



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

2021 ANNUAL REPORT

Reuben Johnson  
Principal



**‘Do small things with great love’**

## **Mother Teresa Catholic Primary School**

### **Annual Report 2021**

#### **Mother Teresa Catholic Primary School**

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Principal: Reuben Johnson

The Mother Teresa Catholic Primary School Annual report provides information to the school and broader community about the progress of Mother Teresa Catholic School throughout the year. It is drawn from school data, surveys, staff and student feedback and the review of the School Annual Improvement Plan.

## VISION STATEMENT

Mother Teresa Catholic Primary School is a Christ-Centred, inclusive learning community that embraces the gospel values of **Faith, Love, Community, Compassion, Hope and Joy**, exemplified through the life and work of Mother Teresa, we strive to make a difference in our world and to all humanity.

## MISSION STATEMENT

Our Mission as a Catholic School is:

- Foster a safe and friendly environment where everyone is valued and accepted;
- Nurture the whole person, emphasizing faith, love, community, compassion, hope and joy;
- Promote excellence in all areas of education and a life-long love of learning.
- Through our rich learning experiences to make a difference in our world and to all humanity.

## PRINCIPAL'S MESSAGE

After a fantastic first year I am excited to present Mother Teresa Catholic Primary School's 2021 Annual Report. This school is in its fourth year of operation from Transition through to Year 6 students. The student enrolment numbers increased from 44 students in 2018 to 216 to start 2021. Our students have all come together from a wide variety of schools in the Darwin region and have connected and created amazing friendships in such a short time. Our class numbers have grown to nine, with a staff increase proportionate to that change. I would like to express my sincere gratitude and appreciation for the work of all staff members at the school for the care and commitment they have to ensuring that each child at the school feels safe and happy to learn.

We are a Catholic school that is inspired by the gospel teachings of Jesus Christ. We provide students with an excellent education that has strong values focus on; Faith, Love, Community, Compassion, Hope and Joy. Mother Teresa Catholic Primary School continues to pride itself on building strong community partnerships. We are proud of the connections we are building with the parish, families, parents as partners, Catholic Education Office and other community networks. We are committed to strong school and home partnerships and encourage parents to be active partners in their child's education. Our Early Learning Centre and Outside School Hours Care provides excellent care and service to our students.

This year our students participated in liturgies and masses throughout the year. We are grateful to our school Chaplain, Father Giovanni, for his classroom visits each week and his contribution to our school faith life. All of our students continue to develop their understanding of our Mother Teresa Way which helps guide both our work and play. We also express our gratitude to Sister Nuria who delivered professional development to staff on Godly Play to share the Gospel and bible stories with young children.

This year we have continued to build on our pedagogical framework underpinned by our Catholic Identity and Mission goals. Our Teaching and Learning focus on literacy continues to be developed and we look forward to its implementation across the school in 2022. This year's whole school focus was on Science of Reading (SoR). Our staff have all participated in professional development that clearly aligns with our Annual School Plan including Read Write Inc in Literacy, Numeracy and Digital Technologies with a focus on developing our curriculum implementation plans. Our primary staff have been dedicated to delivering quality teaching and learning across all year levels in the pursuit of excellence. As a staff we have focused heavily on understanding the role data analysis plays in this pursuit.

Community and Culture are core areas of school life at Mother Teresa. We embrace cultural diversity and celebrate our differences. Our Aboriginal Islander Education Worker (AIEW) has organised many events throughout the year including after school weaving classes. Our AIEW worker also arranged for Larrakia Nation to be an active participant in helping us build our community. .

Our ELC is fully booked and has a large waiting list. This keen interest in the ELC is attributed to the professionalism and dedication of all staff led by Assistant Director Cherry Grant. During all school breaks including December/January we continued to offer Vacation Care to our families.

We are proud of the foundations laid down by the school since opening in 2018. Together we are building a strong faith community and educational foundation for our students to succeed today and in the future. We strive to 'Do small things with great love' in every aspect of school life. We continue to look forward to future growth and to ensuring excellence in Catholic Education at Mother Teresa Catholic Primary.

May God bless you,  
Reuben Johnson

### **CHAIR'S MESSAGE**

Mother Teresa Catholic Primary School is blessed to have an engaged and passionate School Board, made up of parents, Parish representatives and executive School staff. In 2021 the Board membership was Corina Hayes, Fr Tom/Fr Giovanni, Margie Talbot, Philippa Van Den Boom, Rachel Griffen, Reuben Johnson, Siobhan Harvey.

As a new School and Board, our focus over the past couple of years has been leadership, foundations and finance. Welcoming Reuben Johnson as principal in 2021, following some disruption and uncertainty, has provided the strong leadership and experience that the School needs as it continues to grow in numbers and reputation. I also want to thank former Deputy Principal Brett Wilson, who left Mother Teresa at the end of 2021, for his work since establishment and particularly during the periods of leadership change. The Board wishes him well at his new school with confidence that he will be a fantastic Principal.

Special mention needs to be made of the fantastic efforts of Neeraj Khetarpal who joined us in 2021 as the finance manager for the School. His work in delivering transparency in school finances, best practice Board reporting and strong budget management has made the financial oversight and guidance role of the Board much easier. As a School community, we are lucky to have someone of his skill and capacity working with us.

A brand new School campus can create challenges in engaging the community for fundraising and P&F activities. A key priority for the Board in 2021 was working on a facility Masterplan with a heavy focus on landscaping improvements, new play spaces, shade and engaging learning environments. The original School architect, Rossi, has been engaged for this project to continue his vision for the School campus – guided by the ongoing feedback from staff, students and families. As we move into 2022, the completion of this Masterplan will guide the development of the School campus and also focus our community on “bite sized” projects that we can fundraise and deliver together.

The absence of a School Canteen, the agreements around shared Zuccoli Primary Facilities and planning for the expansion of our amazing ELC offering were also the focus in 2021. I know the Board was thrilled to oversee the introduction of a School lunch service in partnership with IGA Zuccoli in 2021 and we look forward to finalising arrangements for a permanent Canteen through a joint Zuccoli Primary and Mother Teresa tender evaluation process in 2022.

