



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



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

2017 has been a wonderful year for Mother Teresa School in many ways. Our School Wide Positive Behaviour initiative has now been fully implemented and embraced by students and staff alike. There is a positive climate in the school with the majority of students following the 5 C's all of the time. In our satisfaction survey 93.6% of our parents said they agreed or strongly agreed the school was a safe place for their children. 2.2% made no comment.

As a school we have implemented an assessment regime that allows us to track the progress of students and also target our teaching to meet individual needs. This has allowed us to lift our academic performance across all grades.

Our seemingly ceaseless building program continued with 2017 seeing the start to extensions to our staffroom and administration block.

Highlights of the year include the Wakakirri performance by our senior students, our camps for Years Five and Six, the concert for Years Three and Four and the Nativity put on by our junior students. Grandparent's Day was well attended. Students were also involved in choir, chess, sporting events, green rangers, coding club, Mini-Vinnies and friendship groups to name a few.

Parent Body Message

2017 was a busy year for Mother Teresa School. The Community Council provided advice to the school principal, ran social events for the parent body and participated in lobbying Governments about increasing funding to schools like MTS.

A successful project undertaken by the Community Council was the planning and installation of a large solar system across a number of roofs. This will provide long lasting benefits for the school.

In 2018 a number of the members will have served their time, and we will be looking at organising ourselves in to committees to take responsibility for different areas.

Thank you to those on the Community Council that contributed in 2017 and to all the parents that assisted at Mother Teresa School in any way.

Student Body Message

Many of us have been at MTS since pre-school and we are the first class to be at MTS from pre-school to Year 6, that is, 8 years altogether.

While we are sad to leave we look forward to going to high school with some of our friends.

This year we have loved Wakakirri, our Year Six camp, making our Confirmation and being leaders of our school.

We thank our wonderful teachers this year and also all the teachers we have had during our eight years.

Section Two: School Features

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

Mother Teresa School caters for students from pre-school to Year Six. There are five classes in the early learning centre while the school is four stream until Year Six where we have three classes with a fourth coming on-line in 2018.

The classes are all located around a central breakout space which allows several classes to come together and also provides shelter from the extremes of Canberra's weather. The rooms are all modern learning spaces as the school is eight years old. This year we have began replacing our interactive whiteboards with interactive large screen televisions and this will continue going forward.

The school has a BYOD program for students in years five and six where they use their ipads which become an integral tool in their learning. Other classes across the school have a bank of ipads in their rooms with laptop and ipad trolleys available for whole class use.

This year the school revamped the access students have to reading material. While our wonderful library continues to be a focal point for literature, we have started to create class libraries with the aim of having three hundred books in each class. We are well on the way but with 27 classes this is a lot of books. The library is also the home of our chess club which sees many students participating, and also where our coding/robotics group often gather.

The school's Catholic identity is evident and promoted throughout the school. Daily religious education lessons and prayer help the students develop knowledge about the Catholic faith. The school has a strong link to the parish with regular visits by the priests to help celebrate liturgies and to assist with the preparation of the sacraments.

The school had many ceremonies throughout the year but two organised by our Defence Service Transition Assistant stood out. These were to celebrate ANZAC Day and Remembrance Day. With a high proportion of defence families at MTS, the events were well attended and were very moving.

The performing and creative arts saw three performances put on this year. Students from Kindergarten to Year Two performed the Christmas play at the end of the year. Years three and four performed a play for their families in the middle of the year while our senior students were engaged in Wakakirri. The school choir grew in numbers and again performed at different venues across Canberra.

Throughout the year students also took part in many sporting activities, excursions both local and interstate, Tournament of the Minds, public speaking, green rangers and inter-school chess competitions to name a few.

Section Three: Catholic Identity and Faith Formation

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

Religious Life & Religious Education

Mother Teresa School is one of four schools located within Holy Spirit Parish, Gungahlin, under the leadership of Fr Mark Croker. Students at Mother Teresa School receive the sacraments of Reconciliation, First Eucharist and Confirmation as part of the parish and priests from the parish are regular visitors to our school. They attend assemblies, celebrate liturgies and talk to children in class groups on various aspects of the Catholic faith.

Our school motto 'Do Small Things with Great Love' permeates all aspects of life at Mother Teresa School and is especially evident in our school's student welfare policy and the daily interactions between all members of the community.

The school encourages its students to put their faith into action. The school has a Mini-Vinnies group that works with all students to support initiatives that assist the less fortunate. Every year families from our school participate in the St Vincent de Paul Doorknock. 2017 saw Mother Teresa School raise more money than any other school involved in the appeal.

Sustainability or the call to care for our environment, is acted upon by the Green Rangers who work with several staff members to undertake a range of activities to grow produce, reduce waste and care for the environment.

In classrooms, prayer plays an important role with 2017 seeing students participating in guided Christian meditation which was well received.

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 2017:

Girls	Boys	LBOTE*	Total Students
332	335	84	667

* 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 2017 was 93.09%. Attendance rates disaggregated by Year group are shown in the following table.

