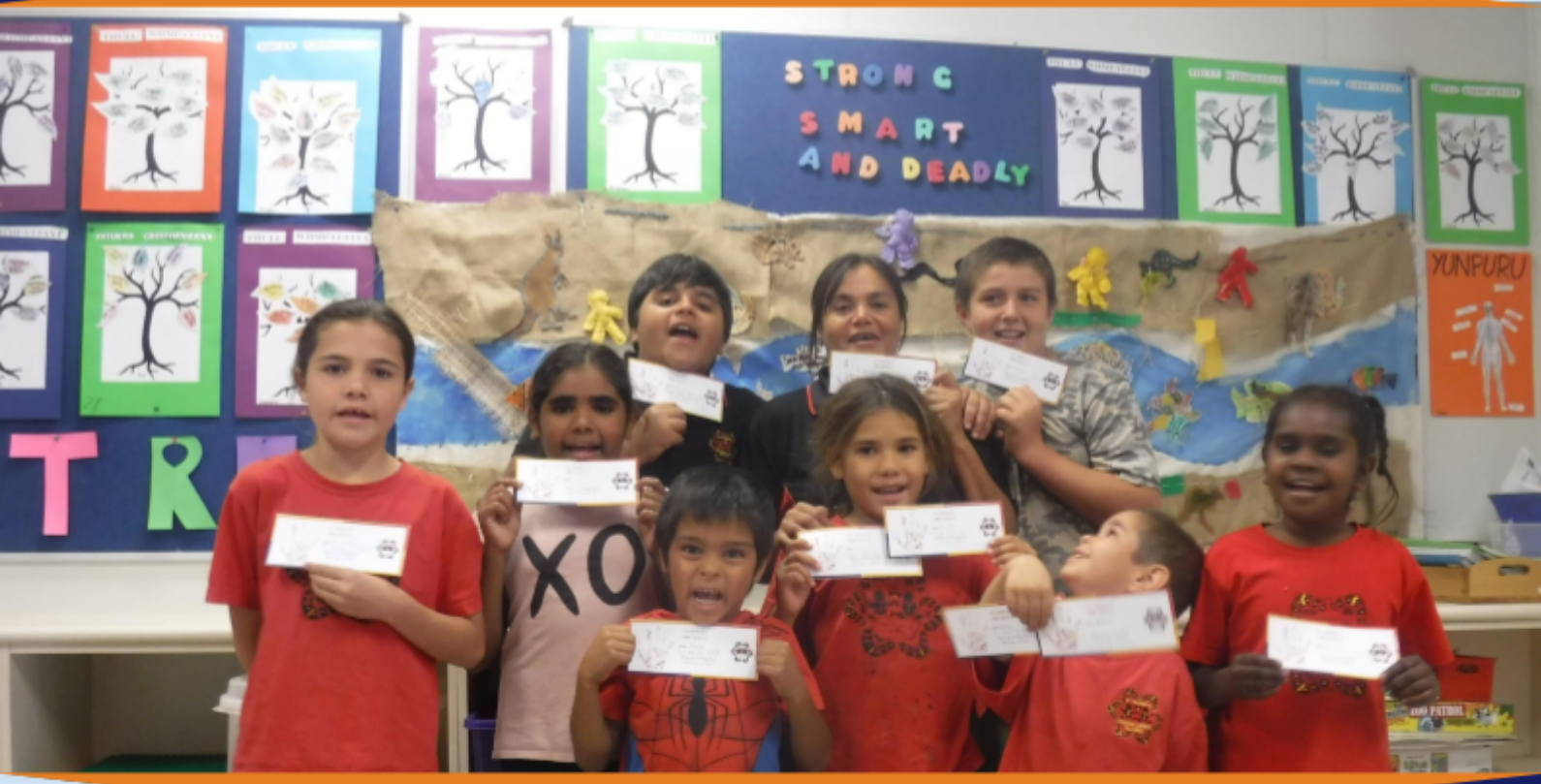
2019 ANNUAL SCHOOL REPORT



St Therese's Community School, Wilcannia

Principal - Mr Rory McCaffrey
PO Box 196/Lot 3711 Warrali Ave
WILCANNIA NSW 2836
Ph. (08) 80915933 - Fax. (08) 80915841

