



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



Mother Teresa School

Mother Teresa School Harrison

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Principal

Mr Peter Hughes

Section One: Message from Key Groups in our Community

Principal's Message

2016 saw the opening of Stage Five of the schools building program. Stage Five consisted of eight new classrooms and breakout spaces as well as an internal courtyard. This brings the number of classrooms in the primary school to twenty-eight allowing us to accommodate our still growing student population. This year saw enrolments rise to 610 in the school together with 110 students in the ELC. 2016 was a unique year in that it was the first year in which a building project was not begun even though work continued on grounds and associated facilities.

Mother Teresa School was established as a campus of Good Shepherd Primary School, Amaroo. This year the school underwent a successful government review that allows Mother Teresa School to exist as a separate entity. Another review will be held in 2018.

One of many highlights was the canonisation of Mother Teresa which saw her become St Teresa of Calcutta. The Archbishop of Canberra and Goulburn, Rev Christopher Prowse, advised the school that it could continue to use the name Mother Teresa but he would like to see us move to St Teresa in the future.

Parent Body Message

Under new leadership the school's Community Council embarked on several important projects and provided invaluable assistance to the school's leadership team.

To help reduce ongoing costs the Community Council oversaw the design and installation of a large rooftop solar system. The system, which was provided by a local company, will also allow students to monitor the electricity produced and the savings created. It will link well to both science and mathematics.

To help build community our first community picnic was held one evening to coincide with daylight saving. It was well attended and provided an opportunity for parents to meet other parents and be entertained while the children were busy elsewhere.

This year the Community Council has supported the production of a school yearbook which was put together by a group of parents. The end result was amazing with the book capturing the main events of school life as well as highlighting the work of students in all thirty classes.

Student Body Message

It has been great being in Year Six. We have had many duties to perform to help the school and students. Some were fun such as helping at assembly and reading with the Kindergarten children, while others such as doing the bins were not as much fun.

We had several excursions this year with the best being our trip to Sydney. We stayed at the Rocks and did lots of walking especially when one of our teachers got lost. Everyone loved surfing at Manly, the ropes course at Taronga Park Zoo and Luna Park.

We are all looking forward to high school but will miss Mother Teresa School.

Section Two: School Features

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

As Mother Teresa School continues to grow it attracts new staff. In last year's recruitment the school leadership focussed on attracting staff, that besides being excellent classroom practitioners, could also bring another dimension to the school. We also wanted to offer students a broader curriculum during teachers release from face to face teaching time.

This year we employed a highly regarded music teacher as well as a teacher who is experienced in the performing arts. The school also employed a number of experienced teachers to complement the younger members of staff. These appointments have greatly enhanced the opportunities for our students. 2016 saw the creation of our school choir which has performed at several public events; our ukulele band and a string ensemble.

2017 also saw the commencement of our school public speaking competition in which all students from Years Four to Year Six participate. Class finalists are chosen to compete in the grade finals and the top placing students in this event go on to compete in the school final. The winner of the school final then goes on to represent Mother Teresa School in the ACT and region Rostrum Public Speaking Competition while other finalists are encouraged to participate in the Lions Public Speaking Competition.

Our Monday afternoon chess club continued to be popular with nearly thirty students attending every week. The club has external, experienced coaches who work with students from the beginner level to the more accomplished player. Chess is also played on Monday at lunch for all that wish to participate. Many students were competitors at inter-school competitions held across Canberra and we also held our second school championships.

To complement our BYOD program for Years Five and Six, we purchased our first bank of laptops to support the iPads currently used across the school. This is to allow students to become familiar with both platforms before they leave our school. Parent sessions were held looking at how ICT is used in the classroom and also dealt with security issues.

As we have a large number of students from Defence families some of our more memorable whole school assemblies took place on ANZAC Day and Remembrance Day. These moving events were organised by our Defence Transition Aide and involved both the parents and children from Defence families.

Our school grounds are finally starting to take shape as we finish major works linked to landscaping and parking. Smaller projects will be undertaken over the next few years to consolidate what has been achieved to date.

Section Three: Catholic Identity and Faith Formation

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

Religious Life & Religious Education

The reception of the sacrament of Reconciliation, First Eucharist and Confirmation was a highlight in the lives of many of our students. A great deal of preparation preceded the reception of these sacraments. This was carried out by classroom teachers, parents, the REC from Mother Teresa School and members of the parish sacramental team.

As Holy Spirit Parish serves Mother Teresa School, Holy Spirit Primary School and Good Shepherd Primary School there were a large number of masses to cater for the many students. We thank Father Mark, Father Proveen and Father Johnny for celebrating the masses and supporting the students as they prepared for the sacraments.

As a school we had several key religious celebrations this year. Prior to Easter we had Jesus Day which had the Easter Story as its focus. As mentioned previously the canonisation of Mother Teresa was an important celebration for the whole school. At our liturgy we had several Sisters of Charity attend the school during which they unveiled a mural of Mother Teresa that had been created by all the students. Students from our younger years presented the story of Christmas at the end of the year.

For the first time Mother Teresa School asked families to participate in the St Vincent de Paul annual doorknock. We had twenty-eight families turn up to assist and it was great to see parents modelling 'faith in action' to their children.

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 2016:

Girls	Boys	LBOTE*	Total Students
320	290	40	610

* 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 2016 was 93.20%. Attendance rates disaggregated by Year group are shown in the following table.

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

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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
71	27	98

* This number includes 28 full-time teachers and 43 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

This year the school had several areas of focus for staff professional development.

The first of these was Inquiry Literacy.

Our second area of focus was making greater use of data to drive instruction.

Our third major area of focus was the rewriting of our student welfare or behaviour management policy.

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	62%	49%	2%	11%
	Writing	61%	49%	3%	6%
	Spelling	55%	46%	10%	12%
	Grammar and Punctuation	60%	52%	5%	10%
	Numeracy	35%	36%	12%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	31%	35%	21%	15%
	Writing	15%	17%	5%	18%
	Spelling	31%	30%	9%	18%
	Grammar and Punctuation	44%	36%	18%	15%
	Numeracy	29%	29%	22%	17%

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 2016

Key Improvements for the 2016 School Year

- The introduction of new assessment practices to allow teachers to better differentiate the curriculum.
- Greater use of ICT in major assessment tasks.
- A focus on Inquiry learning in English with a renewed emphasis on students reading a greater number of texts and more challenging texts. The purchasing of quality literature for both the library and classroom libraries has assisted with this.
- The re-structure of our Diverse Learning Team to better meet the needs of students that struggle academically in both literacy and numeracy.
- The school trailed a numeracy intervention program to support the work already being done in literacy.
- Laptops being used as an integral part of lessons from Years Three to Six.
- The creative and performing arts becoming more prominent in the life of Mother Teresa School.

Priority Key Improvements for 2017

Planned Improvements for the 2017 school year

- Continue and support the work being done in Inquiry English and trial the design of units for Inquiry Maths using a STEM focus.
- Examine how best to integrate subjects, especially the humanities.
- Expand the work we have been doing with School Wide Positive Behaviours to look at how we support students with complex and challenging behaviours. This will involve all members of the community.

Section Eight: School Policies

Student Welfare Policy

Our School Wide Positive Behaviour Policy has been developed by staff, students and parents. After many meetings with students, five Cs were chosen to be the focus of our positive behaviour. Students at Mother Teresa School are:

- Calm

- Considerate

- Courageous

- Compassionate

- and Courteous

The 'Growth Mindset' program continues to be a focus in many classes and complements the work being done in SWPB.

2017 will see us examine and develop practices and policies to deal with the small number of students at our school that display complex and challenging behaviours. It is these behaviours that cause stress to all members of the school community. This work will be based on the 'Schools for All' Report and will look at how we support these students, their teachers, the other students and families.

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>.

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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.

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

An external agency to survey all members of the community to gauge their level of satisfaction. We had 360 of 630 families respond to the survey which was considered excellent.

The survey had five responses to given statements ranging from strongly agree to strongly disagree and each response was scored for a four to a zero respectively. The scores of all responses were added and averaged. An average of 0 to 1.9 was an area of concern; an average of 2 to 2.9 was an area to note and scores from 3 to 4 were considered areas of strength.

17 of the 21 areas fell in the top range and were areas in which parents were very positive about the school. The statements that received the strong response were related to staff professionalism; staff being approachable; the students being happy and well cared for; excellent academic offering and good facilities.

Four areas were ranked in the range of 2 to 2.9. Of these three were scored at 2.9. These were: Parent teacher conferences are helpful at this school; I know what is happening at the school and coming events and the school responds quickly to my concerns. Communication between the home and school is good, ranked 2.7

Student Satisfaction

Again the same scoring system was used with 97% of senior students completing the survey. The majority of questions reflected what was asked of parents and again all with the exception of three falling in the top band. Three responses fell in the middle range. These were: The schools listens to my opinions with a score of 2.7; student behaviour is managed well at this school receiving a 2.6 and a score of 2.5 was given to the statement, the homework we do helps me to learn.

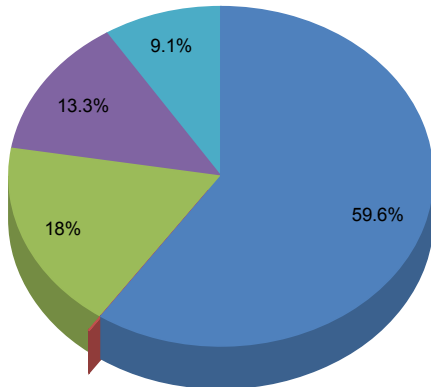
Teacher Satisfaction

Thirty five staff completed the staff survey. This survey while positive overall was not as positive as both the parent and student surveys. Teachers were very positive about their role in the school, the importance of their work, the satisfaction they get from their work and good team spirit. The religious aspects of the school and its prayer life also rated strongly. The leaders at the school were recognised for supporting staff well-being and appreciating the work of the staff.

Areas for improvement included communication, making meetings more productive, greater access top professional development, a clearer picture of why initiatives are being undertaken and more focussed feedback.

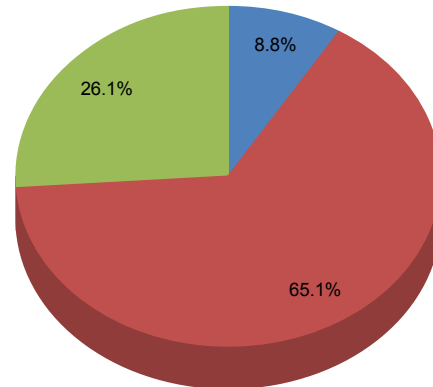
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (59.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (18%)
- Fees and Private Income (13.3%)
- Other Capital Income (9.1%)

Expenditure



- Capital Expenditure (8.8%)
- Salaries and Related Expenses (65.1%)
- Non-Salary Expenses (26.1%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$4,342,494
Government Capital Grants ²	\$1,850
State Recurrent Grants ³	\$1,315,920
Fees and Private Income ⁴	\$971,259
Other Capital Income ⁵	\$660,095
Total Income	\$7,291,618

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$661,945
Salaries and Related Expenses ⁷	\$4,921,779
Non-Salary Expenses ⁸	\$1,971,545
Total Expenditure	\$7,555,269

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.