



MOTHER TERESA CATHOLIC PRIMARY SCHOOL 2022 SCHOOL ANNUAL REPORT

Street Address: 16 Ginger St, Zuccoli 0832

Postal Address: PO Box 1125 NT 0831

PH: (08) 7969 5600

Email: admin.mtcps@nt.catholic.edu.au

Website: www.mtcpsnt.catholic.edu.au

Principal: Reuben Johnson



‘Do small things with great love’

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.

Contents

VISION STATEMENT 3

MISSION STATEMENT 3

SCHOOL PROFILE 3

PRINCIPAL’S MESSAGE 4

STUDENT PROFILE 6

STAFF HEAD COUNT 6

STAFFING INFORMATION TEACHER STANDARDS 7

CATHOLIC IDENTITY AND MISSION 8

LEADERSHIP 10

TEACHING AND LEARNING 11

 CURRICULUM: 11

 NAPLAN 11

 REPORTING 12

INCLUSION SUPPORT COORDINATOR 13

PROFESSIONAL DEVELOPMENT 15

PASTORAL CARE AND WELLBEING 16

EXTERNAL ROUTINE ASSESSMENT AND REGISTRATION RENEWAL 16

PARENT SATISFACTION SURVEY 18

STUDENT SATISFACTION SURVEY 19

SEESAW 20

EARLY LEARNING CENTRE 20

FINANCE, FACILITIES AND RESOURCES 21

CARING FOR OUR COMMUNITY 21

COMMUNITY AND CULTURE 21

COMMUNITY ENGAGEMENT 22

DEFENCE SCHOOL MENTOR.....	23
ABORIGINAL AND ISLANDER EDUCATION WORKER	23
FUTURE PRIORITIES.....	25
1.CATHOLIC IDENTITY	25
2.TEACHING AND LEARNING.....	25
3.LEADERSHIP.....	25
4.PASTORAL CARE AND WELL-BEING.....	25
5.COMMUNITY AND CULTURE.....	25
6.FINANCE, RESOURCES AND FACILITIES	26

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.

SCHOOL PROFILE

Mother Teresa Catholic Primary School is located in Zuccoli, a suburb of 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 21st 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 Island students. Mother Teresa school has implemented many programs to support children’s development of social and emotional skills including the Mind Up program, a mental health initiative. A range of extracurricular activities is offered to students including inter school and school-based sporting events, academic competitions, instrumental program, and community activities.

PRINCIPAL'S MESSAGE



After another fantastic year I am excited to present Mother Teresa Catholic Primary School's 2022 Annual Report. This school is in its fifth year of operation from Transition through to Year 6 students. The student enrolment numbers increased from 44 students in 2018 to 290 to end 2022. 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 13, 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 and 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 a strong value 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 parish, families, and 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 Chaplains Father Giovanni and Father Rodrigo for their contribution to our school faith life. All 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 Catholic education staff from the Catholic Identity team who delivered professional development to staff.

This year we have continued to build on our pedagogical framework underpinned by our Catholic Identity and Mission goals by sharing a day together focusing on Laudato si'. Our Teaching and Learning focus on Literacy continues to be developed and we implemented "The Science of Reading" across the school in 2022. In the Junior years the focus was on "Read Write Inc": and in the upper school it was "Fresh Start". 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, incursions from members of the stolen generation and Naidoc cultural activities for staff. 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 for 2023. 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 through to 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.

May God bless you,

Principal
Reuben Johnson

STUDENT PROFILE

Student Population for 2022 (August Census Data)

Year	T	1	2	3	4	5	6
Boys	30	24	28	20	15	12	21
Girls	29	23	21	16	22	14	20
Total	59	47	49	36	37	26	41
41 Students identify as Aboriginal/Torres Strait Islander							
91 Students who are SWD (Student with a disability)							
Average Attendance: 89.9%							

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.

STAFF HEAD COUNT

	Head Count	Full Time Equivalent (FTE)
Principal	1	1.0
Deputy Principal	1	0.6
Specialist Support	1	0.8
R.E.C	1	0.4
Teaching Staff (including Librarians	18	15.30
Administrative and Clerical (including aides and assistants)	21	12.42
Building Operations Maintenance and other Staff	2	1.0
WHS	1	0.41
AIEW	1	1.0
Total	47	32.93 FTE*

STAFFING INFORMATION TEACHER STANDARDS

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

Postgraduate qualifications	1
Bachelor degree or equivalent	15
Master's Degree	4
Other qualifications	

CATHOLIC IDENTITY AND MISSION

At Mother Teresa Catholic School, we constantly strive to live out the Gospel values exemplified by the teachings of our patroness- St Teresa of Calcutta. In 2022 Fr Rodrigo from St Francis of Assisi Parish was appointed as our school chaplain replacing Fr Giovanni. 2022 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 understanding of the Catholic faith tradition and allowed them to deepen their personal relationship and connection with Jesus.



