden and other environmentally friendly activities throughout the year.

The staff have been working at implementing the new Catholic Education Office units into their curriculum. As a result attention was given to re-visiting the model 'Understanding by Design' on which the units are based. Particular focus was given to designing rich assessment tasks that allowed students to show what they have learnt in a personally engaging way.

All students were involved in writing prayers for their class. These were collated and professionally published to add to the prayer resources in each class and to make prayer more meaningful for the students.

Being one of four large schools in the parish, the preparation and the reception of the sacraments is a challenge, particularly as the sacraments are parish based. The Religious Education Coordinators work closely together, especially those of the three primary schools. They are supported by the priests of the parish, the parish workers and parents to ensure everything runs smoothly.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
291	256	28	547

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the [Catholic Education Office](#) website.

Student Attendance Rates

The average student attendance rate for 2015 was 92.70%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93%
Year 1	94%
Year 2	93%
Year 3	93%
Year 4	94%
Year 5	92%
Year 6	91%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the

- consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
 - documented plans are developed to address the needs of students whose attendance is identified as being of concern;
 - the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
55	18	73

* This number includes 22 full-time teachers and 33 part-time teachers.

Percentage of staff who are Indigenous	0%
--	----

Professional Learning

In ICT we introduced Weebly which is to be used in classrooms. This is a platform to communicate with parents and also a site where children can display their work. It is aimed to provide another communication path between what is happening in the classroom and home.

A literacy day was held looking at the school's policies and procedures to bring our agreed practice up to date to come up with a common understanding across the school. It involved examining the structure of literacy blocks to ensure that they had consistent components across the school.

A similar day was spent examining maths.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	56%	48%	10%	11%
	Writing	68%	47%	3%	7%
	Spelling	43%	41%	11%	15%
	Grammar and Punctuation	56%	52%	9%	11%
	Numeracy	40%	34%	11%	15%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	43%	34%	9%	18%
	Writing	28%	19%	15%	18%
	Spelling	45%	33%	9%	15%
	Grammar and Punctuation	43%	36%	2%	17%
	Numeracy	17%	28%	11%	16%

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

This year the staff have had literacy as their main focus. Our framework for literacy blocks has been finalised along with an agreed practice for Teaching English. A great deal of time and effort was spent developing resources to support teachers with the development of reading strategies of children in their classrooms. English home learning packs were also developed for parents to be able to assist their children at home.

In numeracy the main focus for the year has been further embedding the Count Me In Too (CMIT) early numeracy strategies in classrooms. This has been achieved by the development of CMIT resources as well as resource folders for each class using CMIT.

More iPads have been purchased and staff are looking at moving away from rote learning apps to more creative apps. The school was successful in obtaining a grant to purchase recording devices which have been trialled in Indonesian and Visual Art lessons. These allow for small groups of students to follow a teacher's instructions without the teacher being with that group. It is used to differentiate learning so that students can work independently and at their own level.

Priority Key Improvements for 2016

This year we held a parent evening to give parents the opportunity to say what they would like to see happen at Mother Teresa School over the next few years. The information from this night, along with the report on the review conducted by the Australian Council for Educational Research and NAPLAN data has given us a few core areas of focus for 2016.

We will continue the work we have undertaken in Literacy this year with a focus on moving to inquiry learning.

We aim to improve our tracking of students progress by introducing standardised testing. This will allow us to identify those that need assistance as well as those that need extending. We will investigate a program that will allow us to enter and manipulate the data we gather. We will also come to an agreement on other assessment being used in grade levels.

We are going to re-introduce laptops back into the school so the students in the upper grades get experience using Apple and PC platforms as the high schools our students feed into do not all use the same platform.

We hope to give more focus to the performing and creative arts by employing specialist teachers in these areas.

Section Eight: School Policies

Student Welfare Policy

The Student Welfare Policy at Mother Teresa School focuses on acknowledging the excellent behaviour of the vast majority of students that occurs all of the time. A system of rewards is in place whereby students collect merit for their classes and a class reward is organised. Processes are in place for students when they fail to live up to the school's behavioural expectations.

Linked closely to our student wellbeing policy is the work undertaken across the school dealing with mental health. Supporting this is our "Kool Kids" program assisting students suffering from anxiety and "Seasons for Growth" helping students suffering from loss or upheaval in the family home.

This year our junior primary classes have introduced the concept of having a positive outlook through the 'Growth Mindset' program. We hope to introduce this across the school next year.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

Mother Teresa School is committed to:

- building a healthy and positive school environment that is free from discrimination and harassment;
- making staff, students and community members aware of their rights and responsibilities;
- communicating effectively; and
- resolving differences justly, efficiently and promptly

We believe that most grievances can be avoided by clear communication. Whilst we accept our responsibility to consult and to communicate effectively, community members also have an obligation to read notices and newsletters, to attend meetings, and to seek clarification when required.

There may, however, still be times when members of the community disagree with or are confused about school decisions.

In these situations the school has developed a Complaints and Grievances Resolution Policy that is available from the school's office.

Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

This year we surveyed parents and they were very positive about Mother Teresa School and what it offers. They were particularly pleased with the quality of the teaching staff, their commitment to the children in their care and the opportunities that are afforded to them. They felt the school offered a safe environment and that the social needs of their children were being met. The management and leadership of the school rated very highly.

There are several areas where the majority of the respondents were positive however a number of parents did have some concerns. The first of these related to providing challenges and opportunities in other areas outside the daily curriculum. This was also raised at the open parent forum and the focus on this evening was around the creative and performing arts.

The second area where a number of parents raised concerns was on behaviour management and the consistency of the implementation of the policy.

Work is due to begin next year to both offer more opportunities for students and also to examine our current behaviour management policy.

Student Satisfaction

The responses to surveys from the students showed they were very happy with Mother Teresa School. The older students - Years four, five and six - completed the survey and thought the teachers cared about them and that they put a lot of effort into making the lessons interesting. They also thought that there was a good range of opportunities at the school.

While the majority of students indicated they felt safe at school there were some that felt unsafe. The students felt they were treated fairly and that the expectations regarding behaviour at school were clear.

Teacher Satisfaction

The staff survey was very positive with all staff indicating they felt their role within the school was important and that they were committed to the school. All respondents believed the school had a positive ethos and that their contribution to the school was recognised by their colleagues. All felt that teachers set a good example for students, that the school has a climate conducive to learning and that students are encouraged to be responsible.

The leadership of the school was commended for the way it leads the ongoing professional development of staff and the performance review structures. It was felt the leadership team were open and understanding and the staff placed a great deal of trust in the school executive. Goals and expectations are clearly articulated.

Several staff members expressed concerns about communication between the executive and themselves. Similar to the parent survey there were a small number of staff that believed there were some inconsistencies in the monitoring of, and dealing with the behaviour of students.

Section Ten: Financial Statement

Income

- Commonwealth Recurrent Grants (53.3%)
- Government Capital Grants (7.7%)
- State Recurrent Grants (16.7%)
- Fees and Private Income (17%)
- Other Capital Income (5.3%)

Expenditure

- Capital Expenditure (31.6%)
- Salaries and Related Expenses (47.9%)
- Non-Salary Expenses (20.6%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$3,334,807
Government Capital Grants ²	\$482,375
State Recurrent Grants ³	\$1,045,462
Fees and Private Income ⁴	\$1,061,663
Other Capital Income ⁵	\$332,927
Total Income	\$6,257,234

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$2,482,043
Salaries and Related Expenses ⁷	\$3,762,042
Non-Salary Expenses ⁸	\$1,617,943
Total Expenditure	\$7,862,028

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture

and Equipment.

7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.