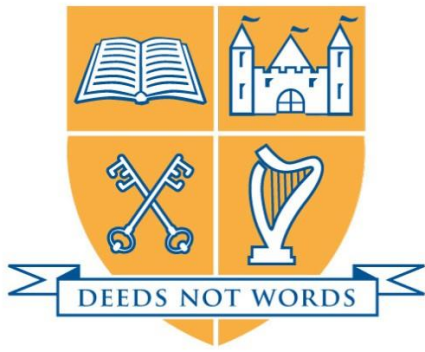




ST. TERESA'S

PRIMARY SCHOOL



Board of Governors

Annual Report 2024-25

Contents

Introduction to the Annual Report	3
School Profile	4
Board of Governors - Membership	8
Responsibilities	9
Staffing Complement 2024/25	11
PRSD, Beginning Teachers and Early Professional Development.....	13
Special Educational Needs	18
Annual Attendance	19
Assessment	20
Education for Mutual Understanding.....	22
Child Protection and Pastoral Care	24
Positive Behaviour and Discipline	26
Religious Matters	26
Finance	28
The Friends of St Teresa's	29

INTRODUCTION TO THE ANNUAL REPORT

On behalf of the Board of Governors, it is my pleasure to present the annual report for St Teresa's Primary School. This report provides an overview of the school year, highlighting the school's achievements, progress, and the efforts of the dedicated teaching staff, classroom assistants, office and ancillary staff, cleaners, pupils, and the local community.

Throughout the year, the school has supported a nurturing and rights-based environment, where every child is encouraged to reach their own potential. This focus on high standards of teaching and learning is reflected in the school vision – Deeds Not Words: Empowering Young People to be the best they can be. This is demonstrated by the partnership between the school, home and the local community. As a result, there is constant striving for continuous improvement in all aspects of school life,

As you read through this report, you will find detailed accounts of our school's accomplishments, initiatives, development and ongoing activities. The Board of Governors are grateful for the continued support of the school staff, parents, carers, and all those who contribute to the vibrant school community.

God Bless to you all

A handwritten signature in black ink, reading "D. J. Hanna", is positioned above a horizontal line.

Dermot Hanna

Chair of Board of Governors

November 2025

SCHOOL PROFILE

St. Teresa's Primary School is a co-educational maintained primary school situated on the Glen Road in West Belfast. We seek to educate within a caring, Catholic ethos; however, we welcome children of all faiths and none, whose beliefs are respected.

Our school caters largely for the children of St. Teresa's Parish, and we work closely with St. Teresa's Nursery School, other feeder nursery schools, St Teresa's Youth Club and with the many local grammar and secondary schools to which the Year Seven children transfer.

The school's greatest resource is our whole school team. Every member of our school team is dedicated to the achievement of high standards and the nurture, care and welfare of our children. There are currently 30 teachers which includes the principal (Non-Teaching) and Vice Principal (Non-Teaching) as well as 2 learning support teachers (one supporting literacy and the other numeracy) and an additional ICT specialist teacher who leads the development of digital skills across the school. Alongside our teaching team is a large team of over 40 classroom assistants, whose duties are wide and varied well as 2 secretarial staff and a team of 7 cleaners led by the building supervisor. Our school has a long tradition of academic achievement, and children are encouraged to achieve their best through a broad and challenging curriculum.

St Teresa's National school was opened in 1911. St Teresa's church and school at that time belonged to the parish of Derriaghy and it remained a small country school until the first housing estate-Andersonstown Park was built in 1935.

In 1939 St Teresa's Public Elementary school was opened and during the war years as people moved to avoid the Blitz, west Belfast gradually expanded and the number of children attending St Teresa's school increased also. In 1943 more houses were built in Bernagh Drive.

In 1955 a second temporary school was opened at Casement Park to facilitate the growing number of families that were moving to the Andersontown area and to support the new Church of St Agnes.

In 1959 the Parish of Derriaghy was subdivided and the new parish of St Teresa was created. By the early 1960s, St Teresa's boy and girls school provided education for over one thousand children due to the rapid housing development in the area.

As our city has grown and people have moved on or become settled this number has decreased gradually. By 1995 there was an insufficient number to sustain separate Boys and Girls schools, and both amalgamated to become a co-educational maintained school.

In September 2009 a Speech, Language and Communication Centre opened as part of St Teresa's school.

St Teresa's Primary school has been successfully serving the community for one hundred years and our Centenary celebrations took place in the school in 2011.

St Teresa's has a current enrolment of 635 pupils (max enrolment is 633) and an admission's number of 90. We currently have 23 classes in the mainstream school and a further 5 classes in our Specialist Centre that supports children with speech and language difficulties as well as a further 2 Autism Specific classes to support children with Autistic Spectrum Difference. Next year there are plans to enhance this provision with a further 2 Social Communication Classes and an Early Years Foundation Stage class catering for children with Severe Learning Difficulties.

Despite the age of the school building several refurbishments have been completed over recent years, including the installation of three extensive playground areas including a large play park, trim trail and bespoke Primary 1 Play area. The school also has access to the 3G pitch developed by St Teresa's Youth Club. The school has also recently developed a garden area and fairy garden in the school to further enhance the school's outdoor learning and Forest School's Programme.

The children also benefit from access to a state-of-the-art sensory room, 2 multipurpose assembly halls, recently renovated school library and music room and recently refurbished school canteen. Throughout the school with the support of Middletown Centre for Autism, we have also established Calm Areas as well as Zones of Regulation to support children with their emotional and social needs. Children also have access to the latest technology in our ICT Suite which includes a range of PC's, laptops, chrome books and I-Pads. The children have access to a range of devices including VR Headsets, Spheros, and Beebots and Green Screen. Each class is equipped with a Promethean Interactive White Board.