Our 2022 Annual Improvement Plan focused on staff and student formation. Students were involved in 150 minutes of Religious Education lessons each week and took part in weekly Gospel reflections at school assemblies allowing our community to carry Jesus' message with them through the school week. Fr Tom from Our Lady Help of Christians attended our assemblies, as our Parish Priest, and shared his reflections on the Gospel readings, and blessed the children.

We were fortunate enough to have Andrew Chinn visit our school. Andrew's music is widely used in liturgical and mass celebrations across Australia. Students participated in singing workshops with Andrew and also performed in his concert for the whole school.

Staff formation was strategically selected in each term. Term One involved the professional development around assessment and grading in the new Religious Education units, Journey of Faith. In Term two, staff took part in collegial planning activities, which allowed the whole unit to use the same planner and adapt the lesson into a PowerPoint presentation. Planning as a team, created consistency between each class and aided the use of religious pedagogy for new teachers in our school. In Term Three, staff developed their understanding of scripture. All staff participated in the Broken Bay Institute – Cornstone's training for Understanding the Gospels. This eight-hour professional development unit went towards staff's accreditation to teach Religion in a Catholic school. Educators were upskilled in their knowledge of the Gospels displaying collegiality between peers.

Part of developing educators to work in a Catholic school requires faith formation. In 2021 staff members in Catholic Education NT had the opportunity to participate in a formation day based on Pope Francis' encyclical Laudato Si' - on Care for our Common Home. This year, staff continued this investigation on what 'Caring for our Common Home' looked like for both

individuals and our school. A follow-up Catholic Identity Day took place at Lake Bennet Resort, focusing on spirituality and Laudato Si.

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. It was a successful year of fundraising for our Catholic Partners. The school community displayed their generosity during Caritas' Project Compassion. With almost \$3000 raised, it was the largest amount of donations in MTCPS's history. Students also researched other countries and communities and how these initiatives and funding helped to support our neighbours with dignity.



In Term Four, students and families participated in our Australian Catholic Missions fundraiser, titled Mission Markets. This was a very successful day of raising money and also promoted parent engagement. The students took responsibility for helping to organise and run the stalls. We celebrated a Missionary's Liturgy to bring home the day's true meaning. The school was able to raise over \$1800, which is a massive effort for our community.

MTCPS annual St Vincent De Paul's Christmas hamper appeal was also met with a warm response from parents and friends. Each class were given a category of donations to give to those less fortunate during the Christmas break.

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. Our goal for next year is to double our sacramental numbers and include staff members.

Our students in Years Five and Six visited Our Lady Help of Christians as part of their learning in Religious Education. It was a wonderful opportunity for students to participate in the Eucharist. Fr Rodrigo also visited all classes as part of students learning in Religion and Inquiry.

During our Mother Teresa Feast Day celebrations, we were fortunate to have the NET Team aid in the coordination of Mass and student activities. We thank the team for their time and for showcasing their talents. We also thank the Toy Library and Giggling Gekkos for the use of their equipment to make the day an engaging one for students.



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 2022, consisted of the Principal, Deputy, Religious Education Coordinator, Inclusion Support Coordinator and 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, Health and Safety Coordinator, Junior School Coordinator and four, Year Level Leaders. The executive leadership team met weekly, and the year level leaders met with the principal and DP fortnightly to discuss administration matters, staffing, strategic planning, school improvement and action plans.

Leadership team members 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, Early Years, Data Informed Practitioners and Curriculum Coordinators.

Professional development for leaders has included Literacy Data Analysis with Dr Selena Fisk where the focus was on the creation of a whole school data plan, building staff capacity around data literacy, the visualisation of the schools' data and interpreting the data. The primary focus of all this was to improve student outcomes through knowing the students at MTCPS and differentiating the learning for each student.

The Mother Teresa School Board continued to meet in 2022. Representatives consisted of parents, a school staff member, the principal, and a Board member in the form of Father Rodrigo, our school chaplain. The Board met 8 times and discussed issues such as the development and landscaping of school grounds, teaching and learning policies, strategic 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 curricula 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 2022, 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.

