



Archdiocese of Canberra and Goulburn  
CATHOLIC EDUCATION OFFICE

# MOTHER TERESA SCHOOL

Harrison, ACT

2014 Annual Report



**Mother Teresa  
School**

## SCHOOL CONTACT INFORMATION

|                                  |   |
|----------------------------------|---|
| Address:                         | 40 Wimmera St Harrison  |
| Principal:                       | Mr Michael Lowe   |
| Parish Priest / School Chaplain: | Fr Mark Croker  |
| School Board / Council Chair:    | Rowena Jimmeson   |
| Telephone:                       | 62415604  |
| Fax:                             | 62413411  |
| Email:                           | office.mts@cg.catholic.edu.au   |
| Website:                         | <a href="http://www.motherteresa.act.ed">http://www.motherteresa.act.ed</a> |

This report was prepared by:

Craig Hart

PRINCIPAL (Acting)

## MESSAGE FROM OUR SCHOOL COMMUNITY

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### **Principal's Message**

Mother Teresa has continued to grow substantially in 2014. We welcomed four new Kindergarten classes and farewelled our first Year 6 class. We have welcomed many new staff members in 2014, comprising of both Early Career and experienced Teachers. To keep up with growth and demand our school has applied to build 8 new classrooms in 2015 in preparation for the 2016 school year.

### **School Council Message**

2014 has been another huge year in the life of Mother Teresa School. We hosted the Catholic School's Netball Carnival, where we raised in excess of \$40,000 to be put towards improving the condition of our oval in the near future. We sadly bid farewell to our foundation principal, Mr Michael Lowe and welcome Mr Peter Hughes to our school community in 2015.

### **Student Representative's Message**

Mother Teresa School provides all students the opportunity to achieve to the best of their ability. We are lucky to have great resources including iPads and IWB's. Our teachers are kind and generous with their time and run several lunchtime clubs. As well as great classroom experiences we also get to participate in many extra-curricular activities also. The students at Mother Teresa love coming to school and always try to "Do Small things with Great Love".

## SCHOOL FEATURES

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Mother Teresa is a Catholic Primary School located in Harrison. The school caters for students in Preschool - Year 6, and has a current enrolment of 585 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 270 male and 315 female students and 9 indigenous students

The school employs staff comprising 40 teachers and 14 non-teaching staff, the latter being employed in a variety of capacities including learning support staff and before and after school care workers. No staff identify as Indigenous.

The school's website can be found at [www.motherteresa@act.edu.au](http://www.motherteresa@act.edu.au)

## RELIGIOUS EDUCATION

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Mother Teresa School follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*. The whole school celebrates many significant celebrations during the year.

The staff at Mother Teresa School pray together daily and believe that prayer is a great source of unity. Our whole school gatherings alternate between religious focus assemblies and class presentations.

We believe that outreach and social justice are important parts of our work at Mother Teresa School and this year we have supported many local and international organisations including The Red Cross, Caritas, St Vincent de Paul and an orphanage in Vietnam.

## STUDENT ACHIEVEMENT - NAPLAN

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Students in **Years 3 and 5** sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. 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.

### School and National Mean Scale Scores

| <b>YEAR 3</b>   | <b>Reading</b> | <b>Writing</b> | <b>Spelling</b> | <b>Grammar &amp; Punctuation</b> | <b>Numeracy</b> |
|-----------------|----------------|----------------|-----------------|----------------------------------|-----------------|
| <b>National</b> | 419            | 402            | 412             | 426                              | 402             |
| <b>School</b>   | 433            | 410            | 428             | 439                              | 406             |

| <b>YEAR 5</b>   | <b>Reading</b> | <b>Writing</b> | <b>Spelling</b> | <b>Grammar &amp; Punctuation</b> | <b>Numeracy</b> |
|-----------------|----------------|----------------|-----------------|----------------------------------|-----------------|
| <b>National</b> | 501            | 468            | 498             | 504                              | 487             |
| <b>School</b>   | 493            | 474            | 494             | 506                              | 472             |

### Proportion of students at or above the National Minimum Standard

| <b>YEAR 3</b>   | <b>Reading</b> | <b>Writing</b> | <b>Spelling</b> | <b>Grammar &amp; Punctuation</b> | <b>Numeracy</b> |
|-----------------|----------------|----------------|-----------------|----------------------------------|-----------------|
| <b>National</b> | 94%            | 94%            | 93%             | 94%                              | 95%             |
| <b>School</b>   | 97%            | 99%            | 100%            | 100%                             | 99%             |

| <b>YEAR 5</b>   | <b>Reading</b> | <b>Writing</b> | <b>Spelling</b> | <b>Grammar &amp; Punctuation</b> | <b>Numeracy</b> |
|-----------------|----------------|----------------|-----------------|----------------------------------|-----------------|
| <b>National</b> | 93%            | 90%            | 93%             | 93%                              | 93%             |
| <b>School</b>   | 100%           | 100%           | 100%            | 100%                             | 95%             |

### Proportion of students in each Achievement Band

| <b>YEAR 3</b> | <b>Reading</b> | <b>Writing</b> | <b>Spelling</b> | <b>Grammar &amp; Punctuation</b> | <b>Numeracy</b> |
|---------------|----------------|----------------|-----------------|----------------------------------|-----------------|
| <b>Band 6</b> | 32%            | 7%             | 21%             | 32%                              | 13%             |
| <b>Band 5</b> | 22%            | 40%            | 33%             | 25%                              | 34%             |
| <b>Band 4</b> | 29%            | 29%            | 26%             | 22%                              | 21%             |
| <b>Band 3</b> | 8%             | 18%            | 12%             | 14%                              | 24%             |
| <b>Band 2</b> | 7%             | 6%             | 8%              | 8%                               | 7%              |
| <b>Band 1</b> | 3%             | 1%             | 0%              | 0%                               | 1%              |

| <b>YEAR 5</b> | <b>Reading</b> | <b>Writing</b> | <b>Spelling</b> | <b>Grammar &amp; Punctuation</b> | <b>Numeracy</b> |
|---------------|----------------|----------------|-----------------|----------------------------------|-----------------|
| <b>Band 8</b> | 6%             | 0%             | 11%             | 16%                              | 0%              |
| <b>Band 7</b> | 11%            | 16%            | 11%             | 26%                              | 28%             |
| <b>Band 6</b> | 44%            | 16%            | 37%             | 21%                              | 6%              |
| <b>Band 5</b> | 33%            | 42%            | 32%             | 21%                              | 47%             |
| <b>Band 4</b> | 6%             | 26%            | 11%             | 16%                              | 13%             |
| <b>Band 3</b> | 0%             | 0%             | 0%              | 0%                               | 6%              |

The above tables show that our Year 3 students are above the national average in both Literacy and Numeracy. Next year we will focus on moving more students to the top band in Literacy, with a particular emphasis on writing.

## SCHOOL POLICIES

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### **Enrolment Policy**

In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Annual Report page of the school's website or on the Catholic Education Office website at <http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx>

All students new to Mother Teresa School are required to attend an interview with either the Director of the ELC or the Principal. The purpose of these interviews is to open lines of communication, exchange information and to ease the transition for new children attending school.

### **Attendance Policy**

At Mother Teresa we encourage all children to come to school every day. If a child has an unexplained extended absence from school, the teacher will make contact with parents to ascertain the reason for the absence. There is a direct link on our Skoolbag App which allows parents to notify the classroom teacher of a student's absence.

### **Behaviour**

The behaviour management practices of the school revolve around rewarding appropriate behaviour, rather than punishing poor behaviour. The school in 2013 introduced a social skills program called 'See the Value in Social Skills'. This program is a modified school wide positive behaviour program where children are given tickets for using the social skills they have been introduced to in class and at assemblies. The tickets transfer into class awards and celebrations. A behaviour consequence chart is displayed in each classroom and in other areas of the school to ensure consistency.

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 Behaviour Management Policy is available on the school website or from the Front Office.

## **Complaints and Grievances Resolution Policy**

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. A full text of the school policy is available on the school website or from the Front Office.

## **PRIORITIES AND TARGETS**

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This year our school has focused on three main areas. Firstly we have worked with the Catholic Education Office through the COSA + Project to improve student performance in Numeracy. Staff have developed a template which features Understanding By Design (UBD) and involves an investigative approach to Numeracy.

Secondly, differentiation has been a major focus this year. Staff have implemented the Differentiated Instructional approach, where learning content, product, process or environment is modified for the needs of targeted students.

Finally, we have worked hard as a community to improve the level of parent participation in the classroom. We have held various parent information evenings including some on literacy and technology in the classroom.

## **PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS**

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### **Professional Learning**

All teachers have been involved in professional learning during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional learning can take many forms including whole staff days, subject specific inservices, meetings and conferences.

The school held five whole staff days in 2014. The content of these days was as follows:

1. First Aid
2. Numeracy
3. Differentiating the curriculum to cater for all students
4. Using the positive behaviour model at Mother Teresa School
5. Religious Education and staff spirituality

### **Teacher Qualifications**

All teachers are qualified as required by the relevant State and Territory bodies.

## **TEACHER ATTENDANCE AND RETENTION**

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The average teacher attendance rate during 2014 was 92%.

The teacher retention rate from 2013 to 2014 was 76%.

## STUDENT ATTENDANCE

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The average student attendance for the school during 2014 was 92%.

School 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       | 94% |
| Year 4       | 92% |
| Year 5       | 91% |
| Year 6       | 92% |

## PARENT, TEACHER AND STUDENT SATISFACTION

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Feedback from parents was very positive with several events being mentioned specifically. The events were the TILT (Tailored Individual learning Time) which saw students working with parents and teachers on activities of their choice. The parents thought the social skills program being run throughout the school was beneficial. They were also positive about the Health/PE week activities and the presentations and liturgies associated with Holy Week. The Catholic School Netball Carnival which was hosted by Mother Teresa School was seen as a wonderful way to build community spirit.

A number of parents expressed concerns about the security arrangements at the school and issues related to crossings and picking students up after school.

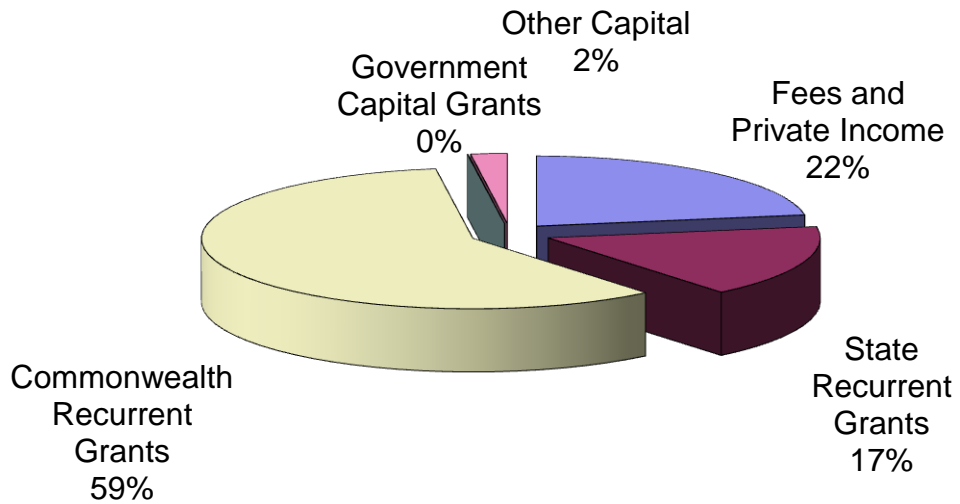
The feedback from our senior students mentioned the Year Six excursion to Sydney and Year Five excursion to Cooba as highlights. They also enjoyed the TILT program and the PE/Health week, with some students mentioning the whole school maths day as memorable.

The students are looking forward to improvements taking place on the playground.

## FINANCIAL INFORMATION

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### Mother Teresa Harrison - Income



### Mother Teresa Harrison - Expenditure

