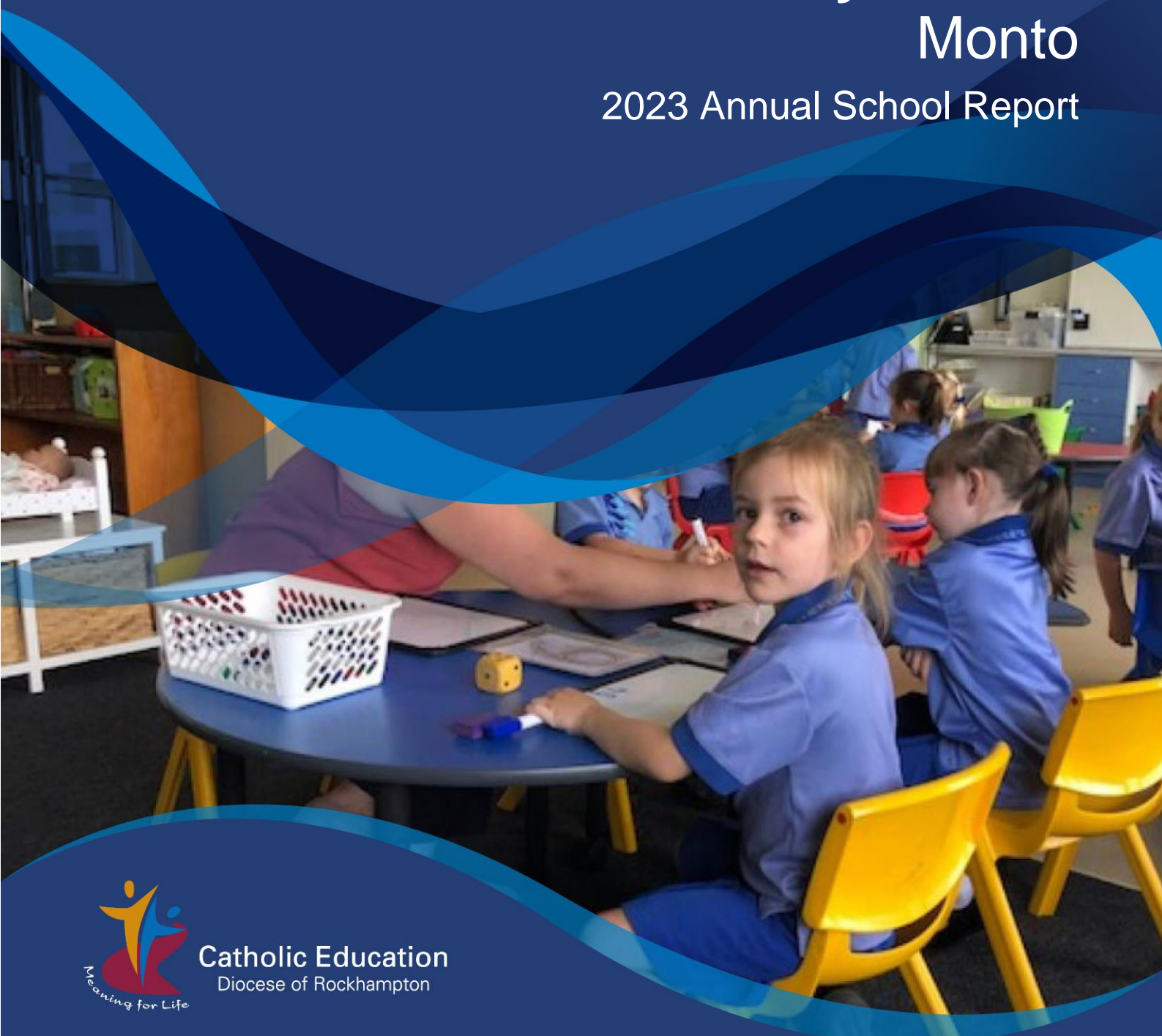# St Therese's Catholic Primary School
Monto

2023 Annual School Report

Catholic Education
Diocese of Rockhampton

St Therese's Catholic Primary School, Monto

Catholic Education Diocese of Rockhampton

Principal

Scott Murray

Address

2 - 10 Rayleigh St
Monto QLD 4630

Total enrolments

50

Year levels offered

Prep – Year 6

Type of School:

Co-educational

School Overview

St Therese's Catholic Primary School is a small, co-educational, Prep to Year Six school in the rural community of Monto. The school is situated beside St Therese's Church and students attend mass and participate in school-led liturgies and feast day celebrations with the wider parish community. Founded in 1940 by the Presentation Sisters, we look towards Nano Nagle for inspiration on how to be the best version of ourselves through the decisions we make every day. Specialist lessons are offered in health and physical education, music, drama and Japanese.

