

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



St Therese's Primary School

Burke Street, NEW LAMBTON 2305

Principal: Sallyanne Stanbridge

Web: <http://www.newlambton.catholic.edu.au>

About this report

St Therese's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN) which forms part of the broader system of schools governed by Catholic Schools NSW. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

This has been my first year as Principal at St Therese's and it has truly been a wonderful year to return to the school I previously served as Assistant principal for 10 years.

At St Therese's, New Lambton we invite children, parents and staff to bring the message of Jesus Christ, in all its richness, into all areas of school life.

In 2025, we continued to provide academic excellence, within an authentic Catholic culture. St Therese's continued our focus on our Mercy values of respect, care & compassion, integrity and inclusivity, through the Positive Behaviour for Learning (PB4L) Framework. Following a review of the PB4L expectations matrix last year, we engaged with staff, students and parents around new initiatives for PB4L during 2025.

We continued our social justice initiatives, such as Children's Mission, St Vincent de Paul, Caritas and Mercy Works. In 2025, we continued The Resilience Program across the school. We received positive feedback from staff, students and parents, into the language of the program, and resources sent through our Newsletter and via Compass. Throughout 2025, St Therese's continued with the use of the Early Years Framework with Kindergarten immersed in "Successful Foundations" for the first five weeks of school and Play-Based Learning projects across the year. 2025 saw all students in Kindergarten, Year 1 and Year 2 continue with the InitialLit Phonics program, which continued to have success with the development of early reading ability.

In 2025, St Therese's continued to engage with the Diocesan implementation of Clarity by Lyn Sharratt, with a focus on setting agreed practices and individual goal setting for students. We are very proud of our school, and present to you this report for 2025, as a review of our year at St Therese's New Lambton.

Parent Body Message

In 2025 the St Therese's school community experienced a changing of the guard, Mr Rufo who had been the principal for 20 years permanently moved to a new role in the Catholic Schools Office and following this Ms Sallyanne Stanbridge was warmly welcomed back to the school as our new principal.

Over the course of the year Ms Stanbridge with support from staff and families, has championed parent engagement and commenced this with the smooth transition of new families to the school many of whom were in kindergarten.

Each term parents/carers have been encouraged to connect with school via several opportunities including:

Fortnightly school assemblies run by the Yr 6 student council who lead the school in prayer, the school band performs the school song which is proudly sung by those in attendance, awards are given out and school updates provided.

FACE meetings held each term; these have been led by the school providing parents/carers an opportunity to hear from the principal and executive staff and insights provided to parents across several areas in 2025 as follows: Student wellbeing, English and Maths syllabus.

Termly masses were celebrated by each stage at St Therese's Catholic Church and our Year 4 families celebrated their children making their First Holy Communion and Confirmation.

Termly open classrooms giving parent/carers the chance to see their child's classroom in action and informal access to the teachers.

Parents and Carers in Term 3 organised the school disco for students and raised funds for the completion of the sail shade

The 100-year celebration for the school, as current students heard stories from former students. Some wonderful stories and memories were shared.

The very successful St Therese's Trivia night organised by our Fundraising subcommittee made a comeback resulting in a generous amount of funds being raised for K-2 early learning equipment and a great night for our parents and carers to get to know each other outside of the school yard.

The school Christmas Concert that was well supported by the whole school community.

As the year closes it is timely to reflect on the many opportunities outlined above that parents/carers of students in the school are given to engage with their child.

Student Body Message

St Therese's is a special place to learn work and play. Throughout this year we have enjoyed many opportunities to lead our school such as team activities and initiatives each term. Our four leadership teams are always working to implement ideas to make our school better and one that is considerate of others – these include hot milo days and knitting scarves and beanies to raise funds for Catholic Mission as well as assisting our local St Vincent de Paul during Winter and Christmas time.

Our school has had many exciting additions such as our new sail shades; mud kitchens and our environmental team has worked hard to plant many new native plants throughout our courtyard and entrance gardens.

We acknowledge everyone's hard work in 2025 and know this will shape our school in the years ahead.

We are grateful for our wonderful years at St Therese's.