Thank you to the School Board for your considerable effort as volunteers over 2021 in challenging COVID times. I must take the opportunity for a few more special mentions - Corina Hayes, the Board Secretary who keeps the whole show together, Margie Talbot who is the Staff Representative and provides considerable insight into all aspects of School life, Philippa Van Den Boom who has taken the lead on finance review with Neeraj, and Janice Taylor for organising everything else and just generally being amazing!

Sam Burke  
Board Chair



## SCHOOL PROFILE

Mother Teresa Catholic Primary school is in Zuccoli, in Palmerston. As one of the newest schools in the Northern Territory Catholic Diocese, we are committed to providing an authentic, quality Catholic Education by promoting a safe, stimulating and nurturing environment.

Our educational program embraces gospel values whilst catering for the academic, spiritual, physical, social and emotional needs of each student. We look to our patroness Mother Teresa, as an example of ways in which we can give life meaning, direction and purpose, just as Jesus showed us.

We provide an inclusive curriculum that supports, encourages and challenges individual student development. Our school has been built with 21<sup>st</sup> Century contemporary learning spaces that allow students to learn in innovative, flexible and engaging ways as a community of learners. The integration of modern technology into the curriculum is used to support the learning process.

Our school consists of a culturally rich and diverse cohort of students and families from across the world. We believe that together we can, "Do small things with great love" to ensure the education, development and formation of our students. Our aim is to teach our students to reach out to the wider community and to make a difference to the lives of others. At Mother Teresa Catholic Primary school, we provide educational programs for students from the ages of three through to twelve years. The Early Learning Centre (3 -5 years), Transition through to Year 6, and Outside of School Hours Care including vacation care.

Mother Teresa Catholic Primary school provides specialist teaching in STEM, Indonesian, Music, Dance, Visual Art, Health and P.E. Our Aboriginal and Indigenous Education worker supports our Aboriginal and Indigenous students. Mother Teresa has implemented many programs to support children's development of social and emotional skills including the Mind Up program. A range of extracurricular activities is offered to students including inter school and school-based sporting events, academic competitions, instrumental program and community activities.

## STUDENT PROFILE

### Student Population for 2021 (August Census Data)

Year	T	1	2	3	4	5	6
Boys	19	25	22	14	11	19	9
Girls	18	16	17	17	13	17	9
Total	37	41	39	31	24	36	18
35 Students identify as Aboriginal/Torres Strait Islander							
53 Students who are SWB (Student with a disability)							
Average Attendance : 92.04%							

### Managing Non-Attendance:

Attendance-related notifications from parents are recorded by school administration staff who in turn notify class teachers. Attendance registers are monitored in the front office daily and parents were contacted in the event of unexplained or regular student absence.

	Head Count	Full Time Equivalent (FTE)
Principal	1	1.0
Deputy Principal	1	0.6
Specialist Support	1	0.6
R.E.C	1	0.3
Teaching Staff (including Librarians	14	11.9

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Administrative and Clerical (including aides and assistants)	15	9.62
Building Operations Maintenance and other Staff	2	1.0
WHS	1	0.41
AIEW	1	0.4
<b>Total</b>	<b>37</b>	<b>25.83 FTE*</b>

*\*Full Time Equivalent*

### STAFFING INFORMATION TEACHER STANDARDS

All teachers are registered with the Northern Territory Teacher Registration Board and hold current Ochre Cards.

Postgraduate qualifications	1
Bachelor degree or equivalent	10
Master's Degree	6
Other qualifications	-

### CATHOLIC IDENTITY AND MISSION

As a Catholic School, we constantly strive to live out the Gospel values exemplified by the teachings of our patroness - St Teresa of Calcutta. In 2021, we were blessed to have Fr Giovanni Raffaele from St Francis of Assisi Parish appointed as our school chaplain. Fr Giovanni's friendly presence in our school, conversations with staff and students have had a positive impact on our faith formation. We acknowledge his generosity in service to our faith community and wish him well on his new posting in Western Australia. We were also fortunate to have Bishop Charles Gauci celebrate some of our significant masses through the year.

The year 2021 was a faith-filled year marked by several events, commemorated by liturgies, masses and prayer assemblies throughout the year, allowing our community to gather and express their faith. These celebrations have had an influential role in developing student and staff understandings of the Catholic faith tradition and allowed them to deepen their personal relationship and connection with Jesus. A huge focus in the year was ensuring students were actively engaged in liturgical celebrations through singing liturgical songs. These endeavours were successful- as reflected in the atmosphere prevalent at masses and positive feedback received throughout the year.

The weekly Gospel was reflected on each week at assembly, allowing our community to carry Jesus' message with them through the school week. One of the highlights of our celebrations was the Holy Week drama performed by students in Years 5 and 6, which portrayed the journey of Jesus from Passion to Resurrection.

Liturgy and Mass planning guidelines were developed to support teachers in understanding and planning their class masses and liturgies. We have continued to embed prayer throughout the school both within classrooms and at staff meetings.



Our students from Years Three and upwards participated in the Sacramental programme through Our Lady Help of Christians Parish, Palmerston, receiving the sacraments of Reconciliation, Holy Eucharist, and Confirmation.

The revised Journey in Faith curriculum was delivered in our classes from Transition-Year Six as part of our Religious Education programme. Teachers engaged in professional learning to develop their understanding of the content and improve teaching and learning outcomes. Our staff were introduced to 'Godly Play' a form of scriptural storytelling. Sr Nuria Miro Sanchez from the Catholic Education office generously supported our ELC staff in understanding and introducing scripture to our youngest children. This has been implemented in our ELC classrooms. Additional professional learning attended by staff over the course of the year included prayer, understanding the bible, Made in the Image of God curriculum, Mary, and the Eucharist. Two staff members continued postgraduate study in Religious Education through the Broken Bay Institute. In September, our primary school staff participated in a Catholic Identity Formation Day. The theme for 2021 was 'Celebrating Care for Our Common Home' which is based on Pope Francis' letter 'Laudato Si' –On care for our Common Home.

Our students in Transition, and Years 3-6 visited St Mary's Star of the Sea Cathedral as part of their learning in Religious

Education. It was a wonderful opportunity for students to immerse themselves in the history and architecture of the church, as well as participate in the Holy Eucharist. Our 3/4 classes also visited St Francis of Assisi Parish, Humpty Doo for a Eucharistic celebration. Students in Transition visited the sisters of the Missionaries of Charity as part of their learning in Religion and Inquiry.

We were fortunate to have the NET Team host an encounter session with our Years 5 & 6 students in Term 1. The theme was 'Do this- do that'- Peer pressure, which helped students understand and reflect on a leader versus follower mentality. The MacKillop Catholic College Service Team attended our feast day and assisted us by organising games and group activities for our students. We thank the service team for their time and talents.

We continue to 'Do small things with great love' through supporting the endeavours of Caritas, St Vincent de Paul, Catholic Mission Australia, and the Missionaries of Charity. Over the course of 2021, our school organised and supported various fundraisers and donation drives for these charities. In Term 1 we held a house coin line competition to raise funds for Caritas- Project Compassion. This was well supported by our community, and we raised \$954. In Term 4 we held 'Crazy Socks Day' to support the endeavours of Catholic Mission Australia and a food/toy donation drive to support the Vinnies Christmas Appeal and the Missionaries of Charity. In a

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year where several members of our community were impacted by the effects of COVID-19, we were overwhelmed by the generosity of these donations. Thank you to everyone who demonstrated compassion through their support.

As a school, we continue to grow as a faith filled community, promoting a Catholic culture that is visible and lived. We endeavour for all our staff to continue to show commitment to contributing to this culture, thus enriching the faith lives of our students. By continuing to uphold, integrate and embed the Gospel values of faith, love, community, compassion, hope and joy, we strive to be little instruments in the hands of God accomplishing his mission on Earth.



### LEADERSHIP

The leadership group in 2021, consisted of the Principal, Deputy, Religious Education Coordinator, Inclusion Support Coordinator and Assistant Director of the Early Learning Centre. A shared leadership approach has been implemented where staff were encouraged to take on leadership roles. Other shared leadership roles included Information and Technology Coordinator, Instructional Coach, Data Informed Practitioner and Work, Health and Safety Coordinator. The teams meet regularly to discuss administration matters, staffing, strategic planning, school improvement and action plans.

Leadership also attended network days with other colleagues from Catholic Education Northern Territory Diocese across groupings such as: Administration, Finance, Work Health and Safety, Pastoral Care and Wellbeing, Principals, Deputy Principals, Assistant Principal Religious Education, Inclusion Support, Data Informed Practitioners and Curriculum Coordinators.

Professional development for leaders has included the Brown Collective which focused on the following areas: Governance, Ethics, Thinking Strategically, Responsible Stewardship, Building a Culture of Safety and Well-Being.

The Mother Teresa School Board continued to meet in 2021. Representatives were made up of parents, a school staff member, the Principal and a Board member in the form of Father Giovanni, our school chaplain. The Board met seven times and discussed issues such as the development and landscaping of school grounds, teaching and learning policies and directions and finance. The Board conducted an Annual General Meeting and formally appointed Board members in 2021 following the prescribed election process as outlined in the Advisory Board manual.

### TEACHING AND LEARNING

#### Curriculum:

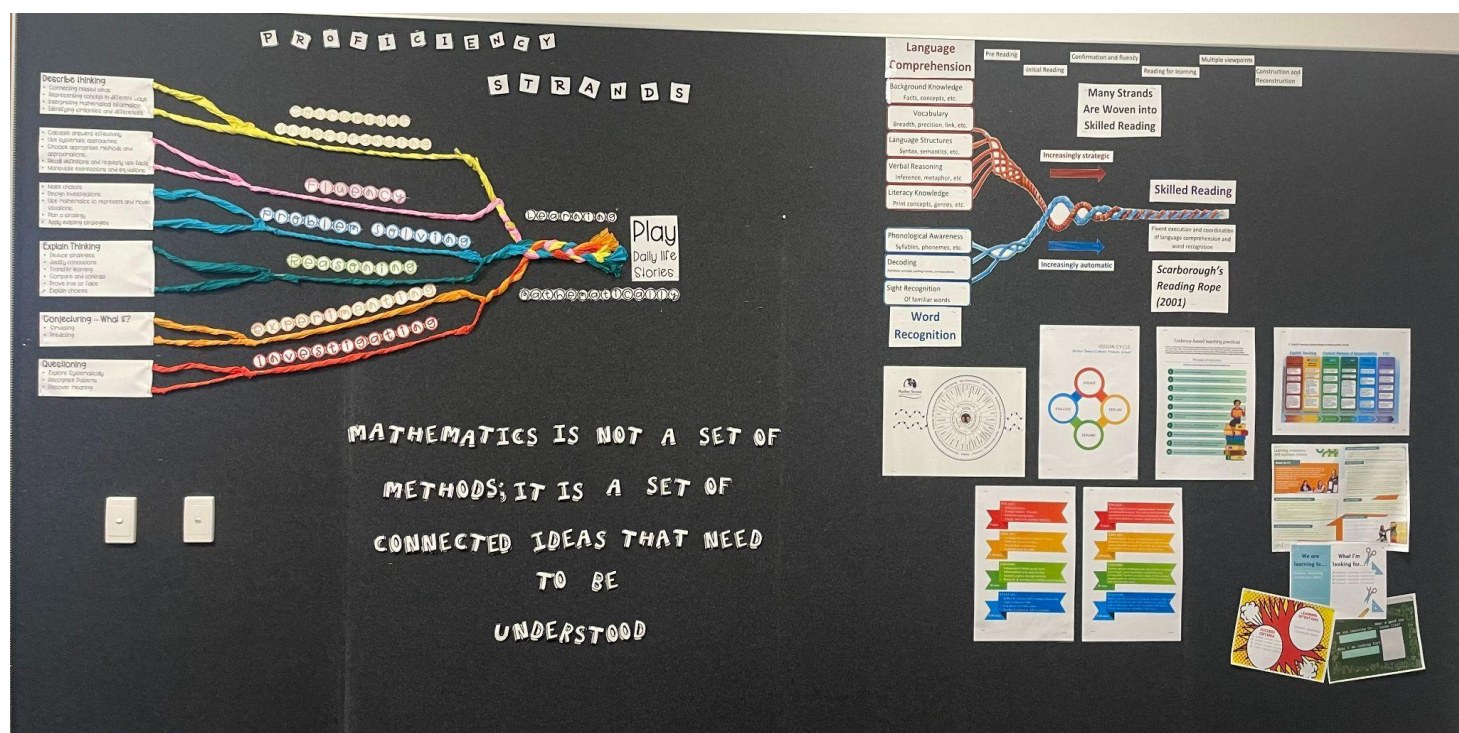
Mother Teresa Catholic Primary School delivers the Australian curriculum which includes the eight key learning areas, general capabilities and cross curriculum perspectives. Teaching staff plan, assess and report on the Australian curriculum. Planning templates are used across all learning areas, providing consistency in programming across all year levels. Throughout 2021, teaching staff collaborated to refine and provide more detail to the MTCPS scope and sequence to strengthen connections between key learning areas and our developing Inquiry program. Teachers were supported in the implementation of the teaching and learning policy through termly curriculum planning feedback, modelling of effective practice and professional learning delivered at staff meetings, and other internal and external learning opportunities.



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The school is very well resourced with laptops, ipads and digital devices for students to develop their ICT skills, learn coding and integrate technology across all learning areas. In Semester One we continued STEM specialist classes. Our STEM teacher has helped students access the Technologies curriculum, and to begin to utilise the amazing robotic and other programmable resources we have at our disposal. Specialist subjects have been diverse throughout 2021 and have included, Indonesian and The Arts – Visual Art, Music, Dance and Drama and Health & Physical Education. The school has an Instrumental Music program provided by the nearby secondary school, MacKillop Catholic College.

The goal for 2021 was to immerse teaching and support staff in the Science of Reading pedagogical approach. Professional development was provided during a whole school closure day as well as online professional learning through team meetings to watch, discuss and reflect upon the SoR webinars. Through this, MTCPS began to implement a structured synthetic phonics literacy program from Transition to Year 2 called Read Write Inc. Training was provided to staff and resources were purchased. This program was trialled in its initial stages in Term 4, with the full scope of the program to begin in Term 1, 2022. Years 3-6 teachers also modified their Literacy blocks and planners in Term 4 to incorporate SoR pedagogies and literacy practices. Years 3-6 teachers and ISAs were also provided Fresh Start intervention training to target at-risk students.



## NAPLAN

NAPLAN testing was conducted online in May 2021. We received some great results and with the support of the Principal, Curriculum Coordinator and Data Informed Practitioner, we analysed our data as a whole staff during a staff meeting. This was also shared with the School Board.

# Academic Data - NAPLAN

MTCPS		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	National Mean	437.3	425.4	421	433.2	403.4
	School Mean	434	390	399	408	379
Year 5	National Mean	511.6	480	504.5	502.8	495.2
	School Mean	513	481	523	507	495
Relative Growth Improvement for same group from 2019 to 2021	Yr 3 2019	2.36	1.92	1.89	2.05	2.26
	Yr 5 2021	5.26	4.82	5.66	4.86	4.90
		2.9	2.9	3.77	2.81	2.64
Years of Growth		2 yr 11 mth	2 yr 11 mth	3 yr 8 mth	2 yr 9 mth	2 yr 7 mth



## REPORTING

The academic report follows the A-E style of reporting where students are graded against the year level Australian Curriculum achievement standard. In Term 1 and Term 3, teachers conducted oral interviews with parents on the educational progress of their children. In Term 2 and Term 4 written reports were prepared and delivered. At the start of the year, a parent information session was conducted to enable teachers to meet families and outline the expectations for the class.

## DATA INFORMED PRACTITIONER

With the support of the Catholic Education Office, our Data Informed Practitioner analyses our school data, which enables us to inform the teaching and learning program and caters for differentiation of our student needs. The DIP has developed a highly functional representation of data which articulates student learning outcomes and progress across the year. The school uses a process for checking growth as well as “point in time” achievement levels. We represent our data using a visible data wall inspired by Sharratt and Fullan’s approach to putting faces to the data.

With the support of the Catholic Education Office, the school uses a Data-Informed Practitioner (DIP), along with GradeXpert, to lead the implementation of student data to inform learning. Key developments of the DIP in 2021 include:

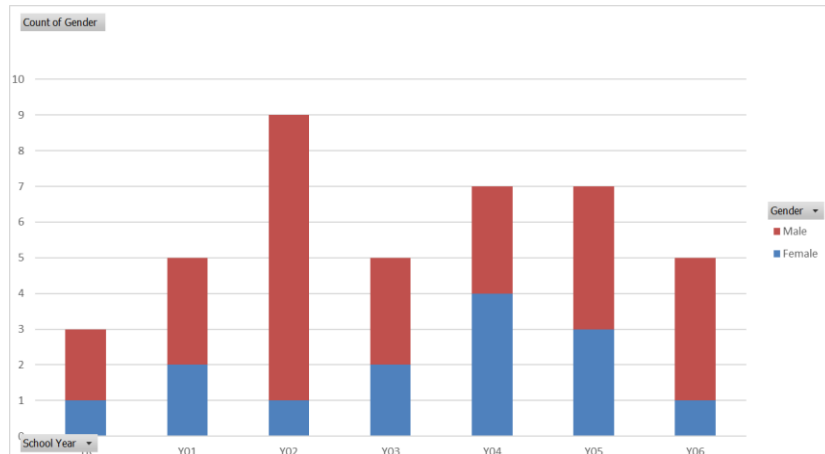
- Development of benchmarks for reading, spelling and numeracy;
- Development of a comprehensive assessment schedule incorporating literacy, numeracy and STEM;
- Initial development of a school wide Data Plan
- Development and implementation of Waves as a method to identify students requiring support.

## INCLUSION SUPPORT COORDINATOR

The Inclusion Support Coordinator coordinates the inclusion support needs of students at Mother Teresa Catholic Primary school. Mother Teresa Catholic Primary school Inclusion team commenced the year with 36 funded students. Term 4 has seen this number grow to 41 students.

Funded students 2021

Count of Gender	Column Labels		
Row Labels	Female	Male	Grand Total
TR	1	2	3
Y01	2	3	5
Y02	1	8	9
Y03	2	3	5
Y04	4	3	7
Y05	3	4	7
Y06	1	4	5
<b>Grand Total</b>	<b>14</b>	<b>27</b>	<b>41</b>



The Inclusion support coordinator has provided training for all staff in using Inspire, a software program designed to support inclusion teams. MTCPS participated in the NCCD for the 4th year, with a current student profile of 4 extensive, 38 substantial, 28 supplementary and 11 students supported within the QDTP.

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MTCPS was selected to participate in Price, Waterhouse Cooper audit of students with needs. This survey was a thorough survey of students' needs, costs of adjustments and resources.

2021 MTCPS Inclusion staffing consisted of Inclusion Support Coordinator, Inclusion Support Practitioner, 10 Inclusion Support Assistants.

MTCPS Inclusion team worked very closely with outside stakeholders to provide quality care and support for students with needs and support for families. Mother Teresa has formed strong links with outside stakeholders in supporting our students with needs, such as, the Children's Development Team, Department of Education Student services team, outside speech and OT services and connections with paediatricians. The school has been supported by the Catholic Education Office Inclusion Support Advisor and the specialist team within the Catholic Education Office.

Transition from ELC to school started in July with observations from Inclusion Support Coordinator and Assistant Director ELC identifying and referring students as necessary to ensure early intervention was in place for students. This included vision and hearing tests being completed for all students transitioning to school. ELC students were entered on GradeXpert and this provided a platform for students to be entered into Inspire before entering school. This allowed the school to commence the early intervention process much earlier.



NDIS has played a significant part in Inclusion, both from the school and ELC. NDIS providers have provided services to students in school and provided valuable upskilling for Inclusion staff and teachers. Support was provided to families when engaging NDIS and developing a plan.



In 2021, Inclusion staff collaborated with Sacred Heart to share the facilitation of professional development. A parent information night was held in Term 3 for Zones of Regulation.

Student intervention programs included, SHAZAM (social and emotional), Cook2gether program, Construction Club, Little learner literacy intervention, Macqlit intervention, Zones of regulation and the commencement of Read, Write Inc in Term 4.

## **PROFESSIONAL DEVELOPMENT**

This year we provided professional development opportunities to staff in line with Covid-19 restrictions. Impediments included some cancellation of the Catholic Education Office Professional Learning Programs and withdrawal of Education Officers from schools. We did make use of CEO initiatives when able, such as Instructional Coaching, Data Informed Practitioner and Grade Xpert Training. We utilised staff knowledge by developing data analysis practices and coaching volunteer teaching staff. Professional development was sourced internally and through outside Zoom meetings with CEO education consultants with a focus on reinforcing our teaching and learning policy and accepted practices. Our Deputy Principal participated in a Brown Collective PD. Staff received professional development in Religious Education through the CEO. All staff participated in the Diocesan run PD in Darwin on Laudato Si.

In 2021, our main curriculum focus was improving reading outcomes, particularly in lower primary. Our school began to immerse themselves in the Science of Reading pedagogical approach. Professional Development was provided during a whole school closure day as well as online professional learning through



team meetings to watch, discuss and reflect upon the SoR webinars. We adopted the Read Write Inc program and sent many of our teachers and support staff to RWI and Fresh Start intervention training. Our leadership team also visited St Paul's Catholic Primary School to see their RWI and Writing Revolution lessons in action and meet with their curriculum coordinator to discuss the roll out of these programs.

CEO Education Officers supported us in Inquiry planning, with expertise provided by Roy Anderson. Roy also supported us in refining our 2021 scope and sequence and ensuring links to our Inquiry scope and sequence. Briony Fullbrook mentored our Instructional Coach and Teacher Coachees. Guy Glover assisted our staff with mathematics planning, resources and professional learning. Two of our teachers were part of the Mathematics Action Research Project delivered by the CEO. Bridgette Mulhern provided our Leadership team with professional development around reading and writing for our EALD students.

### **PASTORAL CARE AND WELLBEING**

2021 was a year of challenges with Covid impacting on student, staff and families wellbeing.

Wellbeing was supported in 2021 with the employment of Mother Teresa's first Defence Force Mentor. This position has facilitated a program for the social and emotional support for defence families. Indigenous families are supported by the AIEW. The school counsellor supported 25 students and their families in a range of ways including one on one, small group sessions and direct support for families. Some of these services were transferred to out of school sessions. Catholic Care supported 5 staff members in 2021.

The MindUp program is an initiative from Catholic Education Office, Pastoral Care and Wellbeing team. Based firmly in neuroscience, the MindUp program gives students the knowledge and tools they need to manage stress, regulate emotions and face the challenges of the 21st century with optimism, resilience and compassion. It is a social and emotional program that has a focus on mindfulness. This program was particularly relevant during recent times of Covid stress. It is taught across all years levels.

Zones of Regulation is another social and emotional program that was taught in some classrooms in 2021 but was also supported by small groups sessions with students. These students provided powerful student voices at the parent information night.

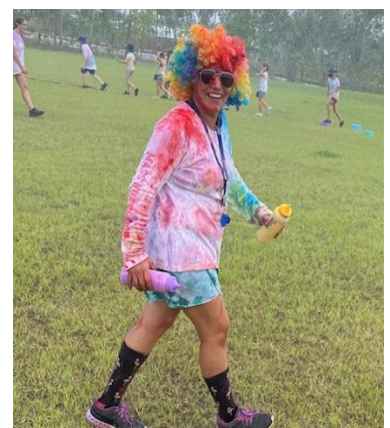
Staff health and wellbeing was also a focus and staff had opportunities to attend staff functions and wellbeing morning teas to continue to build a positive and supportive culture. Mother Teresa staff have access to counselling through Catholic Care. Five staff members accessed this in 2021, with their family members also accessing counselling through this service.

Passive play was implemented on Monday and Thursday. This creates a safe, quiet play space for students.

Covid-19 provided challenges for our parents and school community, with some school wide events or family visits impacted by restrictions. There were some adjustments required to the way events and parent interaction took place. Parent information nights and parent/teacher goal setting were still in place although at times just delivered in a different format. School newsletter, Skoolbag, See Saw posts and Facebook page were used to continue to keep parents informed.



Colour fun run, sports day and end of year water slide were all well attended by parents and enjoyed by students.



## **EXTERNAL NSIT REVIEW**

MTCPS participated in an external whole school review using the National School Improvement Tool (NSIT).