The school also has a fully inclusive registered childcare wrap around service, called Whizz Kidz, which operates all year including school holidays. Parents who avail of this service can access childcare from 8.00am for breakfast club until 6.00pm daily.

St. Teresa's has an inclusive and supportive ethos which promotes the children's cognitive, spiritual and social development. The strength of the ethos is characterised by the school community living out its values and the pride it takes in celebrating the success of all the pupils.

St. Teresa's is a caring school where the whole school community shares a common goal – to do the best for all the pupils in its care. As evidenced from the Parent Consultation in June 2024, 98.2% of parents feel that St Teresa's has the highest standards of pastoral care and child protection.

We are very proud of the developing Right's Respecting Ethos within our school; it is something that permeates everything that we do, and something often highlighted by visiting members of the school community. The children in our school are provided with a range of curricular and extracurricular experiences (UNCRC Article 12). We ensure that all pupils are given a wide range of experiences and are encouraged to achieve their full potential and to live out the vision 'Deeds Not Words'.

Pupils are provided with every opportunity and encouraged to achieve success, which takes place in a welcoming, stimulating and safe environment which supports pupils' learning and achievements in all areas. The ETI Report, Dec 2014, states one of the many strengths of St. Teresa's including 'the very good pastoral arrangements in the school'.

As a Catholic school our overriding aim is to establish and foster Christian values for life. To do this it is essential that we work in partnership with our parents and the parish community. Indeed, the success of our school depends on the co-operation between staff, pupils, parents and Governors. We support parents in the faith development of their children and help prepare children for the Sacraments. This is evident in the school through daily prayer, daily Mass, assemblies, participation in liturgy, sacramental preparation, and the delivery of the Grow in Love RE and Flourish RSE programmes. The school's outstanding work on the faith development of children was recognised by the Catholic School's Support Service who awarded St Teresa's with the prestigious Spirit of Catholic Education Award.

We have children 29 children from various cultural backgrounds who enrich the school and provide opportunities for integration and learning. This is supported by our work in Shared Education and Global Education partnerships which include partnering schools from Nepal, China and Uganda. The children also enjoy weekly Chinese Language lessons delivered by our own Chinese Language Teacher in partnership with the Confucius Institute. Many of the children in KS2 will undergo the Youth Chinese Test each year in Term 3. This year we were awarded the coveted UK Chinese Bridge Competition winners and children have had the opportunity to represent the school in competitions in London.

Decisions on planning, resources, curriculum and pastoral care reflect the needs and aspirations of the pupils within the school. The work of the Student Council, Eco Council, Playground Buddies, Digital Leaders and Rights Respecting Schools Committee and the opportunity for pupil, parent, staff and governor questionnaires demonstrate the school's commitment to involve all stakeholders in discussions and decisions on school life.

The school's policies including Learning and Teaching, Pastoral Care, Positive Behaviour and Special Educational Needs and Inclusion show St. Teresa's has a clear commitment to promoting equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity.

St Teresa's has created a culture of achievement, improvement, and ambition with clear expectations that all pupils can and will achieve to the very best of their ability. The establishment of appropriate effective use of data procedures including target setting at whole school, key stage, class, and individual pupil level has resulted in the school being clearly focused on school improvement.

The staff, both teaching and learning support staff, are committed and enthusiastic, enjoy positive relationships with their pupils and colleagues, and are dedicated to improving learning and teaching. In June 2024, 100% of the teaching staff agreed that they felt valued and respected in school 98% of all other staff felt that they worked well as team.

Our highly skilled and committed Board of Governors work closely with the school to ensure the highest standards of educational provision can be delivered within St Teresa's. They govern the

school with care compassion, commitment, and professionalism. The governors are regularly consulted and publish an Annual Report. Their input to the SDP, including their monitoring and evaluating processes, demonstrate they understand their responsibilities and provide clear strategic direction as well as support and challenge to the principal in carrying forward the process of improvement.

The children of St Teresa's currently participate in several educational initiatives to ensure the highest quality of teaching and learning to support the best educational outcomes for all children in our care. Some of these initiatives include:

- Promoting Positive Thinking Skills (PATHS)
- Maths Mastery
- SUSTRANS
- Rights Respecting Schools Award
- Eco Schools
- Forest Schools
- The Uganda Northern Ireland Schools Project
- The China Bridge Programme
- The Nepalese Connecting Classrooms Project
- Shared Education/Peace Player Initiative
- Chemists in Schools
- Medics in schools
- Primary Science Teacher Trust College Fellow
- Media Initiative for Schools
- Time to Read and Time to Code
- SOLAS – Back on Track
- Music Therapy

St. Teresa's has a strong sporting tradition, encouraging participation of all pupils and achieving much success in various tournaments and matches across a wide range of sports. The children have opportunity to enhance their skill in a variety of afterschool sports clubs and school team participation. After school provision is enriched by our teachers and external coaches delivering programmes such as soccer, Gaelic, Hurling, Camogie, STEM, ICT, Traditional Group, Orchestra, Choir, Art and Craft classes, Tag Rugby, Judo and Basketball to name but a few.

Music has always been an integral and important part of life at St. Teresa's. We have an award-winning school chamber choir, and children participate in music festivals and various performances in a range of venues. A wide variety of instrumental tuition open to the children, has led to the development of a school orchestra. The Primary 7 school Show is performed on an annual basis for parents and the wider community and parents are invited into the school to see their children perform in assemblies, prayer services and other liturgical events.

There are currently 164 children on the special needs register in school equating to approximately 26% of the school. Of that group 89 children have a statement of Special Educational Need equating to approximately 14% of the school population. There are currently 42% of the children entitled to Free School Meals and St Teresa's Primary resides in an area of social deprivation. Despite these barriers to learning, the children demonstrate success at all levels.