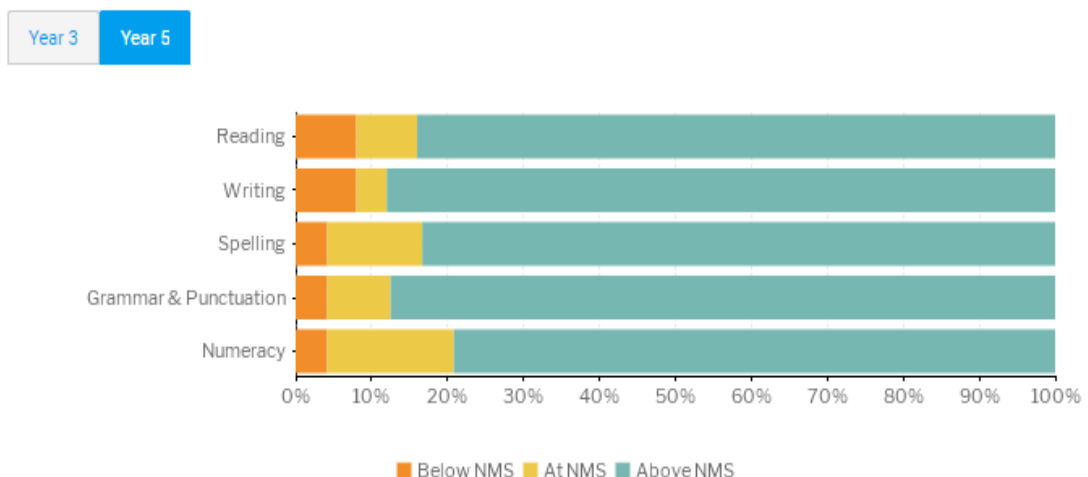
The school is very well resourced with laptops, ipads and digital devices for students to develop their ICT skills, learn coding and integrate technology across all learning areas. In Semester One we continued STEM specialist classes. Our STEM teacher has helped students access the Technologies curriculum, and to begin to utilise the amazing robotic and other programmable resources we have at our disposal. Specialist subjects have been diverse throughout 2022 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 2022 was to immerse teaching and support staff in the Science of Reading (SOR) 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 Two called Read Write Inc. Training was provided to staff and resources were purchased. This program was trialed in its initial stages in Term Four, with the full scope of the program to begin in Term One, 2022. Years three to six teachers also modified their literacy blocks and planners in Term Four to incorporate SoR pedagogies and literacy practices. Years three to six teachers and ISAs were also provided Fresh Start intervention training to target at-risk students.

NAPLAN

NAPLAN testing was conducted online in May 2022. We received some great results and with the support of the Principal, Curriculum Coordinator, Team Leaders and Teachers. We analysed our data in cohorts and as a whole staff. Our data highlighted both our successes and areas needing improvement. This was also shared with the School Board.

Student NAPLAN Percentage of Students by Band and Year Level

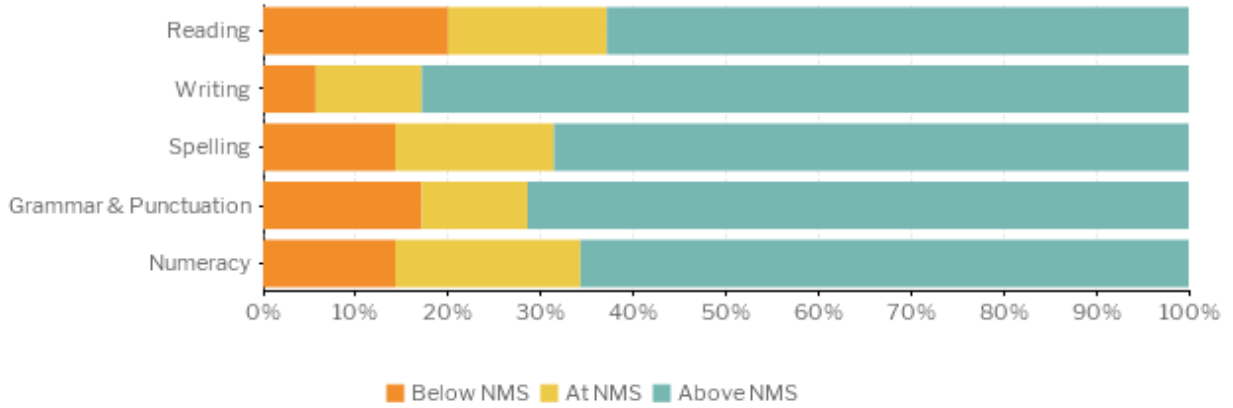


MOTHER TERESA CATHOLIC PRIMARY SCHOOL

Student NAPLAN Percentage of Students by Band and Year Level



Year 3 Year 5



In relation to trend data our Year five cohort continues to show good results when compared to state, territory, national and diocesan mean scores. However, the Year three cohort showed a considerable drop across all Naplan areas in relation to the mean scores of the state, territory, national and diocese. This was due to a range of factors of which one was the number of students in that cohort who are on the NCCD register (20-25%). In response to this MTCPS has employed an extra two full time literacy and intervention teachers to work across the school to boost the achievements of at-risk students.

Student NAPLAN Mean Scores Compared to State

Year 3 Year 5

Domain	Mean Score	Diff. Mean Score to State	% Diff. to State	State Mean
Reading	382.0	10.7	2.9%	371.2
Writing	395.8	38.8	10.9%	357.0
Spelling	377.2	41.1	12.2%	336.0
Grammar & Punctuation	375.5	15.3	4.3%	360.2
Numeracy	348.8	7.7	2.2%	341.1

Student NAPLAN Mean Scores Compared to State

Year 3 Year 5

Domain	Mean Score	Diff. Mean Score to State	% Diff. to State	State Mean
Reading	494.3	49.7	11.2%	444.6
Writing	486.9	74.4	18.0%	412.5
Spelling	511.9	74.2	17.0%	437.7
Grammar & Punctuation	491.5	55.6	12.7%	435.9
Numeracy	477.5	44.4	10.3%	433.1

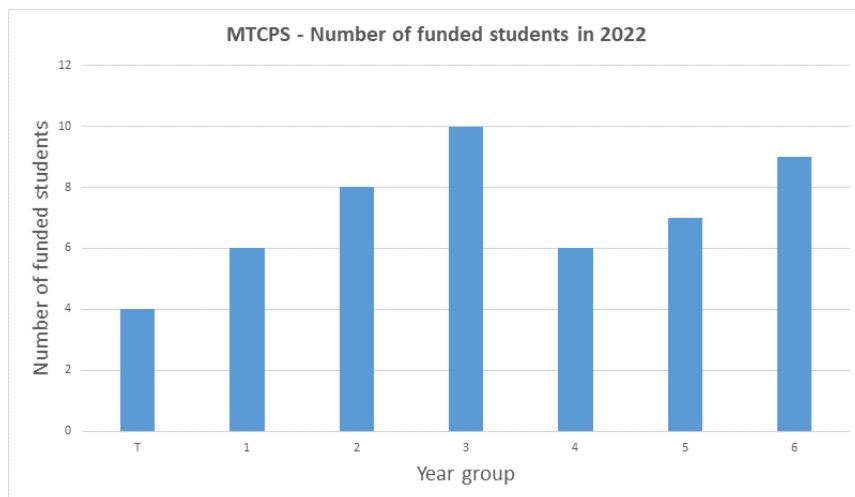
REPORTING

The academic report follows the A-E style of reporting where students are graded against the year level Australian Curriculum achievement standard. In Term One and Term Three, teachers conducted oral interviews with parents on the educational progress of their children. In Term Two and Term Four 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.

INCLUSION SUPPORT COORDINATOR

The Inclusion Support Coordinator coordinates the inclusion support needs of students at Mother Teresa Catholic Primary School. Our Inclusion team commenced the 2022 school year with 34 funded students. Term Four has seen this number grow to 49 students.

Funded Students 2022



National Consistent Collection of Data

Mother Teresa participated in the National Consistent Collection of Data for the fifth year, with a collective number of 85 students. 2022 student profile of 7 extensive, 46 substantial, 21 supplementary and 11 students supported within the Quality Differentiated Teaching Programs (QDTP). The 49 students that were funded in 2022 also appear as part of the NCCD statistics.

These numbers consist of:

- Students who are currently under assessment.
- Have suspected disabilities.
- Supported with small group intervention.
- Supported within social and emotional groups.
- Have a medical condition.
- Students who have a diagnosis and are funded (49 students).

2022 MTCPS Inclusion staffing consisted of an Inclusion Support Coordinator, Speech Therapists (0.4) and 17 Inclusion Support Assistants. 2022 was the first year that we have employed a speech therapist. This position has increased the amount of diagnostic testing and funding referrals that have been processed. ISA support for students who required upskilling in using technology to support their learning was commenced in Term Two and has provided opportunities to participate in classroom learning using a diverse range of learning tools.

Mother Teresa 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, Vision Australia, Outside Speech and OT services and connections with paediatricians. In 2022 MTCPS had 10 NDIS providers utilising our school space to provide therapy for students with NDIS plans.

The school has been supported by the Catholic Education Office Inclusion Support Advisor and the specialist team. The Leader of Inclusion Service, has provided MTCPS with valuable support and guidance once again in 2022.

Transition from ELC to school started in July with observations from the Inclusion Support Coordinator and ELC Director 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 Inspire which provided a platform for students to have their needs met prior to entering the Primary School setting and the commencement of early intervention 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 valuable upskilling for Inclusion staff and teachers. Support was provided to families when engaging NDIS and developing a plan.

2022 intervention programs included ChatterMatters (social and emotional), Cook2gether program, Fresh Start intervention, Zones of regulation and the commencement of Read, Write Inc in Term One. Differentiated tasks, heavy work, brain breaks, visual schedules and calm corners remain at the centre of support for Inclusion students.

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 during Covid periods. A noticeable rise in staff illness also played a part in what staff were able to attend. We did make use of CEO initiatives when able, such as Instructional Coaching, Data Informed Practitioner and GradeXpert Training. Executive leadership members also attended workshops with Dr Selena Fisk to enhance our understanding of data and the role it plays in explicit teaching at a child's point of need. We utilised this Professional Development to build staff capacity around data analysis practices. Staff received Professional Development in Religious Education through our whole school closure day where staff learnt about Laudato Si' within the context of MTCPS.

In 2022, our main curriculum focus was continuing to improve reading outcomes, particularly in lower primary. Our school continued to professionally develop existing and new staff in the Science of Reading pedagogical approach. MTCPS outsourced for a critical friend and employed Susan Wright a Professional Development provider around Read Write Inc. Susan reviewed our implementation and gave critical feedback to executive leadership around Read Write Inc. The school continued to provide Professional Development online and professional learning through team meetings and staff meetings. Having adopted the Read Write Inc program we continued to send new teachers and support staff to RWI and Fresh Start intervention training.

Catholic Education Officers supported us in Inquiry Planning, Mathematics, Data Analysis and Age-Appropriate Pedagogies. Expertise was provided by Claire Koefoed. Claire worked with our transition team over the course of two terms to deepen understanding and adapt current practices to better reflect an approach of age-appropriate pedagogy. Guy Glover has continued to assist staff with Mathematics planning, resources and professional learning. Bridgette Mulhern continues to provide the executive leadership team with Professional Development around reading and writing for our EALD students.

PASTORAL CARE AND WELLBEING

2022 was a year of returning to normal from the challenges of Covid. Wellbeing was supported by the AIEW, Defence Force Mentor and Catholic Care counsellor. This provided a wide net to ensure that staff and students within the school community had their needs met where possible.

Throughout the 2022 school year the counsellor supported 32 students and their families in a range of ways including one on one, small group sessions and support for families. Some of these services were transferred to out of school sessions. Catholic Care supported three staff members in 2022.

The MindUp program (Social and Emotional) continued to be taught and has been integrated with the new Child Safe curriculum.

Zones of Regulation has been embedded in all classrooms and has continued to be explicitly taught individually to students with identified self-regulation needs.

Staff health and wellbeing was also a focus, staff had opportunities to attend staff functions, wellbeing morning teas to continue to build a positive and supportive culture to ensure staff wellbeing. Mother Teresa staff have access to counselling through Catholic Care. Staff members and their families accessed this in 2022.

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

Parent information nights and parent/teacher goal setting meetings were held throughout the year. School newsletter, 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 ROUTINE ASSESSMENT AND REGISTRATION

RENEWAL

MTCPS participated in an external school registration renewal process in 2022 as required by the non-government registrar Mr. Tony Considine. He appointed Mr. George Zapcev as his representative. MTCPS was reviewed and found to be compliant and had its school registration renewed.

“RE: Mother Teresa Catholic Primary School - 2022 Routine Assessment

I write to confirm receipt of the independent assessor's routine assessment final report for Mother Teresa Catholic Primary School, a copy of which is attached. As the report indicates, the school is meeting its registration requirements under the Education Act 2015 (the Act).

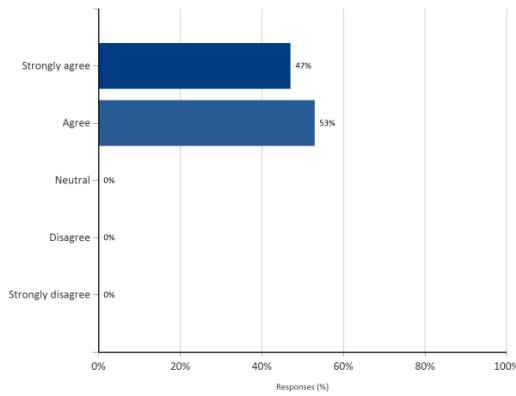
I thank the school principal, Mr Reuben Johnson, and staff for hosting the assessor on 13 September 2022 and providing relevant evidence to demonstrate compliance with the Act.

Please find enclosed a new registration certificate for Mother Teresa Catholic Primary School, which also reflects the Catholic Church Diocese of Darwin Education Property Trust as the newly approved governing body.”

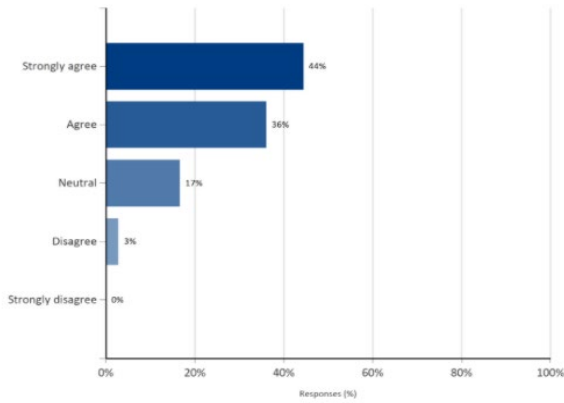
PARENT SATISFACTION SURVEY

The Mother Teresa Catholic Primary School Parent Survey was sent out electronically via School Survey again in 2022. A total of 34 people completed the survey. There were some very pleasing results that parents highlighted by their responses.

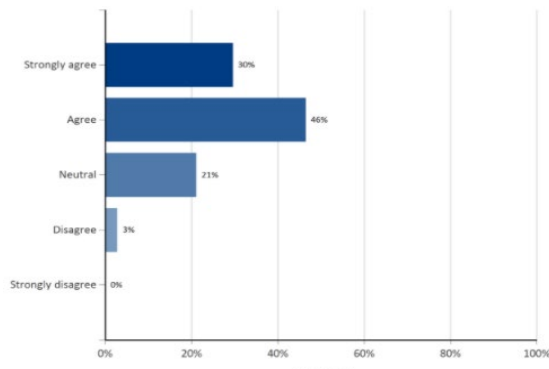
Question: The Catholic identity of the school is evident through physical displays and through the general conduct of the school - e.g., prayer, Catholic rituals, RE teaching and relationships between staff, students and members of the school community.



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



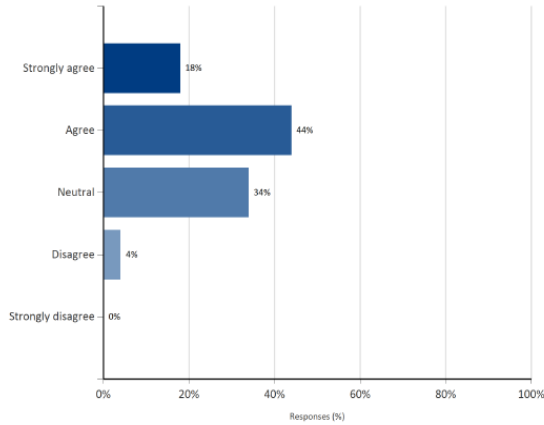
Question: My child looks forward to the learning they do at school.



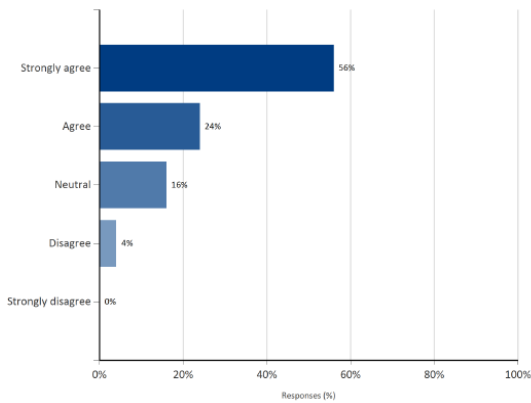
STUDENT SATISFACTION SURVEY

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.

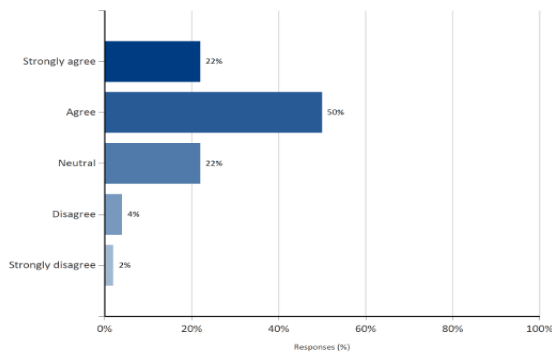
Question: Teachers give me useful feedback about my work.



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



Question: Teachers help me with my work.



SEESAW

At Mother Teresa Catholic Primary, we seek to provide effective communication to our parents and families. Teachers provide ongoing evidence of student progress through an App called 'SEESAW'. Parents are able to 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.

EARLY LEARNING CENTRE

Our Early Learning Centre has a capacity of 75 children, with enrolments of nearly 90. We have three rooms that cater for children from three to five years old.

Educators have a range of qualifications including, Master's, Bachelor's Degree, Diploma or Certificate III qualification in Early Childhood Education and Care. Those without formal qualifications are studying towards a Certificate III.

We provide ongoing training for our educators to upskill and develop future leaders. Our training for the year: Programming Early Years Learning Framework /My Time Our Place, Critical Reflection, Developing Leaders in the Early Years, writing observations and learning stories, Understanding Challenging behaviour in early years, Language development in early years, supporting children with Vision impaired and cerebral palsy, WHS, Mandatory Reporting, Understanding Autism and ADHD, Zones of regulations. Our educators reflect daily on their strengths and weaknesses then critically reflect during staff meetings for continuous improvement.

We embrace 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 NT Preschool 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. In light of this, we work collaboratively and cooperatively with parents and carers and allied health professionals to build a strong faith community and educational foundation for our children to succeed today and in the future.

In 2022, MTCPS Early Learning Centre succeeded in an application to the Innovative Solution Fund. This successful application benefited not just the Mother Teresa Early Learning Centre but all Early Learning Centres in the Catholic System here in the NT. The innovative solution project was called Phoenix Cups. The Phoenix Cups Framework focuses on helping individuals understand how to meet their most important life needs, and the needs of those around them. This project was aimed at teaching students and staff what Cups are, how to keep them full, how these cups influence behaviours, and how you can use them to build

relationships in all aspects of life. This was an intensive training for our educators and great support for our children.

At MTCPS Parents and caregivers play a valuable and vital role. Hence, Goal Setting meeting and Learning Journey Night were the two significant opportunities that involved parents in their child's learning. During the Goal Setting meeting, educators and parents met together to explore the learning potential in everyday events, routines and play for each child. Educators and parents discussed and set learning goals for the year to help each child reach developmental milestones. The Learning Journey Night provided meaningful chances and moments for parents to celebrate with the child 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 (AFL and Rugby Tots), library visit program, 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 a world of cultural possibilities for children early in life.

This year we also started the Preschool Heggarty Program. Heggarty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans. We partnered with Top End Health Service to provide a 12-week program called "Safe for Kids". This program teaches children to learn about their bodies and how to protect them. We also partnered with our local and international community. We partnered with Darwin fruit farms where children learned about the plantation. Teaching children to respect our environment and be grateful for the food we are provided. Another partnership we started this year is our cross-cultural program with a Japanese preschool through "Think-A- Lot". This program gave an opportunity to our preschool to see and meet pre-schoolers from different countries like Japan. They learned about each other's culture, food, songs, and language.

For 2023 we will continue with all our exciting programs including Phoenix Cups training for our educators. We will be adding a Dance and Music program, as well as Mind Map.

This year we have been lucky to be one of the finalists in the NT Little Scientist Competition. We are also proud that three of our educators were named as finalists (Outstanding Educator) and winners of Outstanding Early Childhood Teacher and Outstanding Leader at this year's NT Early Childhood and Care Awards.

FINANCE, FACILITIES AND RESOURCES

The school and new facilities continued to be maintained to a high standard throughout 2022. An external audit (available in May 2023) was conducted by KPMG in February this year on the school's financial activities.

CARING FOR OUR COMMUNITY

At Mother Teresa Catholic Primary, 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.

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. Bunnings has come on board and provided great community initiatives for our school. They have provided two new buddy benches and a frog hotel. They participated in our NAIDOC celebrations, donating their time and materials for students to construct an item.

Sports Day 2022 was the inaugural year of taking sports day off site and using a local community oval. This was a huge success and also saw many community groups engage in the day, through food vans and other activities that were provided on the day. Mission markets proved to be a wonderful event for parents and the community to engage with the school community.

Mother Teresa consulted with the wider parental community, staff, and students. 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.

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.
- Harmony Day events.
- Crazy Hair day.
- Camp Quality puppet show.
- Art Show.
- Talk like a Pirate Day.
- Mother's Day Liturgy and breakfast.
- Father's Day breakfast.
- Silly Scientist incursion.
- 5-6 School Camp.
- Andrew Chinn Concert.
- Christmas Appeal.
- End of year Graduation.
- End of year fun day.