MTCPS was reviewed across all 9 areas of NSIT. Highlights of the report were;

*“The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice, and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers, and students, with accompanying timelines”.*

*“A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance, and behavioural outcomes, and student wellbeing. Data analysis considers overall school performance as well as the performances of students from identified priority groups; evidence of improvement/ regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school”.*

*“The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive, and that promotes intellectual rigour”.*

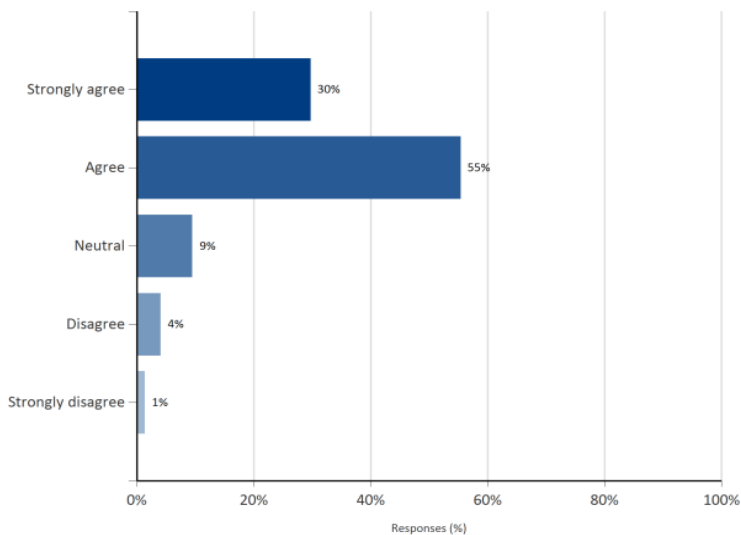
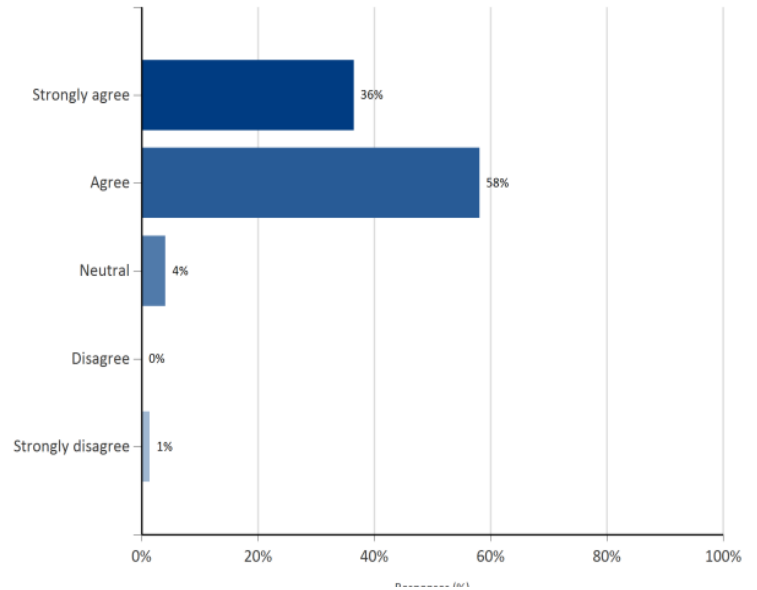
*“The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children’s education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school’s partnerships”.*

Part of a cycle of continuous improvement is to also receive recommendations. MTCPS’ is to develop a whole school data plan that moves beyond just an assessment schedule but drills deeper into the use and responsibilities associated with the data collected. Another is to develop and implement a whole school annual professional learning plan that aligns with the school’s improvement agenda and budget. A key task will also be to, in collaboration with the school community, review and refine the school’s Strategic Plan and particularly the Annual Improvement Plan (AIP).

## PARENT SATISFACTION SURVEY

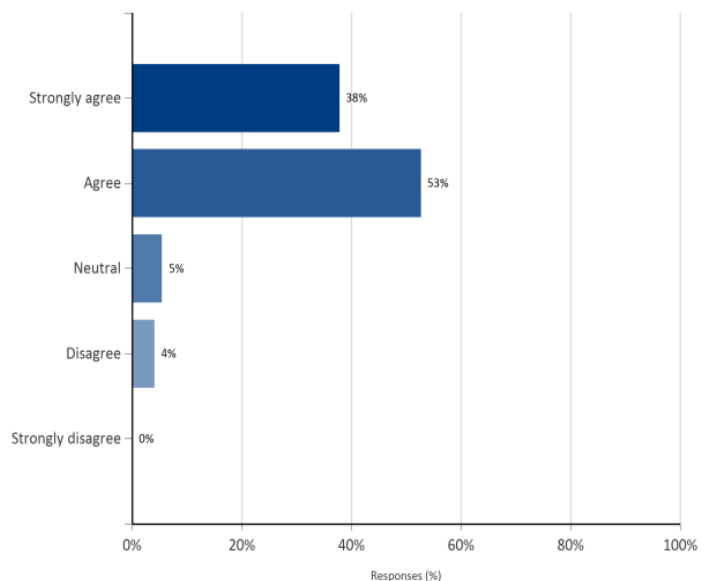
The Mother Teresa Catholic Primary School Parent Survey was sent out electronically via School Survey again in 2021. A total of 74 people completed the survey. There were some very pleasing results that parents highlighted by their responses.

*Question: The Catholic identity of the school is evident through physical displays and through the general conduct of the school - e.g. prayer, Catholic rituals, RE teaching and relationships between staff, students and members of the school community.*



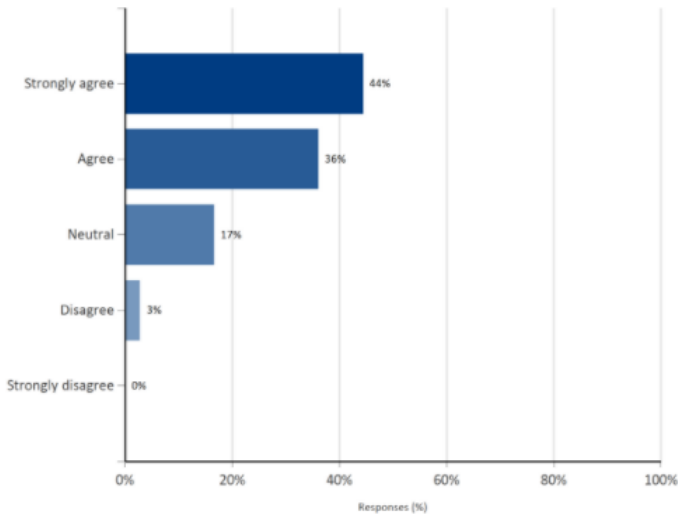
*Question: The individual needs of my child are catered for at the school.*