Email - principal.wilcannia@wf.catholic.edu.au
Website - //www.wf.catholic.edu.au/find-a-school/st-thereses-community-school-wilcannia//

Faith, Learning and Transformation in Jesus Christ

CEO Wilcannia Forbes

ABOUT THIS REPORT

St Therese's Parish Primary School, Wilcannia is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Wilcannia-Forbes, the 'approved authority' for the registration system formed under Section 39 of the NSW Education Act (1990).

The Annual School Report provides parents and the wider school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the school community and the CEO Wilcannia-Forbes. This Report has been approved by the CEO Wilcannia-Forbes in consultation with the School's Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NESA requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Further information may be obtained by contacting the School or by visiting the School's website.

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

2019 saw St Therese's move through to Year Five for the first time with the children settling into three class groupings - Yapa Yapparla (Kindergarten), Kukirrka (Year 1/2/3) and Ngalkirrka (Year 4/5). The students were well supported by a wonderful team of Aboriginal Education Workers (AEWs) to assist with the student's learning in and outside of the classroom, with learning, cooking, cleaning and transport to and from school. One highlight was our first school athletics carnival which saw several students qualify for the cluster carnival. Numerous school celebrations brought the community together such as regular award ceremonies, community breakfasts, religious celebrations, NAIDOC Week celebrations and performances at the community Christmas Celebration. Unfortunately 2019 saw us say goodbye to Fr Nick and we welcomed Fr Dominic Poppelwell who we are delighted to have as part of our community. Congratulations and well done to the children for their great efforts to grow 'Strong and Smart and Deadly' and to all in the community who supported their children with their learning.

Rory McCaffrey - Principal

Parent Body Message

Several meetings took place this year consisting of staff, parents, consultants and the Director. The outcomes were very positive and it was agreed that St Therese's would continue on to Year Six in 2020. Renovations to the staff room, library and kitchen were some of the positive outcomes of these meetings and they will continue to be a positive part of the St Therese's community in 2020.

Student Body Message

St Therese's is a K-5 school and we are hoping to establish a Student Representative Council in 2020 as St Therese's moves through to Year Six.

SECTION TWO: SCHOOL FEATURES

St Therese's Community School is a Catholic systemic co-educational school located in Wilcannia. The School caters for students in Kindergarten to Year 5, and has a current enrolment of 26 students, organised into three class groupings. The learning in each group is supported by an Aboriginal education Worker (AEW) and a classroom teacher.

St Therese's 'Mission' School was established on 22 February 1966. At the request of the local people, Bishop Douglas Warren obtained the services of the Sisters of Compassion from New Zealand. The school is situated on a floodplain on the outskirts of town, in delightful bush surrounds on the banks of the Darling River. In 1989 the name of the school was changed to St Therese's Community School and adopted a new logo with the motto - 'We are the hope of the future. Let's get educated.'

We welcome all students to enrol at our school. At present 85% of our students are Aboriginal. The NSW syllabus is followed with a strong emphasis placed on Literacy, Numeracy and Aboriginal Studies. The school operates a daily morning and afternoon bus run, a daily nutrition program and a dental program.

Our Parish Priest, Fr Dominic Poppelwell, supports the Parish and celebrates Mass at the Church and at the school. The children received a wide range of opportunities across all Key Learning Areas. Learning of Paakantji Culture and Language was integrated into lessons through an afternoon structure which we call 'Stronger Smarter' where children are encouraged to work together across year groups.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2019.