Children with Additional Learning Needs are supported by a dedicated team of teachers and external agencies who work closely with St Teresa's. The Vice Principal/SENCo provides an enthusiastic, caring, and professional link between the outside agencies, service providers and staff teams and school - delivering a wide range of programmes and services to support those children and their families. Below are just some of the ways in which our children with additional needs are supported and cared for.

ADDITIONAL LEARNING NEEDS SUPPORT IN ST TERESA'S-
EACH CHILD IS AT THE CENTRE OF EVERYTHING WE DO!



Our school councils and teams work hard to promote excellence in everything we do. This is borne out firstly in our most recent ETI inspection (report can be found on our school website.) Our latest achievement is a direct link to the high standards we have for our children. Our school was recognised by Renaissance Learning for being one of the highest achieving schools in the UK in respect of mastering maths's objectives.

The staff of the school have also been recognised for their outstanding contribution of education including:

- Teacher of the Year- Pearson Teaching Awards
- Classroom Assistant of the year- Pearson Teaching Awards
- Principal of the Year- Inspirational Youth of the West Awards
- Teacher of the Year- Best of the West Awards
- Science Teacher of the Year Awards- PSTT
- PTA Awards- Best of the West Awards

Our parent body works hard alongside our amazing Friends of St Teresa's (PTA) to raise money for resources for our children. In the last 9 years, the fundraising team has co-ordinated fundraising events to raise more than £90,000 – for the benefit of the school. In addition to this, we take great pride in developing social responsibility with a range of charity fundraising activities throughout the school year.

BOARD OF GOVERNORS - MEMBERSHIP

<u>CATEGORY</u>	<u>POSITION</u>	<u>TERM OF OFFICE ENDS</u>
<u>TRUSTEE REPRESENTATIVES</u>		
The Very Rev. G Lyons		2024
Dr D Hanna	Chairperson	2024
Mrs R Deane		2024
Dr D Hanna		2024
<u>DENI REPRESENTATIVE</u>		
Mrs R Murphy	Vice-Chairperson	2024
<u>EA REPRESENTATIVES</u>		
Mr R McLaughlin		2024
Mr C Bradley		2024
<u>PARENTS' REPRESENTATIVE</u>		
Mr M Bassett	Secretary	2024
<u>TEACHER REPRESENTATIVE</u>		
Mr N Kelly		2024
<u>PRINCIPAL</u>		
Mr T Rodgers		non-voting member

RESPONSIBILITIES

The Board of Governors has overall responsibility for the effective management of the school. They are required to meet for a minimum of three times each year but in practice may meet more often than this. Their range of duties and responsibilities are diverse and would include such things as:

- Oversight of the Curriculum
 - Control of the School Budget
 - Provision of information to parents
 - Selection of staff
 - Maintenance of premises - a responsibility shared with Education Authority (BR)
 - Admissions Policy
 - Fostering links with the local community and pursuing the objectives of mutual understanding
- in addition to other duties not specifically listed above



St Teresa's Primary School

Visionary Framework

A Statement and Evaluation of the Ethos of the School

Our school is a UNICEF Rights Respecting School and Article 29 of the United Nations Convention on the Rights of the Child (UNCRC) underpins our school's visionary framework.

'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment'

Vision

'Deeds Not Words: Empowering young people to be the best they can be.'

Values

All members of our school community foster the values of:

Faith

Experience quality education in a prayerful and Sacramental living out of Catholic Faith.

Respect

Be tolerant and respectful of themselves, others and the environment and work independently and collaboratively.

Inclusivity

Be familiar with the UNCRC and show respect for these rights through their actions and beliefs.

Resilience

Be highly motivated life-long learners, developing self-confidence and self-esteem.

Kindness

To create a school environment where kindness is central to fostering a supportive community.

Honesty

Cultivate a school environment where honesty is valued, encouraging everyone to act with integrity and truthfulness in all their endeavors.

Mission

We believe that each child will succeed through experiencing quality in:

- A caring, nurturing and supportive environment with stimulating surroundings.
- A broad and challenging curriculum to acquire the skills to be their individual best.
- Innovative teaching and an investigative approach to learning equipping them for the 21st Century.
- A learning and pastoral partnership between school, home and the wider community.

We demonstrate our commitment to working as a learning school by:

- striving for continuous improvement in all that we do;
- working collaboratively towards common goals;
- investing in people.

STAFFING COMPLEMENT

2024/25

Teaching Complement

Mr T Rodgers	Principal	Mr White	Y4
Mr M McSwiggan	Vice-Principal	Mrs Sweeney	Y4
Miss Beatty	Y1	Mrs Hughes	Y4
Mrs Braniff	Y1	Mr King	Y5
Mrs McSwiggan	Y1	Miss Keenan	Y5
Miss Lyttle	Y1	Mr Kennedy	Y5
Miss Russell	Y1	Mr Irving	Y6
Mrs Letson/Miss Alford	Y2	Mrs Walsh	Y6
Miss Graham	Y2	Mrs Anderson	Y6
Miss Calpin	Y2	Miss Smyth	Y6
Mrs Rennie	Y3	Mr Kelly	Y7
Mrs Ellis	Y3	Mr Cullen	Y7
Mrs Knocker	Y3	Mrs Walsh	Y7
Miss Carey	Y3		
Mrs McLean	Y3	Mrs Kelly-Bogue	Y1/2 SLC
		Miss Beatty	Y1/2 SLC
Mr Haughey SEN(Numeracy)		Miss Friel	Y3/4 SLC
Miss Campbell SEN (Literacy)		Mrs Marshall	Y2 SLC
Mrs O'Rourke (ICT Teacher)		Mrs Sweeney	Y2/3 SCC
		Mrs Conlon	Y4 SCC