Our school prides itself on being a family community. We focus on continuing this tradition by reflecting on and living out our values and helping those in need. The school is known for the family atmosphere it has created and continues to nurture. The strength of St Therese's School is our community spirit and the way we support each other. This is due to the smaller size of the school, the welcoming nature of the students, parents and staff, and the fact that we emphasise the importance of family and Christian values. We celebrate the lives of all of those in our school community - not just the children! St Therese's caters for students with learning difficulties with individual and small group support.

More information on our school can be accessed from myschool.edu.au

Curriculum Offerings

Distinctive Curriculum Offerings

St Therese's was founded by the Presentation Sisters in 1940. The charism of the Presentation Sisters, and particularly Nano Nagle, is explicitly taught at the beginning of each year. This is done through a document researched and written by our Assistant Principal Religious Education (APRE) to ensure that the ethos of our school remains closely linked to, and continues to develop, the 'service' nature of our founding staff.

We now have four class groupings: a separate Prep, Year 1/2, Year 3/4/5, and Year 6. Students in Year 6 participate in weekly Japanese lessons for 50 minutes, with Year 5 starting Japanese lessons in the last semester of the year. These Japanese lessons are delivered remotely from The Cathedral College, Rockhampton. Additionally, music is taught to students from Prep to Year 6 for one hour per week. The music units are developed by Shalom College, Bundaberg and delivered by a specialist teacher at St Therese's Catholic Primary School.

Extra Curricula Activities

St Therese's facilitates an Australian Government initiative called Sporting Schools, which teaches children specific skills within various sports. The sports are chosen based on their accessibility within our community, with the aim of increasing participation levels in local sporting clubs. St Therese's collaborates closely with other schools in the district, a valued aspect of the Monto area community.

In Monto, several events are hosted at the district level in addition to school and zone carnivals. These events provide opportunities for students to compete and socialise with peers from different schools and out-of-town areas. Our district is geographically large, and this year, Year 3 to Year 6 students at St Therese's continued participating in Friday inter-school sports with the three state schools in the Monto district: Abercorn State School, Monto State School, and Mulgildie State School.

How Information and Communication Technologies are used to assist learning

At St Therese's, we have a school-wide technology-based curriculum designed to enrich our students' educational experiences. From Prep to Year 4, each student has access to a 1:1 iPad. In Year 4 and 5, there is a class set of Chromebooks, and in Year 6, each student has their own laptop. Our staff members have undergone specific training to ensure they are using contemporary best practices and are involved in training other staff members on these processes.

All classrooms are equipped with interactive smart TVs, which are integrated into the planning, teaching, and assessment of the Australian Curriculum every day. We utilise SeeSaw and Google Apps, including Google Classroom, in all classes. These platforms serve as communication tools and forums for students to share their work. Additionally, Vivi is connected in all classrooms, the staffroom, Specialist Room, Royal Far West, and the Library. For assemblies and Mass, we use a data projector and screen.

Social Climate

Strategies to Promote a Positive Culture

At St Therese's, we actively contribute to our local community through various events and initiatives. Our students showcase their talents in drama and singing at local events, including the St Therese's Christmas Fair and other special occasions throughout the year. We provide liturgical experiences such as our Sacramental Program, and celebrations for Mother's Day and Father's Day, along with Peer Support Groups focusing on Making Jesus Real (MJR). Participation in Arts Council performances raises awareness about environmental care, which is further supported by our class vegetable gardens and the Containers for Change program. Our school is also involved in community events like Anzac Day parades, the local show, and district carnivals. Additionally, each semester we host an Open Night where parents and carers can visit classrooms, listen to Year 6 leaders' speeches and enjoy a barbeque to end the evening.

Cyber Safety and Anti-Bullying Strategies

Our school has implemented Diocesan policies on Acceptable Use Agreements for students and staff, ensuring responsible and safe use of technology. We regularly communicate with parents, carers, and the school community about cyber safety issues and have appropriate policies in place for the use of mobile phones and other electronic devices. To foster positive relationships, we offer various social and emotional learning programs and engage with external programs such as Life Education, which supports cyber safety and anti-bullying strategies. Our school community is kept informed about developments in this area, and all Diocesan and school policies are regularly reviewed to stay up to date. Notably, our Behaviour Management Policy, which includes guidelines on cyberbullying, was reviewed and endorsed by the School Board in 2019. We have adopted a Restorative Practices approach to ensure all interactions within our school are positive and respectful. In 2021, we submitted a grant to become an eSmart school, further enhancing our commitment to digital safety and wellbeing.

Strategies for involving parents in their child's education

St Therese's operates both a Parents and Friends Association and a School Board, both of which are well-supported by the parent body and play an integral role in collaborative decision-making within the school. Parents are encouraged to participate in class activities whenever possible, including school functions, literacy and numeracy groups, reading groups, assemblies, open days, and children's masses and liturgies.

The school provides information to parents through various channels, including the newsletter, school website, Facebook page, SeeSaw, LED sign, and SMS messaging system. We regularly communicate with parents and carers to support the individual needs of students, ensuring a strong partnership between home and school.

Reducing the school's environmental footprint

St Therese's School actively reduces its environmental footprint through several initiatives:

- Turning off all lights, fans, and air conditioners when students are not in the classroom.
- Holding whole school clean-up days in the eating and play areas.
- Encouraging "Nude Food" to reduce packaging waste.
- Monitoring photocopying via the Papercut program.
- Substituting paper copies with electronic copies of classwork where practical.
- Sending school newsletters via email to reduce paper usage.
- Maintaining installed solar panels to offset energy demands.

Characteristics of the Student Body

Many of our families come from rural backgrounds, offering a different perspective compared to students from town areas. We also have a number of European, Indonesian and Filipino families. In our small community, these diverse perspectives add richness to our school environment. Generally, our community views our school as a warm and welcoming family-oriented place where students are encouraged to achieve their best. Student mobility is usually related to parents' work commitments rather than families seeking additional opportunities elsewhere.

Average student attendance rate (%)

The average student attendance rate for 2023 was 85.94%.

Management of non-attendance

Teacher Kiosk is a computer-based attendance record system that teachers update twice a day—at 9am and at 2pm. If a child is absent, parents are requested to notify the school on that day. If notification is not received, the school generates an SMS message to the parents requesting an explanation for the absence. The majority of families send notes or contact the school if their child is absent.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	7.00	9.00	0.00
Full-time equivalents	7.00	4.93	0.00

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	
Bachelor Degree	100%
Diploma	
Certificate	

Major Professional Development Initiatives

Our major professional development initiatives include the Berry Street Education Model, which focuses on trauma-informed teaching practices, and the Zones of Regulation, which helps students manage their emotions and behaviors. Additionally, we have comprehensive Literacy and Numeracy programs to enhance teaching effectiveness in these core areas. Our staff is also engaged in upskilling for Version 9 of the Australian Curriculum (ACARA) to stay current with the latest educational standards and practices.

The percentage of teachers engaged in professional development was 100%.

Total funds expended on Professional Development

The total of funds expended on teacher professional development was $6,300.
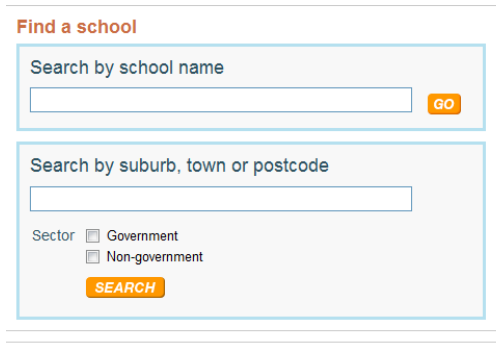
Average Staff Attendance and Retention

The average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to five days, was 89.31%.

Percentage of teaching staff retained from the previous school year was 87.50%.

School Income

http://www.myschool.edu.au/.
(The School information below is available on the My School website).

Find a school

Search by school name

[   ] [GO]

Search by suburb, town or postcode

[   ]

Sector ☐ Government
        ☐ Non-government
[SEARCH]

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3 and 5 are available via the My School website at www.myschool.edu.au.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Key Student Outcomes and Value Added

Our school data shows that each cohort of students is consistently closing the gap in terms of the percentage of students who are above the national benchmark at each tested stage. For matched students - those who attended St Therese's in both Year 3 and Year 5 - we have observed growth in learning bands. By the time students complete their schooling here, most are at or above the national benchmark. Our goal is to challenge students academically while also focusing on developing them as active and informed citizens. We achieve this by relating academic expectations to our rural setting through real-life, meaningful curriculum experiences, which guide our delivery of the Australian Curriculum.

Strategic Improvement Progress and Next Steps

Strategic progress in 2023

The school improvement goals for 2023 at St Therese's Catholic Primary School focus on continuing our data-informed best practice approach to literacy and numeracy. Key practical implications include:

- Maintaining Our Data Wall: This visual representation of students' learning enables teachers to identify individual students' areas for extension and consolidation.

- Embedding Refinement Processes: We continually refine our literacy and numeracy blocks to best suit the needs of the cohort at any given time throughout the year.

- Informed Teaching and Learning Practices: Our data-driven approach will inform teaching and learning practices across the whole school, shaping the pedagogical mindset of our teachers.

- Monitoring Learning Growth (MLG) Meetings: Regular MLG meetings with classroom teachers will involve creating Action Learning Plans and using target students to measure progress.

These goals aim to enhance the educational experience and outcomes for all students by ensuring that teaching strategies are continually adapted to meet their evolving needs.

Strategic Priorities for 2024

At St Therese's School, we recognise the importance of fostering a strong and inclusive community involving parents, carers, staff, and students. Our strategic priority is to create a cohesive and supportive environment where everyone feels valued and engaged. By strengthening these relationships, we aim to build a robust support network that enhances student learning and well-being. Regular communication, community events, and active participation in school activities will be key strategies in achieving this goal.

Increasing Literacy and Reading Levels

One of our primary goals is to support and improve literacy and reading levels among our students. To achieve this, we will implement targeted interventions and support programs tailored to individual student needs. This includes specialised literacy workshops, reading groups, and one-on-one tutoring sessions. By focusing on enhancing these fundamental skills, we aim to provide our students with a strong academic foundation that will benefit them throughout their educational journey and beyond.

Enhancing the Catholic Identity of the School

Enhancing the Catholic identity of St Therese's School is a central priority. We are committed to deepening our students' understanding and appreciation of their faith through a range of religious education programs and activities. This includes integrating Catholic teachings into the curriculum, celebrating liturgical events, and promoting values such as service, compassion, and community. By doing so, we aim to nurture well-rounded individuals who are not only academically proficient but also spiritually enriched.

These goals were chosen to enhance the overall standing of St Therese's School and to provide a clear pathway for education in a Catholic setting. Enhancing the community aspect ensures a supportive and collaborative environment, which is crucial for student success. Focusing on literacy and reading levels addresses a fundamental area of education, directly impacting student performance and confidence. Strengthening our Catholic identity aligns with our mission to provide a holistic education that balances academic excellence with spiritual growth. Together, these strategic priorities will guide our efforts to deliver high-quality education and foster a nurturing, faith-based learning environment.

Parent, Teacher and Student Satisfaction

The 2019 National School Improvement Tool audit identified overwhelming positive support from our parent body. Some of the summarised feedback from the surveys included phrases such as "respectful and well-mannered," "happy gentle kids," and "a wonderful buddy system where the older children look after the new or younger members of the school." Parents also noted "well-behaved students who take pride in their school and their appearance," "kindness and inclusion is taught and demonstrated," and "developing confidence and public speaking abilities through liturgies, assemblies, and community events are expectations that are welcomed by parents, and the students are seen as helpful and polite." We are scheduled to complete the next National School Improvement Tool audit in 2025.