Girls	Boys	LBOTE*	Total Students
11	15	0	26

* Language Background Other than English

Enrolment Policy

The Diocese of Wilcannia-Forbes has established an Enrolment Policy for Systemic Catholic Schools. The CEO Wilcannia-Forbes monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Diocese of Wilcannia-Forbes may be accessed at the CEO website.

Student Attendance Rates

The average student attendance rate for the School in 2019 was 75.2%.
Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	80.0%
Year 1	62.0%
Year 2	70.7%
Year 3	78.5%
Year 4	75.2%
Year 5	84.7%
Year 6	N/A

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff, as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students.

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

- providing a caring teaching and learning environment which fosters students' sense of well being and belonging to the school community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance; and
- 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; and
- the Director of Catholic Education or designated CEO Wilcannia-Forbes 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 FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
5	7	12

* This number includes 5 full-time teachers and 0 part-time teachers.

Percentage of staff who are indigenous	35%

Teacher Standards

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. The minimum qualification for a teacher in a systemic school in the Diocese of Wilcannia-Forbes is a four-year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CEO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

The school held the equivalent of five staff development days this year with areas of focus as follows:

Term 1	Child protection and Harassment and bullying Culturally Sensitive Schooling
Term 2	Science and Technology (New Syllabus)
Term 3	Religious Education Days in the Diocese
Term 4	N/A

Staff members are committed to personal and professional development. This occurs both within and out of school hours during staff meetings, inservices, university courses and professional conferences.

Professional learning undertaken by staff in 2019 includes:

- Aboriginal Education Worker (AEW) Conference and network meetings
- Stronger Smarter Leadership Course
- Compliance Management Tool Training
- Implementing the New Science Syllabus
- Literacy / Numeracy Focus Teacher network meetings/video conferences
- Thrive Training
- Staff Meeting - Personalised Learning Plans
- Trauma Informed Schooling
- Principal's Conferences each term
- Religious Education Coordinator (REC) meetings and video conferences
- Understanding Vicarious Trauma - visiting psychologist
- Spirituality Day

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the Diocese, Catholic schools encourage and support parents in their responsibility for faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

Prayer, Liturgical Life and Faith Experiences

Each Monday students gather for prayer in the Kulyi (Hall). A reading from the Scriptures, School Prayer and formal prayers may be prayed at this time together with the students' prayers of thanks and petition. The Making Jesus Real focus for the week is introduced and students are encouraged to recognise these qualities in each other during the week. The prayer time concludes with a hymn. At our weekly assembly students sing hymns, present their MJR awards and prepare readings when there is to be a mass.

The students pray and sing each day in class, during school masses with our Parish Priest and at liturgies to mark special feasts and celebrations in the Liturgical Year including Lent, Holy Week, Easter and Advent.

Some special liturgies and prayer services that were celebrated in 2019 were:

- Mass to celebrate the beginning of the school year and farewell Fr Nick
- Ash Wednesday Liturgy
- Mass to welcome the new parish priest Fr Dominic
- Holy Week and Easter services
- Mass to say thank you and farewell to Sr Maureen, the last religious sister to serve the Wilcannia community
- St Therese's Feast Day, NAIDOC Week and Mission Week

In December we celebrated Aunty Karen's 30 years of service to the Diocese with prayers and singing.

As part of the end of year performance students presented the nativity story with a traditional Paakantji version of the story and some traditional Christmas songs.

There is staff prayer each week at school, and prayer and Eucharist at the church on Sunday mornings. There is a parish mass once a month which all staff attend and then gather for fellowship with a shared meal.

Parish Partnerships

Each month our Parish Priest comes from Broken Hill to celebrate Mass on Sunday with the staff and community. This is followed by a community meal. He then has breakfast with the children the following Monday morning and celebrates Mass or a Special Liturgy with the students.

Religious Education

The Religion Program, based on the Parramatta Diocesan Curriculum document, *Sharing our Story*, covers seven strands: God; Jesus; Church; Scripture; Sacraments; Christian Life; and Prayer. It offers students rich and varied faith experiences.