School Features

St Therese's is a Kindergarten to Year 6 co-educational Catholic school of 548 students, with twenty-one classes. The school is part of the Blackbutt North Catholic Parish, situated centrally in the suburb of New Lambton. The school feeds directly into Trinity College Adamstown which is a Year 7 to Year 12 co-educational Catholic High School. Over 75% of our students attend this high school. St Therese's, New Lambton was established by the Sisters of Mercy, with the first Sisters coming to New Lambton on horse and buggy from Lambton Parish, 5km away, in 1925. The Parish of New Lambton was proclaimed in the early 1950s, and St Therese's Church was built. In 1956, the first St Therese's classrooms were built, and a convent was also built across the road from the current school site, to house the sisters. The Mercy Charism of; welcoming and love & compassion of the stranger, has been a hallmark of the school, which is still alive today. Parents and Carers are very active in the school and play an important role in the direction of the school. Parents are always very welcome and play an integral role in supporting staff and children in a variety of areas including volunteering to assist in the classroom and in specific projects. St Therese's is held in high esteem within the local area for its academic excellence, community involvement and the co-curricular programs, such as environmental projects, outreach to the elderly and needy, camps, excursions and representative sports. We provide students with the opportunity to participate in academic competitions at Local, State and National level.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
251	292	82	543

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy.

Student Attendance Rates

The average student attendance rate for 2025 was 91.94%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92.74	93.71	92.78	92.48	92.20	90.79	88.91

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carers are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	65
Number of full time teaching staff	22
Number of part time teaching staff	23
Number of non-teaching staff	20

Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at St Therese's Primary School in 2025:

Conditional Teachers	1
Provisional Teachers	1
Proficient Teachers	42

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

At St Therese's, we support and recognise parents as the first educators in their child's faith life. 2025 saw us continuing to offer and guide our parent community through the Sacramental program for their children. We also continue to prioritise the faith life of our community through a wide range of liturgical celebrations including; opening and end-of-year Masses, Yr 6 Graduation Mass, Stage Masses, Ash Wednesday Mass, Holy Week Liturgies, Easter liturgy, Catholic Schools Week liturgy and Reconciliation Week and NAIDOC Week liturgies.

Staff participated in a faith formation day 'One Call, One Mission: Pilgrims of Hope'. It was a wonderful, unifying experience for staff. Additionally, teachers lead weekly staff prayer, centred on the Word of God, using a variety of forms in response such as – meditation, writing in journals, Lectio Divina and personal prayer. The resource, "Praying Together With Children" (Liturgy Brisbane - 2025 edition) was used in all classrooms to support teachers in leading daily prayer with their students.

Full implementation of the Religious Education Curriculum remained the focus for the teaching of Religious Education in classrooms. Teachers engaged in the new curriculum "Encountering the Mystery of God", utilising a 'pedagogy of encounter' and were upskilled in delivery of this new Religious Education focus. Our teachers and students from Kindergarten to Year 4 were engaged with this ongoing curriculum initiative. Teachers are aware of the required levels of Faith Accreditation to teach Religious Education within Catholic schools.

Our fundraising activities were organised and implemented by the Religious Education Coordinator and Social Justice Team. These included Caritas and Children's Catholic Mission. In addition, our school community provided Easter hampers for Ronald McDonald House and the residents of St John's Villa aged-care facility. Food packages for St Vincent de Paul Society and their Winter and Christmas Appeals were led by our Year 5 students in Mini Vinnies. Additional funds were also raised for St Vincent de Paul Society and the Bishop's Manning Flood Appeal through an initiative led by the students of the Year 6 Social Justice Team, with three 'Hot Milo' days being held in the final weeks of Term Two.

We continued our community partnership with St John's Villa, with some of the residents from the Catholic aged-care facility being bused here several times each term, and small groups of Year 5 students engaging with the residents in a range of games and craft activities. We celebrated this partnership with a Christmas gathering and morning tea with all Year 5 students and teachers visiting St John's Villa near the end of the school year.

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

In 2025, St Therese's continued to work in flexible groups for Mathematics to target the needs of the children. Flexible groups were also used in areas of English across the school, according to student needs. Teachers analysed data from PAT-Maths, PAT-Reading, InitialLit and NAPLAN, with the Principal, Assistant Principal, Learning Support Teachers and Pedagogical Mentors, to identify targeted areas of need. Students move fluidly through flexible groups, depending on assessment data, depth of skills and content acquisition and student application of skills into problem-solving and real world contexts. Professional Learning Teams (PLTs) continued, with the focus being on writing. Teachers worked with the Assistant Principal and Pedagogical Mentors to discuss student data and strategies to promote the growth and achievement of all students. Learning Intentions, Success Criteria and Goal Setting was formulated to target teaching and learning.

Throughout 2025 we continued to focus on extending our Gifted Learners K-6. Seven students are involved in the Virtual Academy, the largest cohort we have had in this project. Across the school, we continued to offer students opportunities for enrichment, including STEM, Maths Extension in Stages 2 and 3 and gifted writing programs.