DEFENCE SCHOOL MENTOR

In 2022 Clare Corvaia as the Defence School Mentor, has assisted and supported many of our defence families with a variety of support. She has supported many Australian Defence Force parents and their children in becoming familiar with the school and integrating 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, educational support and anxiety due to new postings.

Another initiative, Defence Force Club was run each Wednesday at lunchtime and proved a place for defence students to socialise and connect with each other. Our Defence force mentor was also involved in the planning and presentation of significant Defence force events such as ANZAC Day Awards (1st Place for the Northern Territory,) ANZAC Day, Remembrance Day, visits from ADF Members and US Marines (Operation Pitch Black), and the US Marines to support the school in Sports Day and Colour Fun Run.

ABORIGINAL AND ISLANDER EDUCATION WORKER



We have had an amazing 2022 with all our students, we started our year with a contribution of the Indigenous wreath to represent our past history and ongoing connection with ANZAC Day. On Sorry Day we held a ceremony and liturgy with a performance from Mandy Garling for our community. We invited Eileen Cummings from the stolen Generation to talk to the three and four students about the past and some of the injustices but also about the progress that has been made over a number of years for the stolen generation.

NAIDOC week was packed full of learning with the Year One and Two students having fun with Trish and Dylan from Bunnings Palmerston with art and craft, dot painting and sand art. Transitions had a wild animal encounter with a range of different reptiles that we share our country with from blue lounges to large snakes to a sneaky crocodile named Snappy. Year Five and Six students learnt the traditional way to use bamboo spears with Larrakia man Trent Lee who also did an after-school workshop with all staff at Mother Teresa Catholic Primary talking about country, where to resource material to make spears and what the spears are mainly used for hunting.

ELC enjoyed play base learning and doing Aboriginal activities along with learning new songs in language. A cultural feast was the way MTCPS ended NAIDOC week sharing a meal and trying traditional food from kangaroo to mud crabs. The staff thought this was amazing and wanted to make it a yearly tradition.

During National Reconciliation week we displayed all the art pieces around the school and had guest speaker Lynette Fejo in to talk to all Year Three and Four students about Larrakia country and how different it has been since cyclone Tracy and the effects of white settlement in Darwin. We have attended school excursions to Howard Springs Nature Park and Parliament house to explore and learn.



Term Four we have had a weaving program for Year Five and Six students exploring the different ways weaving has been utilized in the Northern Territory from Kakadu to Central Australia. The children had expressed interest in have a bush garden with native aboriginal bush tuckers and edible vegetables and fruits so we have been working hard planting and weeding, we have had support from Bunnings and the CDU Horticultural team with donations and suggestions to help us have a successful Garden program this has been a highlight for Term 4 because all the children have had input and love going out there to watch the progress of all our hard work. Moving forward we aim to use all the produce for cooking and sharing together as a community.



FUTURE PRIORITIES

In line with our Strategic plan and our annual school improvement goals, the following areas have been identified as priority areas for 2023:

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 and Version 9 of the Australian Curriculum
- Literacy practice in line with Science of Reading pedagogy, consolidation 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 (Team Leaders and Junior School Coordinator)
- Building Capacity of the executive leadership team and providing regular professional development to all staff, which targets learning priorities in line with our literacy goals.

4. PASTORAL CARE AND WELL-BEING

- Increased completion of the parent survey to inform successes and areas of growth. Provide incentive for families completing survey and provide access to technology to complete survey during Parent Teacher Interview wait times
- Using Mind-Up and Zones of Regulation as SEL learning tools for 2023
- Review pastoral-care and wellbeing policy and program with staff
- Continue 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 a range of strategies for collaborating with staff, students, and parents to engage all in the “community and culture” of the school.
- Review and recommit to 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 termly
- Continue to implement school Master Plan with a focus on external shade facilities that are comprehensive and reviewed annually to ensure projects are planned, funded and implemented
- Implement an MOU around shared facilities
- Implement our cyclic maintenance schedule around maintaining the painted surfaces at Mother Teresa
- Review all delegation and procurement procedures and policies in line with CENT documentation



A handwritten signature in blue ink, appearing to read "R. Johnson".

Reuben Johnson
Principal

A handwritten signature in blue ink, appearing to read "S. Burke".

Sam Burke
School Advisory Board Chair

A handwritten signature in black ink, appearing to read "P. Greaves".

Mr. Paul Greaves
Director Catholic Education Office