*Question: My child looks forward to the learning they do at school.*



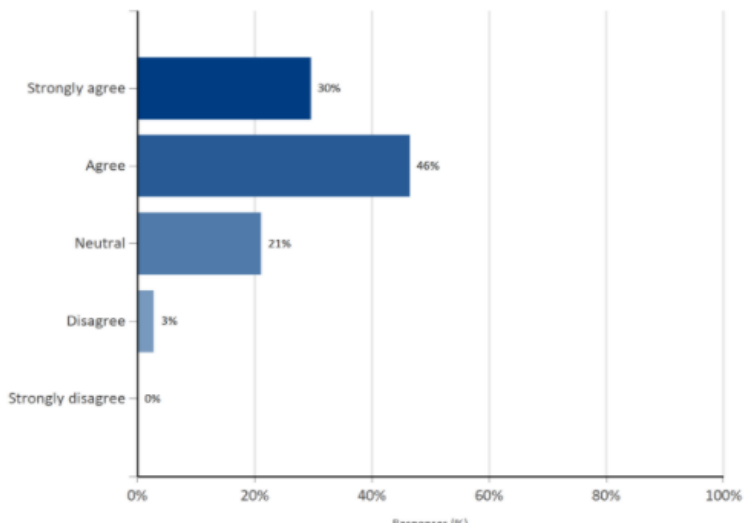
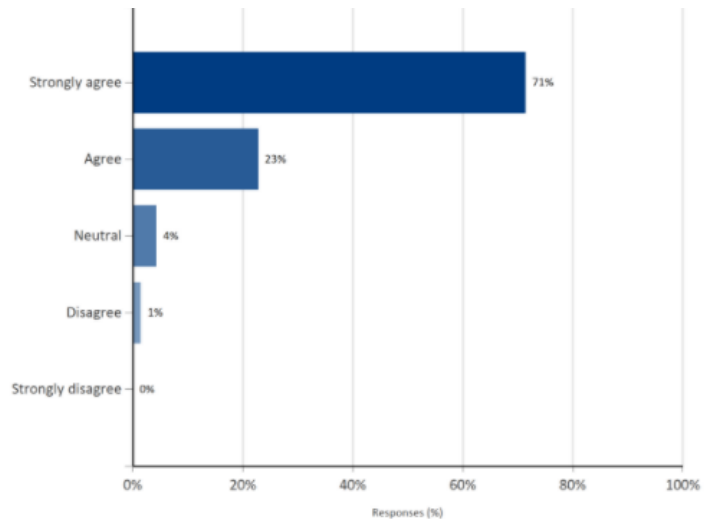
## STUDENT SATISFACTION SURVEY

The Mother Teresa Catholic Primary School Student Survey was done electronically via School Survey again in 2021. A total of 72 students completed the survey.



*Question: Teachers give me useful feedback about my work.*

*Question: Teachers want me to do the best I can.*



*Question: Teachers help me with my work.*



## SEESAW

At Mother Teresa Catholic Primary school, we seek to provide effective communication to our parents and families. Teachers provide ongoing evidence of student progress through an App called 'SEESAW'. Parents can see regular evidence of what their child is learning and how they are progressing. The app is used as a student reflection tool, allowing students the opportunity to become reflective learners.

Through *SEESAW*, classroom/specialist teachers are able to:

- Acknowledge and encourage positive behaviour of students in their learning
- Keep parents/carers informed and updated about student learning throughout the day
- Provide a way for students to feel recognised and engaged in their learning
- Communicate positive learning stories to parents/carers
- Support students in their learning
- Develop positive relationships between parents/carers, students and classroom teachers



## CARING FOR OUR COMMUNITY

At Mother Teresa Catholic Primary school, our values are embedded across all learning areas. Inspired by our patroness Mother Teresa, students and parents/ guardians are encouraged to show compassion to those in our community who are in need. Students, staff and parents collected non-perishable food items and gifts to give to St Vincent De Paul Society and Missionaries of Charities to give out to families in need in our community. Additionally, we held special events to recognise and thank key members of our community, examples; Mother's Day & Father's Day breakfasts and liturgies.

## EARLY LEARNING CENTRE

Our Early Learning centre has a capacity of 75 children. We have three rooms that cater for children from three to five years old.

All our educators have a Bachelor's Degree, Diploma or Certificate III qualification in Early Childhood Education and Care, or are studying towards a qualification. We provide ongoing training for our educators to upskill and develop future leaders. Our training for the year: Unpacking EYLF/MTOP, Developing Leaders in the Early Years, writing observations and learning stories, Circle of Security, WHS, Mandatory Reporting, Understanding Autism and ADHD, Zones of regulations. Our educators daily reflect on their strengths and weaknesses then critically reflect during staff meetings for continuous improvement.

We embrace a play-based learning approach and Gardner's theory of Multiple Intelligences to design our daily learning program based on Early Year Learning Framework (EYLF) and Pre-School Curriculum. We strongly believe that play-based and holistic methodologies will build a strong foundation in children's first five years for their future learning that can last a lifetime because early experiences have an impact on the nature of the brain's developing architecture. Considering this, we work collaboratively and cooperatively with parents and carers to build a strong, faith community and educational foundation for our children to succeed today and in the future.

In 2021, we succeeded in the application of the Innovative Solution Fund for holding weekly Kids' Yoga learning sessions and a Professional Development opportunity for educators. This program also offered a 2-hour Yoga session for parents and family members on the weekend. This Yoga program scaffolded children's self-regulation skills and learnt to be in the present moment while relaxing and gaining a peaceful state of mind, which improved their emotional regulation. In terms of parents' feedback, they gained relaxing

and spiritual learning experiences and obtained helpful information about strategies of supporting their children's self-regulation skills.

Parents and caregivers play a valuable and vital role. Hence, Goal Setting meetings and the Learning Journey Night were the two significant opportunities that involved parents for their child's learning. During the Goal Setting meeting, educators and parents were in the meeting together to explore the learning potential in everyday events, routines and play. We discussed and set the learning goals for the year to help their child reach developmental milestones. The Learning Journey Night provided meaningful chances and moments for parents to celebrate with the child about their achievements.