We continued our focus on oral language development and phonics in the early years, with Kindergarten students being supported by adult density groupings to target reading, building sound and letter knowledge and sentence writing. Heggerty was implemented in Term 1 to support the teaching of phonics.

Students requiring support in their learning, were engaged in intervention programs such as MiniLit, MacqLit and UFLI. Additionally, Learning Support Teachers and Assistants provided extra support in small groups for Mathematics, Writing, Comprehension, Spelling and Social Skills. An English as an Additional Language or Dialect (EAL/D) teacher provided language and comprehension support for children from non-English speaking backgrounds and mentored and supported staff in the oral language development of children. St Therese's,

continued to employ specialist teachers for Music/Drama/Dance, Physical Education and Library. Library lessons are linked to the grade's English, HSIE and/or Science units and incorporate the use of ICT and Inquiry units. Students in Years 4 - 6 continued to be a part of the BYOD program and work online using OneNote and Teams.

Students at St Therese's are engaged, challenged and motivated to learn. They engage in individual goal setting and peer and self-assessment to continue to grow across all curriculum areas.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Therese's Primary School for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	53%	54%
	Reading	74%	66%
	Writing	79%	76%
	Spelling	61%	62%
	Numeracy	72%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	74%	63%
	Reading	88%	73%
	Writing	79%	65%
	Spelling	76%	69%
	Numeracy	75%	69%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The School is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The School's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the School. The School does not permit or condone the use of corporal punishment by any School personnel or non-School individuals, including parents, as a means of discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The School implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the School and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

We are blessed to have a supportive parent body who value community and work hard for initiatives for our school.

They readily assist with fundraising as evidenced this year and have assisted in gardening projects and other areas to make our school even better.

Parents comment often on the positive sense of community that our school promotes and demonstrates in all facets of our school life.

In previous surveys (TTFM 2024), families commented on the strong school leadership and positive school culture. Parents commented positively on the school's focus on student well-being and academic rigor. Parents also commented on new initiatives to engage families, such as the FACE, termly Open Days and Cyber Safety Information evening. Overall parents believe they are well informed of school activities and their children's progress through formal Parent/Teacher Meetings and regular communication with teachers. and have regular conversations with teachers.

Student satisfaction

Students at St Therese's New Lambton, report a very high satisfaction rating of the school in all areas. Students reported feeling safe at St Therese's and felt the school proactively addresses anti-bullying, through classroom lessons, lunch clubs and the use of "quiet" areas available at lunch and recess.

Students were positive about the school's beautification projects, such as the gardens and mud kitchens. Students continued to enjoy flexible Maths groups, and rotational groups in English. The students also were very positive of the specialist teachers in PE, Music/ Drama/ Dance and Library. Students felt that their teachers care for them, assist and support them when needed.

Teacher satisfaction

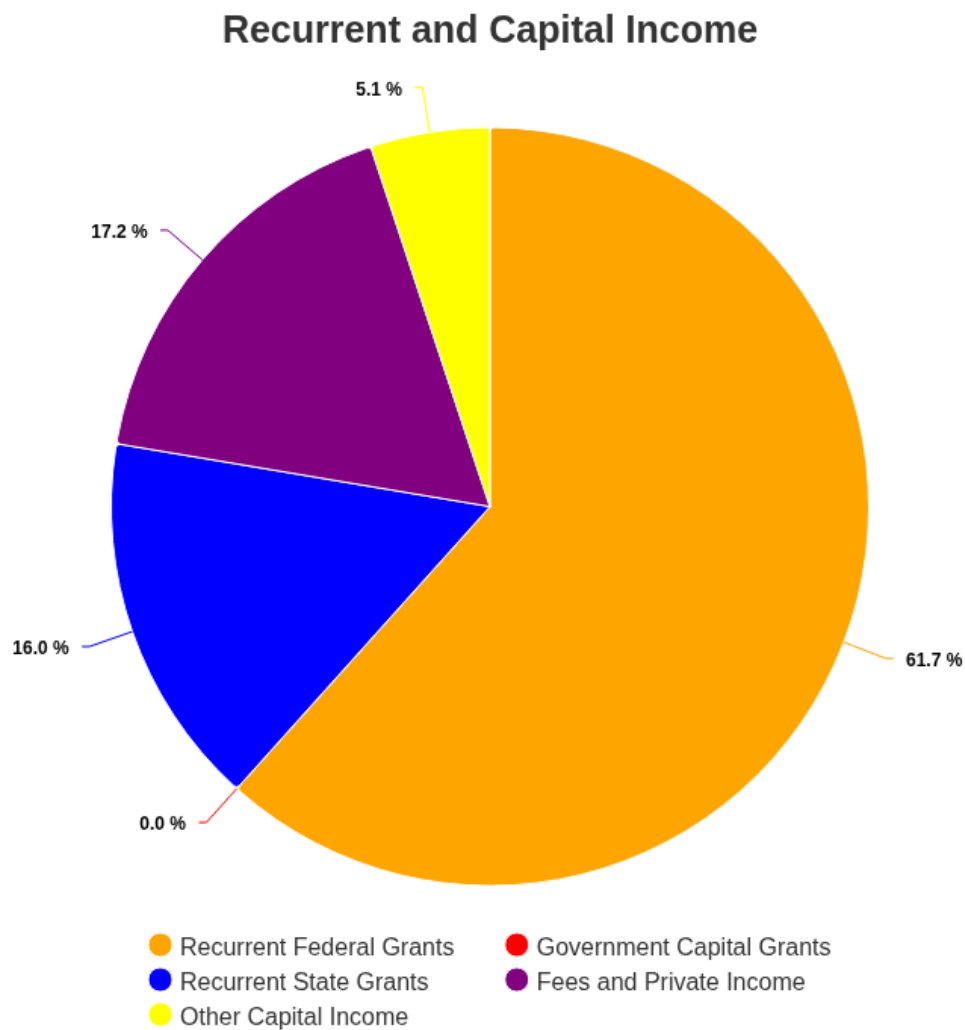
Consultation is important at St Therese's, New Lambton, to ensure all staff have a voice in the direction of the school. Teachers reported they are supported at school and took part in the formulation of a staff wellbeing plan throughout the year.