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

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 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
43	15	58

* This number includes 26 full-time teachers and 17 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

2017 saw the teachers at Mother Teresa School challenged to examine how we teach mathematics following a professional development day by Michelle Tregoning. We examined what mathematicians do, and then asked "how do we design lessons that reflect this?" The main focus was having students engage with mathematical tasks that make them grapple with solutions, while working productively with others and seeing the link to real world maths. This day was a wonderful way to kick off inquiry maths at MTS. Our second day was listening to Kath Murdoch while our third was our staff spirituality day.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	56%	52%	3%	10%
	Writing	63%	45%	1%	8%
	Spelling	44%	46%	7%	13%
	Grammar and Punctuation	65%	56%	4%	11%
	Numeracy	45%	40%	7%	11%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	39%	37%	14%	15%
	Writing	20%	16%	12%	19%
	Spelling	37%	34%	11%	14%
	Grammar and Punctuation	38%	34%	16%	18%
	Numeracy	22%	28%	6%	15%

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 2017

Our three targets for this year were:

- To bring girl's performance in all aspects of literacy up to the ACT average.
- To get the percentage of students in the top two bands up to the ACT average in all strands across both year levels.
- This was to move our school up at least 10 places when compared to 'like school' when examining school performance on the My School website.

The girls in Years Three and Five exceeded the ACT average in all strands except reading in Year Five, where we were two points off the average.

While we exceeded the percentage in some strands in the top two bands in both Year Three and Year Five, we still have substantial work to make this across all strands in both grades.

Our last target involving 'like schools' was difficult to assess as the schools that were considered like schools had changed from one year to the next.

Priority Key Improvements for 2018

Our three goals for 2018 are to:

- increase the level of sophistication of students written work,
- to raise the achievement in girl's Numeracy so they meet the state average in the top two bands in NAPLAN, and
- to move Year Three students in Numeracy so they exceed the state percentage in bands 4, 5 and 6 by NAPLAN 2019.

Section Eight: School Policies

Student Welfare Policy

Our student welfare policy covers a multitude of areas. It addresses our School Wide Positive behaviour program, our initiatives in mental health and the processes we put in place to support students with complex and challenging behaviours.

Our student welfare policy is based on the 5 Cs. These guidelines were developed by the students under the guidance of a staff member in 2016. The 5 Cs ask our students to be Considerate, Compassionate, Calm, Courageous and Courteous.

Corporal punishment is expressly prohibited at this school. In addition we do not sanction 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>.

The school follows the procedures for handling complaints and grievances as outlined by Catholic Education. These policies are linked to the school's website.

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

The parent survey had a 92% response rate meaning that 375 parents responded.

Parents were very satisfied and among the areas identified as strengths were the safe and nurturing environment; the interest the staff take in the students; the opportunities afforded to the students; the leadership of the school and the religious life of the school.

Two main areas did not score as strongly as others. The first of these was our academic focus and the other was facilities.

The school has been working on informing parents of our academic goals for each year along with the analysis we do on student performance using NAPLAN Data and results from PAT testing conducted twice a year across the school. We will continue working on this. The main concerns regarding facilities were about parking and the flow of traffic which we have been working on for many years. We hope some changes planned to be made at the start of 2018 will improve the situation. The lack of toilet facilities were raised and while we meet code, we are looking at a building project that will alleviate the pressure on the current toilets that occurs during peak times.

Student Satisfaction

The student's survey was completed by 216 students from Years Three to Year Six.

The results were extremely positive with students saying they felt safe at school; that were accepted by others; that the staff cared for them and that they were assisted with their learning. The statement 'I would recommend this school to others' also scored very highly.

While still scoring well, the four statements that scored the lowest dealt with the usefulness of homework; how they enjoyed the prayer life of the school; celebrating student achievement and listening to the opinions of students.

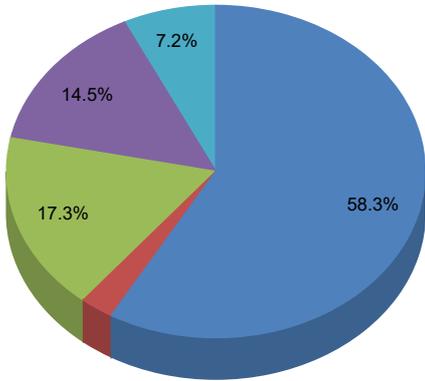
Teacher Satisfaction

The results from the staff satisfaction survey were very positive with 43 staff members responding. The staff expressed a strong degree of satisfaction from being staff members at Mother Teresa School. They felt they had input into school policies and procedures; that communication was good; that they were given access to high quality professional development and that the Catholic Identity of the school has a strong focus.

The areas where concerns were raised linked to curriculum. The areas included ensuring the school's agreed practices were used across all classes; that there was a need to better engage high performing students and that our school academic goals were referred to often.

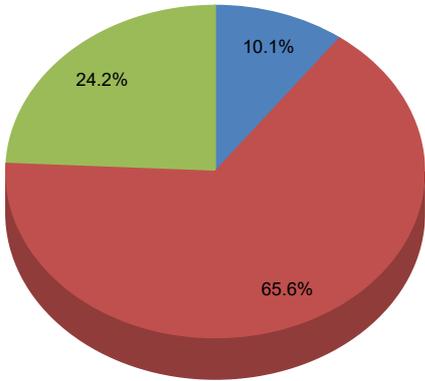
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (58.3%)
- Government Capital Grants (2.6%)
- State Recurrent Grants (17.3%)
- Fees and Private Income (14.5%)
- Other Capital Income (7.2%)

Expenditure



- Capital Expenditure (10.1%)
- Salaries and Related Expenses (65.6%)
- Non-Salary Expenses (24.2%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$5,076,321
Government Capital Grants ²	\$225,325
State Recurrent Grants ³	\$1,509,476
Fees and Private Income ⁴	\$1,266,446
Other Capital Income ⁵	\$627,454
Total Income	\$8,705,022

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$852,779
Salaries and Related Expenses ⁷	\$5,522,946
Non-Salary Expenses ⁸	\$2,039,397
Total Expenditure	\$8,415,122

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.