We created a range of educational and supportive learning environments where children can ask questions, solve problems and engage in critical thinking. The program consisted of child-led activities and intentional teaching activities. We implemented Physical Education, Library, Godly play, Early Learning STEM Australia (ELSA) and Early Learning Language Program (ELLA). ELSA program comes with apps which are play-based, encourage active learning, and inspire children to explore and interact with their natural world. Instead of focusing on discrete STEM disciplines (science, technology, engineering and mathematics), ELSA apps promote STEM Practices: the ideas, methods and values that underpin STEM. Meanwhile, ELLA is an exciting bilingual language learning program for pre-schoolers. It opens up a world of cultural possibilities for children early in life.

### **FINANCE, FACILITIES AND RESOURCES**

The school and new facilities continued to be maintained to a high standard throughout 2021. An external audit (available in May) was conducted by KPMG in February this year on the school's financial activities.

### **COMMUNITY AND CULTURE**

Mother Teresa Catholic Primary School has undertaken deliberate work to engage with a wide variety of parent and family culture groups in the community. Unfortunately, because of the Covid -19 pandemic lots of normal school events were initially postponed and then cancelled. One of the greatest negatives for our school was we couldn't have parents at the school as often as we desired. Everyone hoped for but ultimately had to accept that we couldn't have many of our normal school events.

Mother Teresa consulted with the wider parental community, staff and students in the form of satisfaction surveys for each group. This data has been discussed at School Board level and with the leadership team of Mother Teresa and has been used to build the school 2022-2025 strategic plan.

### **DEFENCE SCHOOL MENTOR**

In 2021 Mother Teresa Catholic Primary school employed their first Defence School Mentor, Clare Corvaia. Clare brought to the role a wealth of experience as a defence force mother and wife. In her role, Clare has assisted many Australian Defence Force parents and children to become familiar with the school and to integrate into the school community. Clare worked closely with teachers to monitor Defence Force students and provided support for any personal challenges they faced, such as friendships, peer groups, classroom difficulties and anxiety due to new postings. Defence Force Club was run each Wednesday at lunchtime and proved a place for defence students to socialise and connect with each other. Clare was involved in the planning and presentation of significant Defence force events such as Remembrance Day.

### **ABORIGINAL AND ISLANDER EDUCATION WORKER**

Our AIEW, Yasmina Day works with students and families to ensure that they feel welcomed and valued within our school community. Yasmina updated our Reconciliation Action Plan and worked with staff to ensure that targeted outcomes were met from the plan. The school continued to embed cultural perspectives in the curriculum and in school operations. Reconciliation week was celebrated with a range of activities across the school. Yasmina engaged visitors from the stolen generation to speak to upper primary students

about the stolen generation.

## **COMMUNITY ENGAGEMENT**

Our Community and Culture highlights included:

- Masses and liturgies to celebrate feast days and special occasions, including Ash Wednesday, Holy Week, Remembrance Day, Mother Teresa Feast Day, Mother's Day, Father's Day, End of School Year and Graduation
- NAIDOC Liturgy and Activities including BBQ, Basket weaving, face painting
- Book Week
- Sport's Day & Colour Fun Run
- End of Year Christmas Concert



## **FUTURE PRIORITIES**

In line with our Strategic plan and our annual school improvement goals, the following areas have been identified as priority areas for 2022:

### **1. CATHOLIC IDENTITY**

- Continue to strengthen the teaching of Religious Education across the school. Provide faith formation opportunities to staff to assist in understanding the faith and delivering the curriculum
- Develop staff's understanding of Catholic Social Teaching and how to embed these into our curriculum
- Implement practical understandings of Laudato Si teachings into our school community
- Support Catholic Social Justice Organisations through fundraising and donation drives

### **2. TEACHING AND LEARNING**

- Review & refine our whole school scope and sequence aligned with our inquiry scope and sequence
- Literacy practice in line with Science of Reading pedagogy, implementation of Read Write Inc program and Fresh Start intervention across school
- Embed the use of Grade Xpert, CeD3 and refine data analysis approach
- Use existing data to inform annual and strategic plans

### **3. LEADERSHIP**

- A continued focus on building the capacity of leaders
- Shared / Distributed leadership roles through our Middle Leaders (Unit Leaders and Junior School Coordinator)
- Building Capacity of the leadership team and providing regular professional development to all staff, which targets learning priorities in line with literacy goals.

### **4. PASTORAL CARE AND WELL-BEING**

- Parent survey to inform successes and areas of growth. Provide incentive for families completing survey
- Using Mind-Up and Zones of Regulation as SEL learning tools for 2022
- Implement pastoral-care and wellbeing policy and program with staff
- The implementation of the school wide program 'Mind Up' and 'Be You' framework and processes

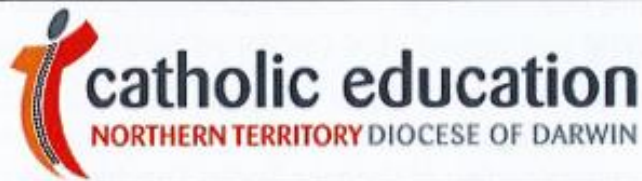
- Develop student voice

## 5. COMMUNITY AND CULTURE

- Employment of Defence Schools Mentor to engage with and support defence students and families
- Connections with Larrakia - Visual Images / Artefacts
- Connect with MacKillop College
- Use many strategies for collaborating with staff, students and parents to engage all in the “community and culture” of the school.
- Implement our Reconciliation Action Plan for the school community


## 6. FINANCE, RESOURCES AND FACILITIES

- Create a cyclical plan for school policies / procedures review in the area of finance
- Review budget
- Continue to develop school Master Plan with a focus on external shade facilities that is comprehensive and reviewed annually to ensure projects are planned, funded and implemented
- Implement an MOU around shared facilities
- Plan a cyclic maintenance schedule around maintaining the painted surfaces at Mother Teresa
- Review all delegation and procurement procedures and policies in line with CENT documentation



  
Reuben Johnson 2021 Principal

  
Sam Burke  
School Advisory Board Chair

  
Mr. Greg O'Mullane  
Director Catholic Education Office