Teachers were positive about the focus of the Leadership Team on Faith Formation and time to review student data and strategies, in PLT Meetings. The school's focus on Professional Learning throughout 2025, was also seen positively by staff where agreed practices were set in our main Key Learning Areas. Staff noted that time pressures can, at times, increase, but feel supported to undertake their roles.

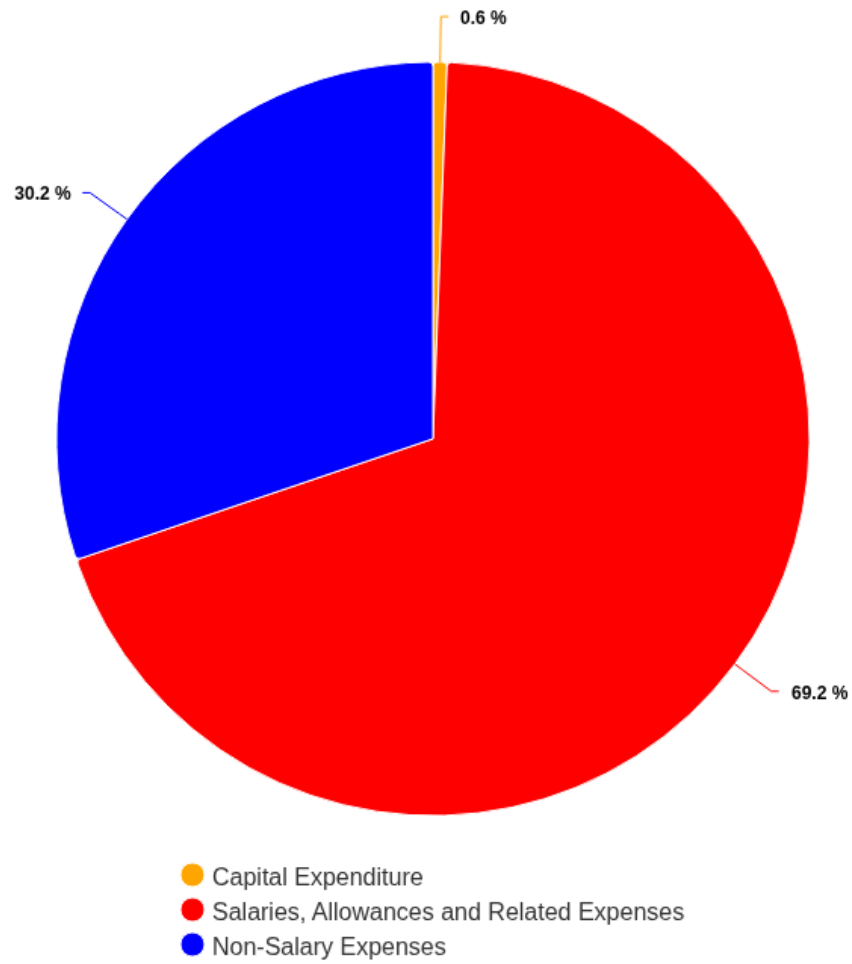
Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT