



St Therese's School, Bentley Park

Motto	Multis Coniunctis Magna Perfecta 'Through the work of many, united as one, great things are done'
Address	135 Robert Road, BENTLEY PARK QLD 4869
Postal Address	P O Box 529 Edmonton QLD 4869
Phone Number	(07) 4055 4514
Fax Number	(07) 4055 5864
Email Address	secretary.bentleypk@cns.catholic.edu.au
Web Site	http://www.stthereses.qld.edu.au
Total Enrolments	617
Year Levels Offered	P-6
Student Population	Co-Educational
Principal	David Adams-Jones
Parish Priest	Fr Karel Duivenvoorden ADM
Parish Number	(07) 4055 4315





Catholic Education Diocese of Cairns

Learning with Faith and Vision

About our School

St Therese's Parish School is an integral part of the Cairns Diocese and the Edmonton Parish. Located just 20 minutes south of Cairns City, St Therese's provides Catholic Education to an area that is currently referred to as the 'growth corridor' of Cairns.

The first Catholic school in Edmonton, Edmonton Convent School, was established by the Sisters of Mercy on the 29th April, 1929, with an enrolment of just 30 students. Its original location was on the Bruce Highway in the small township of Edmonton - an area that had been originally established as a sugar-milling town to serve the many surrounding sugarcane farms. Since those early days, the school has undergone many changes in its history and was renamed in 1965 to that of St Therese's School.

In 1995, the school was relocated to its current position where it has continued to grow in order to meet the growing enrolment numbers that have resulted from the development of residential areas south of the city. In 2020, it had an enrolment of approximately 617 students, Prep to Year 6. The school is proud of its rich historical story as well as the modern facilities that are now available to students, enabling a holistic and quality educational learning environment. The school has completed a master plan following \$5.5 million in combined capital projects undertaken as part of the Building the Education Revolution and planned facilities expansion.

Today, St Therese's School continues to have a very welcoming feel. It has a group of highly dedicated and motivated parents and carers who genuinely assist with the provision of the best educational environment possible for their children, through their hard work and commitment. St Therese's is also fortunate to be staffed by a strong group of dedicated teachers and school officers who continue the mission of Catholic Education begun so many years ago. It is a school which openly reflects through its practices, the philosophy and principles of Reggio Emilia and values of its foundational partners - the Sisters of Mercy and the priests of the Cairns Diocese - who have over the years helped shape our school community to be what it is today.

St Therese's School strives to be a faith and learning community which celebrates God's presence through our Mercy tradition, excellence in teaching and learning, and a strong partnership between family, staff and parish.

Characteristics of Student Body

Over the last five years with the movement of Year 7 going into secondary schooling the enrolment trend has steadily grown from 602 students in 2017 to 617 students in 2020.

The breakdown of gender balance between boys and girls was currently sitting at 321 boys and 296 girls. Total of enrolments 617.

The parent body consists largely of parents whose work profiles are linked to tourism or associated industries. There are some forty-two nationalities comprising a diverse student population, most of them second or third generation Australians.

School Annual Improvement

Priority 1: Catholic Identity

Smart Goal: Through the lens of a Lived and Celebrated Catholic Identity, we are inspired to build inclusive and strong community (relationships) with a culture that is connected, respectful, caring and positive with staff, students and parents, that invigorates learning and nurtures the well being of all.

Priority 2: Reading

Smart Goal: By the end of 2020, teacher planning is to contain evidence of data informed practices and highly effective and appropriate pedagogies so that every student is engaged, challenged and learning successfully.



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Distinctive Curriculum Offerings

St Therese's School offers nine Learning Area (LA's)

- Religious Education
- Mathematics
- English
- Humanities and Social Sciences (HASS)
- Science
- Technology
- The Arts -All Year Two students participate in the Violin Program
- Specialist Visual Arts Teacher Employed
- Health & Physical Education (HPE)
- Languages Other Than English (Chinese) teacher employed 3 days a week
- Wellbeing Leader is employed five days a week

St Therese's is fully engaged in the Australian Curriculum.

Specialist Teachers are contracted to provide instruction in The Arts, LOTE and HPE.

The learning across all Learning Areas is enhanced and enriched through the integration of key events throughout the school year. This includes various visiting school performances, involvement in activities such as ANZAC Day March, Clean-Up Australia, Under 8s Day, National Walk to School Day Book Week, Catholic Education Week, NAIDOC Week and various feast days in the church calendar.

Social Emotional Learning (SEL) is taught and integrated across all year levels and instrumental music is offered as an extra-curricular activity. As part of the Arts curriculum, the school participates in a dance program in which the students receive dance lessons for one term per year. Excursions and camps are also a part of the school curriculum. Students participate in Gymnastics and a Swimming program. All students are expected to participate in any class excursions / camps.

Extra Curricular Activities

- Excursions and Camps
- Readers Cup Challenge
- Dance Program - External provider Years Prep to Year 6
- Mary Mills Cup (Netball)
- Jim Graham Cup (Rugby League)
- Futsal
- Tennis, Soccer and AFL Coaching
- Calanna Speaking Competition
- School Sports - Our school sports program comprises of a number of school-based sporting opportunities including:
 - School Cross Country for those students 10-12 years of age
 - District Cross Country
 - Years 3-6 Interhouse Athletics Carnival
 - Prep-2 Sports Day
 - District Interschool Athletics Carnival
- Swimming Program
- Gymnastics Program
- ICAS Competitions (English, Maths and Science)

Teachers at St Therese's may offer students the opportunity to participate in out of school events such as the Cairns and District Eisteddfod (e.g., Choric Speaking), Opti-MINDS Challenge, Battle of the Bands, Science Fair, Student Leadership Program.



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Social Climate

St Therese's School is a learning community which places emphasis on enabling its students to seek spiritual, academic, creative, and physical excellence in order to achieve their potential with dignity, respect and responsibility towards themselves, others and the environment.

Through its Student Welfare Policy, the school endeavors to promote:

- an environment in which teachers can exercise their rights to teach and children can exercise their rights to learn without interruption and where parents' rights to expect a quality education for their children may be fulfilled
- a positive, respectful climate where children, teachers and parents can work together to help children solve their problems in a manner which will enhance self-esteem and foster responsible behaviour choices
- a culture of acknowledging and celebrating positive behaviours and achievements through various awards.

Through the Student Welfare Policy, education and support is provided to the students of St Therese's School in the following areas:

- Student Protection
- Bullying Prevention Plan
- Education concerning effective and appropriate use of technologies in the 21st Century
- PB4 Learning
- Social Emotional Learning

This plan has direct links to the Leadership Team supporting teachers within the school, in conjunction with our School Counsellor who provides support for 2-3 days each week.

Parent Engagement

STS Community formerly called Parents and Friends' Association - has been established to enrich the education and learning of students through active engagement of parents and staff as partners.

The objective of the school's STS Community is to provide a forum through which parents can be supported, informed and involved in their children's education and wider school community. St Therese's School Community is a dynamic and highly supportive group that works very closely with the school in identifying and supporting projects that lend themselves to betterment of facilities and provision of experiences for all students.

Some of the more specific initiatives undertaken by the school's P&F over the last two years have included:

- Grant applications
- Early Years Play Precinct stage 2 was completed in 2020
- ANZAC Day at Fuller Park
- Walk to School Day
- Special Events
 - Trivia Night
 - Mother's Day and Father's Day Stalls
 - School Disco
 - National Walk to School Day/Colour Run
 - Acknowledgement of World Teachers' Day



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Other areas of parent engagement include:

- School Community Hub
- Employment Panels
- Participation in school celebrations including liturgies and other school-based initiatives
- Sporting events and carnivals
- Parent engagement in student learning
- Support with excursions and camps
- School musical (every 3 years)
- Information evenings
- Parent/teacher interviews
- Feedback through surveys and forums

Parent Satisfaction

The Annual Survey for Parents was based on the school's response to remote learning during Term 2 due to the COVID-19 pandemic and its restrictions. Feedback was sought regarding:

- Engagement in remote learning
- The supporting role in their child's education
- Communication
- Wellbeing
- Timely and relevant information
- Skill development through remote learning

The school used this feedback to enhance student learning throughout Term 2.



Staff Reporting Data

Qualification Highest level of attainment	Doctoral / Post- doctoral	Masters	Bachelor degree	Diploma	Certificate
Number of staff with this qualification	0	6	44	8	5

Workforce composition	Headcount	FTE (Full-time equivalent)
Teaching Staff	43	38.70
Non-Teaching Staff	34	22.25
Indigenous	1	0.58

Professional development	
Funds expended	\$18,147.00
Staff Involved	100%

Major Professional Development Initiatives

Religious Education

- The RE Curriculum
- The Religious Life of the School
- Social Emotional Learning - Circle Solutions

ICT

- Integrating iPads into your Classroom
- Creating with ICT's on the iPad
- Disability Inclusion- Effective Classroom Teaching using iPads
- Use of Interactive Whiteboards in the classroom

Learning Support/Inclusion Support

- ASD: Positive and practical strategies to support behaviour, learning and social success
- Introduction into Managing Students with Vision Impairment in the Primary School
- Augmentative & Alternative Communication
- Disability Standards for Education
- Ongoing Improvement and Accountability
- Teaching and supporting students with special needs

Curriculum/ Enhancing Pedagogical Practices

- Professional Learning Communities - Professional Learning Teams
- New Teacher's Professional Learning days



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- Technologies Curriculum
- Mentor/Mentee Program for New Teachers
- Literacy Coaching for school-based Coaches
- Growth Coaching - Teachers setting goals around their learning and the SAIP
- Differentiating the Curriculum
- Running Records
- Prep Reading and Writing
- Reading Data
- Positive Behaviour 4 Learning
- CTJ Day
- NAPLAN Analysis
- Curriculum Cluster Days
- Library Assistants Networking Days
- Social and Emotional Learning and Teaching
- Disability Standards for Education
- SEL Focus Days

Cultural Awareness and Curriculum Implementation

- Cultural Awareness Professional Learning

General

- Student Protection Matters - keeping staff up to date with legal and system obligations in terms of monitoring and reporting child protection matters
- Mandatory Training

Attendance & Retention

Average staff attendance rate for the school year, based on unplanned absences of sick and emergency leave for periods up to 5 days	95%
Percentage of teaching staff retained from the previous school year	72%

Staff Satisfaction

The Annual Satisfaction Survey for Staff did not occur in its usual format in 2020 due to the COVID-19 pandemic and its restrictions. Feedback was sought during Term 2 from Parents and used to enhance remote learning.



Student Reporting Data

Average student attendance rates:

Prep	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
90.97	92.62	92.31	92.19	92.67	93.24	92.16

How non-attendance is managed by the school

If a student is absent for whatever reason, parents are required to contact the school by 9am. Notification can be made via phone or email to the school administration officer, via the Parent Portal or a note to the class teacher. Parents may also leave a phone message by phoning the school before 8am or after 4pm.

Where there is an unexplained absence, this is followed up on the same day with an automated SMS to families. Details are then entered into the school database.

Ongoing absences either for extended periods and/or unexplained are followed up by the Teacher and Line Manager in the first instance and the Principal should further issues arise.

Student Satisfaction

The Annual Satisfaction Survey for Students did not occur in its usual format in 2020 due to the COVID-19 pandemic and its restrictions. Student input was sought through the remote learning feedback process.



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NAPLAN

Reading, Writing & Numeracy Results - Year 3, 2020

On 20 March 2020, Education Council agreed that NAPLAN would not proceed in 2020 due to the COVID-19 pandemic.

Reading, Writing & Numeracy Results - Year 5, 2020

On 20 March 2020, Education Council agreed that NAPLAN would not proceed in 2020 due to the COVID-19 pandemic.



Funding Reporting Data

Income 2020

Australian Government recurrent funding	\$6,595,894
State/Territory Government recurrent funding	\$1,433,048
Fees, charges and parent contributions	\$1,015,736
Other private sources	\$260,481
Total gross income (excluding income from government capital grants)	\$9,305,159

Deductions 2020

Income allocated to current capital projects	\$183,899
Income allocated to future capital projects and diocesan capital funds	\$37,388
Income allocated to debt servicing (including principal repayments and interest on loans)	\$265,829
Subtotal	\$487,116
Total net recurrent income	\$8,818,043