Ancillary Staff

Clerical Officer	Mrs G Bennett	Mrs L Kennedy	
Building Supervisor	Mr G Austin		
Cleaners	Mrs K Gillespie, Mrs D McIlhatton, Mrs A McLaughlin, Ms D Jordan, Mr D Kavanagh, Mrs A Doherty, Mrs J Lewis		
Learning Support (SEN)	Miss TL McCann	Miss L Dougan	Miss L O'Neill
	Miss J Lewis	Miss E Doherty	Mrs R Connolly
	Mrs M Smyth	Mrs G Kearney	Mrs C Ferran
	Mrs J McMahon	Mrs G O'Neill	Mrs B Ferran
	Miss H Finnegan	Miss C Winchester	Miss C Magee
	Miss M Kelly	Miss L Savage	Miss N Kennedy
	Mrs A Scott	Mrs M Chapman	Mrs S Teer

Mrs E Nugent
Mrs C Lawlor

Mrs N Gibson
Miss H Finnegan

Mrs R McCormick
Mr N Beagley

Mrs F Connolly
Miss L Thompson
Ms C Collins
Mrs Driscoll
Miss Walsh
Miss O'Reiley
Miss Rice

Miss C Thompson
Mrs M Quinn
Mrs S McLaughlin
Mrs Plummer
Mrs Reid
Mrs Kennedy
Mrs F Murphy

Mrs C McCullough
Mrs J Moore
Mrs Rooney
Miss Devlin
Mrs Murray
Mrs Magee
Miss E Jagiello

Foundation Stage General Assistant: Mrs T Kennedy
Miss L Dougan
Mrs Magee

Mrs M Delaney
Mrs R Burke

Miss A Austin
Mrs P Barnes

Appointments, Promotions and Resignations

Teaching Appointments

- Miss Lyttle, Miss Rodgers, Miss Magee, Miss Johnston, Miss Maginn, Mrs Murphy were all appointed as temporary teachers in FS/KS1
- Miss Smyth and Mr Irvine were appointed as temporary teachers of Key Stage 2

Teaching Resignations/Retirement/Secondment

- Miss Graham is on Career Break for the next academic year
- Mrs Rennie resigned her post and took up a position in another school closer to home
- Miss Carey has extended her secondment for another year

We wish all team members every blessing in the next chapter of their lives and thank them sincerely for their outstanding service in St Teresa's PS.

Other Staff Appointments

- Mrs Rooney- Classroom Assistant
- Mrs J Driscoll- Classroom Assistant
- Mrs Plummer- Classroom Assistant
- Miss Devlin- Classroom Assistant
- Miss Walsh- Classroom Assistant
- Mrs Reid- Classroom Assistant
- Mrs Murray- Classroom Assistant
- Mrs O'Riley - Classroom Assistant
- Mrs Rice- Classroom Assistant
- Mrs Magee - Classroom Assistant
- Mrs Kennedy - Classroom Assistant

Other Staff Resignations/Retirement

Mrs D McIlhatton, a long-standing classroom assistant in St Teresa's medically retired after many years' service. A huge thanks to Mrs McIlhatton for her outstanding contribution to school life.

PRSD, BEGINNING TEACHERS AND EARLY PROFESSIONAL DEVELOPMENT

Performance Review Staff Development (PRSD)

Due to Industrial action PRSD was paused for those teachers at the top of their pay scale. All other members of the teaching staff not at the top of their pay scale successfully completed their PRSD objectives.

Induction & EPD

7 teachers successfully completed Early Professional Development Training

Student Placements

There were several student placements from post primary school work placements. In addition, we supported students for school experience as part of their Bachelor of Education Degree or PGCE.

Staff Development

Despite ongoing industrial action for most of the academic year, all staff availed of a rich and varied range of training throughout the 2024-25 academic year. A full list of the training provided to all staff can be provided upon request. This was further enhanced in Term 3 with the end of Industrial Action.

CURRICULUM

Under the Education Reform Order, the responsibility of Governors for the curriculum i.e., what is taught in the school, has been increased. The Governors' control however, is more apparent than real, as much of what is to be taught has been determined by law.

The curriculum is not just about formal lessons. It includes all the opportunities for learning provided by the school including sport, music, culture, opportunities for travel and so on. In a Catholic school such as ours the teaching and expression of our Catholic values are also important elements of the curriculum.

It is our responsibility to ensure that a broad and balanced learning experience is provided for all pupils. To this end the school has implemented the statutory requirements of the Revised Northern Ireland Curriculum in Language and Literacy, Mathematics and Numeracy, the Arts, the World Around Us, Personal Development and Mutual Understanding, Physical Development and Religious Education.

The Department of Education have also set targets relating to the knowledge, skills and understanding which pupils are expected to have at various stages of their school life and have determined what the school should teach pupils at various stages.

We, along with the Principal and Staff, ensure that the school continues to provide high quality education provision through a structured programme of staff development. Listed below are the areas that were the main priorities during the academic year.

- Pastoral Care – Refresher Child Protection training for all staff, updated Pastoral Care Policy, Effective development of the Zones of Regulation, Introduction of the Summerhill programme for funding for Music and Equine Therapy as well as attendance and maths awards. Development of NSPCC Speak out Stay Safe programme in P3 and P7
- Literacy- Develop of Reading and comprehension strategies across the school. The introduction, monitoring, evaluation and review of the *Spelling for Life* programme across the school as well as the development of the Pen License in P6/7
- Mathematics - Maths Mastery will be embedded in P5. The line of progression in Maths for P6-7 was reviewed. Freckle Maths continues to be embedded from P4-7. Monitoring and evaluation took the form of CBD and there was the introduction of the '24 Game'.
- Information and Communications Technology – This year there was the introduction of the role of the new ICT teacher for P1-7. This involved the development of new planning as well as a baseline for children and new ICT activities were created for teachers to complete in their classes. All children from P4-7 were levelled throughout the year and there was an updated version of our Internet Safety Policy created.
- Special Educational Needs- St Teresa's PS was successful in becoming a nominated school for 'Whole School' Support from Middletown Centre for Autism and these strategies were developed throughout the whole school. Significant improvements in how we support children with ASD was developed such as pupil passports and emotional regulation plans. Graduated Response Day 1 training was attended and there was the introduction of the new RFI. A Whole School SEN provision Map was updated as was the Primary SEN Register Audit. Further implementation of the SEND Act in schools. Continue to use the 'Toe by Toe' programme to support children's phonics skills in P4-7. Continue to review the use of Individual Education Plans and attended training on the use of voluntary and statutory outside agencies to support children with SEN as well as agencies within the Education Authority for support. Updated SEN Policy. Monitored and evaluated the impact of learning support classes. Introduced staff to the new SEN

framework. Ensured collaboration between learning support teachers, class teachers and classroom assistants.

- World Around Us- -Developed a line of progression in Geography Mapping skills from P1-7, ensure all themes were agreed. Ensured there is a balance between the three contributory elements of WAU. Outdoor learning opportunities have also been developed through the Forest Schools Initiative. Continuation of the Medics in School's Programme. Develop practical resources to support the teaching of science.
- Personal Development and Mutual Understanding-. Developed links from the PATHS programme with PDMU. Continued to deliver the media initiative programme. Celebrated Anti-Bullying week effectively. Coordinated our Rights Respecting School's Week and reviewed 'Other' areas for learning planner to ensure effective consistency and delivery of curriculum. The 'Leans' programme for KS2 was also continued to be developed.
- PE- -Encouraged sustainable transport supported by Sustrans and achieved the Gold Award. Monitored and evaluated the current line of progression for PE. Developed the activities for FS/KS1 sport's day. Continued to implement and develop the 'Daily Mile' in school. Ensured the strengthening of school teams by providing weekly coaching sessions. Promote the new sport motto- Try, Train, Triumph. Promoted Bike to school week. Developed outdoor play equipment led by school buddies.
- The Arts- Development of planning for the Arts subjects as well as a growth in peripatetic music support.
- Inclusion & Diversity- New bilingual resources was purchased to support children and teachers. All CEFR's are now completed on SIMS. New Language of the month promoted to allow children to showcase their culture in school.
- Eco Schools-Completed the Wheelie Big Challenge. Successfully achieved the Green Flag Award. A new eco mascot was created and eco code was updated.
- Specialist Centre
Training for staff in supporting children with receptive and expressive language difficulties. Introduction of individualised planning formats. SCC teachers made use of PEP3 assessment tool and lesson with speech and language were observed with a focus on Maths Mastery. Develop and improve intimate care practices and begin planning for expansion of provision over the last number of years.
- Senior Leadership Team Development
All members of the SLT took part in rigorous training in 'Coaching and Coaching Conversations' The aim is to provide senior leaders with improved strategies to help support other staff members in school.
- Play and Activity Based Learning

Staff inset took place which focussed on Observations through Play and the inclusion of planned observations. Outdoor learning in FS/KS1 was also further developed with resources for play audited and purchased.

- Monitoring and Evaluation – The continued restrictions caused by industrial action for most of the school year, made this task more challenging than usual however, we were able to continue with the following monitoring and evaluation method: Classroom observations for teachers engaging in PRSD and this focused on Spelling, planning review, collegiate book discussion, review of IEP's, evaluation of class targets, evaluation of action plans.

The school also considers how to further enhance the curriculum provision for the children in challenging and innovative ways. Such projects have been commended by many outside agencies.

Parents are informed of curriculum initiatives and how to support their children's learning with focused parent information events.

The after-school clubs are extremely popular and children have a wide menu of activities to choose from including, Gaelic Football, Hurling, Camogie, Soccer, Basketball, ICT, STEM, Cookery, Gardening, Literacy and Numeracy support, Art, Drama, Irish Dancing, Judo, English as a second language, Tin Whistle, Body and Mind, Choir and Orchestra.

Our registered wrap around childcare service- 'Whizz Kidz Club' which provides affordable childcare from 8.00am-6.00pm during term time and school holidays continued as normal. This is part funded by the 'Bright Start Fund' provided by Playboard NI.

EXTRA-CURRICULAR ACHIEVEMENT

The pupils' academic achievements are well renowned and would normally be recorded in this report. However, once again due to the pandemic all sports tournaments, music festivals and other public events were unable to take place. Despite this the school was able to continue with:

Chinese Language	1 Primary 7 child won the National UK Chinese Bridge Competition for Speaking and Singing in Mandarin. She received their awards at a prestigious award ceremony in Central London.
ECO Schools Award	St Teresa's were awarded the Green Flag by Eco Schools for the third time.

SUSTRANS	Several events took place successfully throughout the year including, Ditch the Dark Day, Journey to Santa and Bike to School Week. The school was awarded the Gold Award this year.
JDO International Project	We are very excited that Mr Kennedy's class completed their first connecting classrooms project with the JDO foundation based in Spain. Mr Kennedy carried out a joint project between the two schools using Google Classrooms. Our school was provided with 18 new Chrome Books to facilitate the project.
Forest Schools NI	Miss Sweeney carried out a 'Forest School's Week' in April during which every class had the opportunity to experience outdoor Forest School's Lessons.
Poetry Festival	A huge congratulation to the participants and winners of this year's Poetry Festival for P1-3 & P5-7. The children in each year group had to recite a poem selected by Miss Beatty, who organised the event. They performed the poem to their classmates via zoom but also to the adjudicator, Ms Kelly Thomisy, head of the Drama Department in St Genevieve's High School.
Steps to Success	A number of P7 children successfully completed their Steps to Success award with St Teresa's Youth Club. The children learnt about key workers who support the local community, first aid, and outdoor pursuit skills to name but a few.
Camogie	A young St Teresa's camogie team in their first year of competition finished Runners Up to Cumann na mBunscoil B Championship.
Hurling	Our hurling team were runners up in the final of the B Championship.
Medics In School	The P7 children successfully completed the Medics in School's Programme in collaboration with Queens University Belfast.
Digital Leaders	Children from P4-7 were recruited as digital leaders to support students and staff in the use of ICT across the school.
Financial Capability	Primary 6 and 7 completed the 'Money Smart Junior' workshop on with Danske Bank. They explored what services a bank provides, were taught about household bills, carried out a budgeting problem solving activity and thought about how they could save money.
Roots of Empathy	Three classes in KS1 and KS2 successfully completed the roots of Empathy programme.
Accelerated Reading	We were delighted to bring over 25 Word Millionaires from our school to Belfast City Hall on Tuesday 27th November in a wonderful

celebration at Belfast City Hall to mark this great achievement for each of the children.

STEAM

We were delighted to receive STEAM Science-in-a-Box from Almac. Science in a box is a series of curriculum linked programmes consisting of 5 hands-on lessons and activities with strong scientific content, designed to be fun, creative, challenging, and relevant to the children. The four P6 classes will each complete the introduction to human biology.

Cumann na mBunscol

A primary seven quiz team came 2nd place today in the Cumann na mBunscol annual quiz. The Boys and Girls Gaelic Team also reached the finals of the competition.

Boys EDCO Soccer Cup

The boys' soccer team were finalists in the EDCO cup soccer tournament.

Cross Country

Winners of the Belfast Primary Schools Cross County Championship at the Falls Park.

Music Makers

P2, P4 and P5 classes completed and performed in the Belfast School of Music 'Music Mornings'

ESB Science Blast

P6 showcased their Science project in this year's ESB Science Blast Science Fair in the SSE Arena.

Young Writers Poetry

Primary 6 pupils participated in the Young Writers poetry competition titled "Once Upon A Dream". All pupils used excellent literacy techniques to engage their target audience and created some excellent pieces of poetry. A massive congratulations to Gianna McMullan and Hannah Magaoidh Hamil who have been selected as the winners of the competition out of over 100 submissions across Ireland.

SPECIAL EDUCATIONAL NEEDS

It has become a statutory obligation for the Board of Governors to report annually to parents the steps taken by the school to implement the school's Special Educational Needs & Inclusion Policy.

The school's Policy is in line with the SEND Act (NI) 2016. This enables the staff to fully implement the requirements of the Code of Practice on the Identification and Assessment of Special Educational Needs published by the DENI.

During the year, where appropriate, parents of children on the school's Special Needs Register were invited to attend interviews with the staff of the school, so that they became familiar with the

provision being offered for their child. Revised Individual Educational Plans were drawn up, in consultation with parents, and a review process initiated.

In addition, the parents of children who have a Statement of Special Educational Need were invited to attend an Annual Review meeting in November/December (P7) or March (P1-6).

The mainstream school has two learning support teachers, one for numeracy and one for literacy. Children supported by these teachers will have three thirty-minute lessons in small groups each week to provide further support for numeracy and literacy. In addition, three trained classroom assistants provide additional reading support to primary three children as part of the Reading Partners programme. Several trained classroom assistants also provide additional phonics support for P4-7 children using the 'Toe by Toe' Programme.

In addition, the school continued to use voluntary and statutory outside agencies to support children including Speech and Language therapists in the SLC, Harberton Outreach Support, Peripatetic Services, Clarawood Behaviour Support, RISE, Oakwood ASD support, and St Gerard's Outreach, and 'Time to Read' and Middletown Centre for Autism as well as developing links with the Summerhill Foundation for funding for both Music Therapy and Equine Therapy.

St Teresa's also has a dedicated Specialist Centre for children with speech and language difficulties and Social and Communication Difficulties. In 2024-25 there were 5 classes, and 48 children with 5 teachers and 10 learning support assistants. There are three Speech Therapists in residence to provide daily speech therapy for the children.

During the 2024-25 St Teresa's continued to develop from the Middletown Centre for Autism to develop and improve their support for children with Autism. The school intends to apply for the School's Autism Award in 2026-27 after the completion of a 3 year programme.

Parents can be assured that St. Teresa's is committed to providing an effective education service - one that is set to meet the individual needs of all children. Mr Matthew McSwiggan, the leader of Special Needs & Inclusion, has led the staff during the year ensuring that the implementation of the Special Needs Policy and SEND implementation has been effective.

ANNUAL ATTENDANCE

Throughout 2024-25 attendance was regularly monitored. The average daily attendance stood at 95.1%. Class attendance rates are celebrated at all assemblies and each term class and individual awards are

given for attendance as well as the end of year award. When the attendance of a pupil is of concern and is affecting their learning, the school discusses same with the parent. The Governors, where applicable, worked closely with the Education Welfare Office in the best interests of the pupils.

	2012/13	2013/14	2014/15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-2025
Enrolment	393	415	462	488	509	524	545	554	557	601	611	622	635
Attendance	93.5%	94.8%	92.1%	95.5%	95.9%	97.4%	97.3%	97.8%	94.6%	92.8%	93.1%	94.6%	95.1%

ASSESSMENT

Alongside the formal assessments prescribed by the Department, the teachers who work with their pupils, are constantly monitoring and assessing work and progress - both formally (with tests/assessment materials) and informally (through observation, evaluation and monitoring of samples of work).

The main standardised assessments used in St Teresa's PS are:

Baseline Assessment

GL Cognitive Abilities Test 4 (CAT4)

GL Progress Test in Maths (PTM)

GL Progress Test in English (PTE)

Pupil Attitudes to School Survey (PASS)

Renaissance Star Reading Tests

Renaissance Star Maths Tests

**A number of other assessments are used by specific year groups in addition to the list above.*

Children completed these tests online. This year tests were carried out in both September and May. The school data has indicated that we are still recovering from post pandemic impact. We have also discovered that the teaching of spelling in English will need addressed and this will become a significant part of the new school development plan.