Both Year 4 and Year 6 students undertake an online Religious Literacy Assessment consisting of thirty five multiple-choice questions drawn from the strands of the Religion Program, *Sharing our Story*.

Our School's average result (as a mark out of 35)	
Year 4	No students
Year 6	No students

Results of these assessments are analysed by teachers and are used to inform teaching and learning in Religious Education.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NESA syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE).

Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum. The School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the diocesan Statement of Faith and Mission.

St Therese's adopts a 'Culturally Sensitive Learning' approach to address the needs of the children of Wilcannia. This includes 'Stronger Smarter' sessions on most afternoons. 'Stronger Smarter' sessions involve all children K-5 being placed in a range of groupings to learn across the KLAs of English, Science, Creative Arts, History and Geography. This also includes opportunities for learning the local 'Paakantji' language and culture. Paakantji language and culture is supported by learning in class, in the community and to local sacred sites. The students also share their learning with the community. Examples of this include NAIDOC Week celebrations such as the ' Voice Treaty Truth' theme for this year, weekly reporting through the local newspaper and the end of year performances..

Extending Mathematical Understanding (EMU) - The school has continued with the EMU program across the whole school. Every student's mathematical knowledge is assessed and hands-on lessons are implemented to cater for every student's ability. The EMU Intervention program was also established to support our most vulnerable students to extend their Mathematics learning. In 2019 we established a literacy intervention program which is also aimed at our most vulnerable students to support their literacy development.

SECTION SEVEN: PERFORMANCE IN TESTS AND EXAMINATIONS

National Assessment Program – Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2019. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table.

NAPLAN RESULTS 2019		% of students at or above national minimum standard		% of students in the top three bands	
		School	**NSW**	**School**	**NSW**
Year 3	**Grammar and Punctuation**	100%	96.5%	50 %	76.8%
	Reading	100%	97.8 %	25%	75.7 %
	Writing	100 %	95.4 %	75%	66.3 %
	Spelling	100%	95.4%	50%	74.5%
	Numeracy	100 %	98.8%	0%	83.5%

NAPLAN RESULTS 2019		% of students at or above national minimum standard		% of students in the top three bands	
		School	**NSW**	**School**	**NSW**
Year 5	**Grammar and Punctuation**	57.1 %	93.2 %	14.3%	62.2%
	Reading	71.4%	95.7 %	28.6%	68.2 %
	Writing	71.4%	94.5%	14.3 %	51.7 %
	Spelling	85.7%	88 %	42.9 %	67.2 %
	Numeracy	71.4%	97.1%	14.3 %	60.8 %

The students at St Therese's performed well in the area of Spelling across the school in 2019. An area for improvement in 2020 will be Writing.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Policies and procedures relating to pastoral care and wellbeing are underpinned by the guiding principles from the National Safe Schools Framework (2011) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings.

Student Welfare Policy

Student Welfare or Pastoral Care is at the forefront of all policies at St Therese's Parish School. The Pastoral Care Policy outlines the key responsibilities of all involved in ensuring that students are safe, happy and well taught to enable them to achieve their full potential. The Policy is vital in the promotion of positive relationships between students, families and all members of the school staff.

No changes were made to the policy this year.

Behaviour Management and Student Discipline Policy

The School's policy and procedures for the management of student behaviour operate within a context of justice, compassion, reconciliation and forgiveness. They are based on procedural fairness, clearly defined rights and responsibilities and the inherent dignity of each individual. Corporal punishment in any form is prohibited at the School.

No changes were made to the policy this year.

Anti-Bullying Policy

The Anti-Bullying Policy clearly states that bullying in any form is not tolerated. The policy guidelines state that all allegations of bullying are thoroughly investigated and addressed. No changes were made to the policy this year.

The full text of all policies focusing on student welfare, discipline and anti-bullying can be accessed from the front office..

Complaints and Grievances Policy

The School has formal written protocols in place to address complaints and grievances. These protocols are in line with the CEO's Complaint Handling Policy which is available from the school office.

No changes were made to the policy this year.

Initiatives Promoting Respect and Responsibility

The values of respect and responsibility are reflected across all dimensions of school life.

- Attending the cluster athletics carnival where the children really supported each other.
- 'Culturally Sensitive Learning' approach across the school.
- 'Stronger Smarter' sessions integrating learning across all KLAs for Years K-5.
- Monday morning assembly and yarning circle including prayer and 'Making Jesus Real' (MJR) focus for the week.
- Yarning circles used in class to 'check in' and 'check out' each morning and afternoon.
- Attendance chart used for a visual display to encourage children to attend school.
- 'Zones of Regulation' are used daily and self-regulation techniques are displayed and the children use these to 'calm' down.
- Photos and proud moments are displayed in the weekly Newsletter - this is also included in its entirety in the 'Wilcannia News' (Town's Newspaper).
- Cultural classroom rules and school expectations are written and said using Paakantji words.
- Regular family breakfasts are held each month, including special days like Mother's Day.
- Community visits and performances to show our children being 'Strong and Smart' such as at the Community Dinner.
- Continuing to develop the 'Paakantji Garden and Yarning Circle' area for children to use when we need a quiet space and for outside learning.

SECTION NINE: SCHOOL IMPROVEMENT

Each year the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is informed by the Strategic Plan for Wilcannia-Forbes Diocesan Schools, "Christo et Doctrinae – For Christ and Learning". The School engages in an annual evidence-based evaluation of its effectiveness against the identified priorities.

Annual School Priorities for 2019

Priority 1	By December, students will demonstrate increased engagement in the Religious Education (RE) Curriculum as evidenced by pre and post surveys and staff observations. Through 1. Aboriginal perspective with Sharing our Story 2. Establish a Sacramental Program in conjunction with the parish 3. Developing a knowledge of the school's history and charism 4. A stronger link to the parish and engage aboriginal families
Reason for priority 1	In recent years there have been few aboriginal families involved in the parish or any attendance at school masses. The aim is to make RE relate more strongly to the boys and girl's lives. In 2019, the school has been extended to Year 5 and so the children in Year 4/5 will have the opportunity to receive the Sacraments of First Communion and Reconciliation as well as Confirmation again in Year 3.
Steps taken to achieve priority 1 Brief summary from the Annual Improvement Plan	To continue to develop the Sacramental Program across the school and develop contextually appropriate units for Wilcannia - Scope and Sequence Incorporate local Paakantji stories, words and symbols. Visits to Sr Maureen's 'Mercy Cottage'. Inviting families to mass and liturgies. MJR Program.
Status of priority 1	Ongoing.

Priority 2	By December 2019, students will demonstrate growth in writing (marked against progressions and NAPLAN writing criteria) through increased engagement and by regular exposure and use of quality success criteria.
Reason for priority 2	This priority has been set to ensure students are literate members of society. ● Introduction of Writing Learning Progressions to map student's individualised growth patterns in Writing. ● To use these indicators to help inform the teaching and learning cycle and personalized learning for each student. ● To establish a whole scope and sequence in English and agreed proforma for programming.
Steps taken to achieve priority 2	● Staff meetings to ensure consistent understanding as to how to accurately assign students to different criteria (Learning Progressions - Writing). ● Establishing a Writing data wall. ● Use of Running Records . ● Analysis of NAPLAN. ● Further developing the implementation of the Gradual Release model. ● Learning Walks, giving feedback, learning intentions and success criteria. ● Case Management.
Status of priority 2	Achieved.

Projected Priorities for 2020

Priority 1	Implementation of the new Religious Education program 'Educating in Christ' "...the definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ: only He can lead us to the love of the Father in the Spirit and make us share in the life of the Holy Trinity." (Catechesi Tradendae, 5) To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school.
Reason for priority 1	• A review of the Religious Education Curriculum "Sharing Our Story" was undertaken in 2018. After an in depth consultation with stakeholders (students, priests, parishioners, parents, principals, REC's) 16 recommendations were identified. • A key recommendation was to: "Either adopt a current Religious Education curriculum already written, or develop a new Diocesan Religious Education curriculum that meets the aims and content of Religious Education outlined in magisterial documents and the uniqueness of the Diocese of Wilcannia-Forbes."
Steps taken to achieve priority	• Designate and prepare learning spaces and timetables for Religious Education within our school. • Ensure that all staff members receive appropriate support in understanding the new methodology. • Designate time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum.

Priority 2	Literacy (Writing) Students will demonstrate further growth in writing through increased engagement and by regular exposure and use of quality success criteria. We will use the Learning Progressions as indicators to help inform the teaching and learning cycle and personalized learning for each student.
Reason for priority 2	Daily observations and interactions during the English block have highlighted the need to further focus on Writing across the school with a specific focus on students being able to apply grammatical features and rules to their everyday writing. A combination of Naplan analysis, collegial discussions, data wall monitoring and moderation processes have further highlighted this area of need and have been used as evidence to support this priority.

Steps taken to achieve priority 2	• Staff meeting each term to unpack and track the progress of the priority • External professional learning provided for all staff • Teachers programs to reflect gradual release implementation • Consistency in English Block across classes - aligned to Agreed Practice • Learning Intentions/ Success Criteria evidenced in every class for EVERY writing lesson • Data wall monitoring and staff conversations • Learning progressions - drilling down into progressions for every student • Establish assessment tracking and monitoring processes

SECTION TEN: 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, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

"As a parent of twin boys I am extremely happy with my children's first year of school. The communication between home and school was excellent and consistent and I felt that I knew what was happening with their day. I especially love the openness to my visits on occasion and how I was welcomed into the classroom at all times. I enjoyed all the events put on and the care and time taken to ensure parent engagement."

"I think the students at St Therese's are treated well and were supported well by their teachers and AEW's. There were opportunities for children to participate in sporting events for the first time which was a very positive experience. I love the Stronger Smarter program as it builds confidence and provides an opportunity for teamwork and building relationships across the school. It is great to see the children and staff all loving, caring and looking out for each other."

Student Satisfaction

- "I really love the Stronger Smarter activities we do."
- "The excursion to the pool in Broken Hill was really fun."
- "I liked starting a garden."
- "I like learning about our culture and going to sacred places like the' Falling Star'
- "I like when our families come to the school for special events."

Teacher Satisfaction

"Working at St Therese's has been a rewarding experience with lots of opportunities to learn about the local culture. The school is appreciated and supported by the community and the Diocese. There is a strong emphasis on engaging the children in literacy, numeracy and culture. The school is well resourced and the grounds and facilities continue to improve. The AEWs are very proud of their school and are wonderful to work with. I look forward to spending another year in this special school."

"Working at St Therese's is a privilege. The students value the support of the Staff and strive to be 'Strong, Smart and Deadly' which makes me feel that my role has meaning. The school is well resourced and all members of staff are well supported by the CEO in Forbes. "

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESA requirements, financial income and expenditure for the School is shown below. This financial information is based on the detailed information provided to the Commonwealth Government in the Financial Questionnaire.

RECURRENT AND CAPITAL INCOME	
Commonwealth Recurrent Grants	*$1,188,348.00*
Government Capital Grants	*$0.00*
State Recurrent Grants	*$334,260.00*
Fees and Private Income	*$42,113.00*
Other Capital Income	*$299.00*
Total Income	*$1,565,020.00*

RECURRENT AND CAPITAL EXPENDITURE	
Capital Expenditure	*$2,160,480.00*
Salaries and Related Expenses	*$1,101,681.00*
Non-Salary Expenses	*$468,878.00*
Total Expenditure	*$3,731,039.00*