Please see the whole school results for GL assessment of Maths and Literacy below from 2015-2024:

Whole School GL assessment outcomes for English

Description	Below average	Average	Above Average
National Average	23%	54%	23%
St Teresa's Jun'18	12.30%	58.8%	28.9%
St Teresa's Jun'19	16.99%	55.49%	27.74%
St Teresa's Jun'21	24.33%	61.4%	14.3%
St Teresa's Jun'22	84 = 20.33%	245 = 59.32%	84 = 20.33%
St Teresa's Jun'23	106 = 24.8%	231 = 54.1%	90 = 21.1%
St Teresa's Jun'24	115 = 26.5%	244 = 56.4%	74 = 17.1%
St Teresa's Jun '25	114 = 25.5%	225 = 50.34%	108 = 24.16%

Whole School GL Assessment outcomes for Mathematics

Description	Below average	Average	Above Average
National Average	23%	54%	23%
St Teresa's Jun'18	12.68	58.27	29.05
St Teresa's Jun'19	12.42	59.33	28.49
St Teresa's Jun'21	23.1	56.5	20.35
St Teresa's Jun'22	76 = 18.22 %	234 = 56.12 %	107 = 25.66 %
St Teresa's Jun'23	100 = 23.47 %	221 = 51.87 %	105 = 24.64 %
St Teresa's Jun'24	94 = 21.55 %	229 = 52.52 %	113 = 25.91 %
St Teresa's Jun'25	98 = 21.97%	231 = 51.79%	117 = 26.23%

• REPORTING TO PARENTS

The usual autumn parent/teacher consultations carried out in September for parents/carers of P7 pupils and then in November for P1-6 pupils. Assessment outcomes from standardised tests are issued to parents during this consultation including GL Progress Test in Maths and English and the Cognitive Ability Test 4 (for Year 4+6), as well as PASS assessment outcomes.

In the Summer Term all parents received a written progress report in line with the statutory requirement. This annual report was revised and updated to reflect curriculum and assessment in school.

Transfer Interviews

This was also the fourth year that applications for post primary school were completed online via and Education Authority Portal. The principal provided a range of help sheets for parents to support them in completing the online application. He made himself available in the week preceding applications going live on the EA website. Some parents took the opportunity to discuss their child's options with Mr Rodgers. For Primary 7 parents with a statement, they met with Mr McSwiggan to select school placement for their child.

IEP Meetings

Teachers created two IEP's for the children on Stage One of the SEN register in their class. All parents were invited to two meetings throughout the year to discuss these plans as well as progress made towards their child's targets. Evidence of progress was shown during these meetings.

EDUCATION FOR MUTUAL UNDERSTANDING

Education for Mutual Understanding is a compulsory element of the curriculum for all pupils. It is taught, both as a separate subject and as a cross-curricular theme, in other words through the medium of other subjects.

A sample of activities for the 2024/25 school year included:

Sep Rights Respecting Ethos continued. Student Council elections carried out and School Buddies selected and trained. European Day of Languages. Opening of the new school year mass. Head Boy and Girl Awards, Attendance Awards. Continued use of the emotional intelligence programme introduced called 'PATHS' from P1-P7. Continued use of the following programmes:

- Roots of Empathy
- Helping Hands
- Zones of Regulation
- Nurture in 5
- Fresh Minds
- Media Initiative for Schools
- LEANS programme

- Sunrise Programme – Amber Approach – Fresh Little Minds
- NICCY Children’s commissioner event

Oct Fundraising event to develop outdoor play, Parents Individual Education Plan Review Meetings. World Mental Health Day

Nov Anti Bullying Week, Ditch the Dark Day (Sustrans), Flu Vaccinations, Accelerated Reading celebration events, Sacramental Preparations for P3, P4 & P7. Student Council visit NI Assembly, Global Education with JDO, celebration of outdoor classroom day, Music Morning for P5,

Dec Open Night, Called by Spirit Ceremony, Steps to Success, Foodstock Christmas Family Appeal, Drive by Santa event, Journey to Santa (Sustrans), Christmas Concerts, FOST Christmas Fair, Nursing Home Carol Signing, Kennedy Centre Carol Signing, Jump Jiggle and Juve

Jan – Apr Forest School’s Week, Roots of Empathy, Amazing Author , Road Safety competition, Internet Safety Week, Green Day celebrations, Trocaire Campaign, Irish News Critical Literacy Project, Poetry in Motion Project, Catholic School’s Week, Grandparent’s Day, World Book Day celebrations, Right’s Respecting School’s Week, Service of Light, Chinese New Year Celebrations, Children’s Mental Health Week, World Down’s Syndrome Day. JDO Foundation International Project, Graduated Response SEN, NSPCC Speak Out, Confirmation.

May-Jul Eco School’s Green Flag, Music Mornings, First Confession, Earth Day celebrations, Deaf Awareness Week, Mental Health Awareness Week, Translink Safety Bus Visit, Outdoor play development, First Communion, Credit Union Competition, Poetry Festival, Mass, Daily Mile, P7 School Show, Sports’ Days, Eco Committee- Planting Trees, Educational Trips, P7 End of Year show- Disney’s Aladdin, P4-7 Prize Giving, Summer School, Whiz Kidz Summer Camp, P7 Leavers Mass of Thanksgiving.

The Governors are pleased to note the caring emphasis that is at the heart of school life. The respect that the children are encouraged to develop for themselves, other pupils and adults - remains the underlying principles of our provision.

CHILD PROTECTION AND PASTORAL CARE

The policies and procedures relating to the health and well-being of children at St Teresa's are set out in the following policy documents:

- Pastoral Care Policy
- Anti-Bullying Policy
- Positive Behaviour Policy
- Health & Safety Policy
- Health Education Policy
- Drugs Education Policy
- Child Protection & Safeguarding Policy
- Intimate Care Policy Safe Use of Internet Policy
- Safe Handling & Use of Reasonable Force Policy
- Attendance Policy
- Code of Conduct
- Mobile Phones Policy
- Use of Images Policy
- First Aid Policy
- Medication Policy
- RSE Policy
- Staff Wellbeing Policy
- Social Media Policy
- Newcomer Policy

Evaluation of Pastoral Care:

The quality of provision for the pastoral care, health and well-being of our pupils is consistently very good. Pupil teacher relationships are observed by the principal to be excellent. 98.1% of parents/carers reported that their child is happy and enjoys coming to school.

St Teresa's Primary School Promotes health and well-being, child protection, attendance, positive behaviour, and discipline of pupils.

1. Health and Well Being

The programmes below represent some examples of the breadth of initiatives and programmes running in the school which are aimed at promoting the health and well-being of our children throughout the academic year:

- Paths Programme
- Sensory Room
- Helping Hands Programme
- Fresh Minds Programme
- LEANS programme
- Media Initiative for Schools Programme
- Roots of Empathy
- Nurture in 5
- Attention Autism
- SUSTRANS
- Healthy Breaks
- After School's Provision
- Childcare Wrap Around Service
- Daily Mile
- Outdoor Education
- Sunrise Programme – Amber Approach – Fresh Little Minds
- NSPCC – Speak Out

2. Child Protection

We in St Teresa's PS have a responsibility for the care, welfare, and safety of the pupils in our charge. Through our Pastoral Care Policy, we aim to provide a safe, caring and supportive environment where our pupils can learn and develop confidence, they need to protect themselves from unwelcome behaviour or abuse from others, and to keep themselves safe.

All our staff and volunteers have had appropriate background checks and abide by the code of conduct agreed by the school. All those working in the school have the children's safety and welfare as their main consideration. Scheduled Safeguarding Team meetings are held throughout each term between the Chair of Governors, Safeguarding Link Governor, Designated Teacher, Deputy Designated Teacher, and Principal to discuss issues.

The school uses the Child Protection Online Monitoring System (CPOMS) to record all safeguarding concerns. This is regularly reviewed by the Designated Teacher/DDT. Safeguarding themes are regularly incorporated into children's assemblies throughout the school year ensuring that these themes are addressed with all children on an annual basis.

POSITIVE BEHAVIOUR AND DISCIPLINE

Positive behaviour and discipline of pupils is promoted through classroom practice and through the culture and ethos of the entire school community. We promote positive behaviour and celebrate achievements and good conduct as a means of cultivating a harmonious learning and work environment for children and staff alike in the knowledge that the two are interlinked. Some of the strategies and initiatives employed are listed below:

- Star of the Month Awards
- Prize Giving Ceremony
- Attendance Awards (individual and class)
- Accelerated Reader/ Freckle Maths awards
- Extra Play incentives
- Homework Passes
- Access to St Teresa's Youth Club Facilities
- Amazing Author Awards

RELIGIOUS MATTERS

In promoting the Aims of our school, and in particular, our first aim, which commits us to the Statement of Aims of a Catholic School - the core Religious Programme we offer all pupils is that of the Grow in Love Series. All teachers have now undergone training in using the new Grow in Love programme.

The teaching of this formal Religion programme is supplemented by class assemblies, prayer services and frequent pastoral visits by the local clergy.

With Fr Lyons, Fr McIlhill and the staff of Years 3, 4 and 7 prepared pupils for receipt of their respective Sacraments - Penance, Eucharist and Confirmation. Special Masses of Thanksgiving, attended by all pupils and staff, were offered at the beginning and end of the academic year.

The Governors are indebted to the parish team who support the school in preparing the children for the sacrament of the Eucharist.

The Primary 7 children attended several retreats with the De La Salle Retreat Centre, both for preparing for the sacrament of Confirmation and transition to post primary school.

The new Relationships and Sexuality Education programme called 'Flourish' is continued to be used by all classes. The P7 children also took part in the Diocesan led 'Inside Out' Programme as part of the school's Relationship and Sexuality Education Programme, which help children learn about positive relationships and learn about how their bodies will change as they enter puberty.

CHARITIES

As a Right's Respecting School pupils of our school are encouraged to think not only of themselves but the plight of others - particularly those less fortunate than themselves. Despite the disruption caused by the pandemic, during the year the school raised funds for the following charities:

- | | |
|------------------------------|------------------------------------|
| • Macmillan Coffee Morning - | £3341 |
| • St Vincent De Paul - | £435.00 |
| • Trocaire - | £1849.00 |
| • Foodstock | Christmas Appeal Donations of food |

St. Teresa's PS enjoys the strong support of the local community which is reflected in the extensive activities, events and services the pupils both participate in and attend. The staff are welcoming and outward looking in encouraging pupils to see themselves as part of the wider community.

Effective communication between home and school is regarded as an essential part of the school mission. Parental engagement, in a formal sense, takes the form of:

- year group curriculum meetings in the first term.
- formal parent teacher consultation meeting in November.
- an annual written report on children's progress, sent home in June.
- a monthly newsletter.
- The use of Twitter, Instagram, and Facebook to connect with parents.
- Class Seesaw accounts.
- a regularly updated school website.
- a texting service used to contact parents at short notice if necessary; and
- an open-door policy whereby parents can address concerns to the principal or arrange to meet with their child's class teacher.

The school has strong links with a range of sporting, community, and business organisations, as well as other schools which allow us to broaden opportunities for our children. These include coaching provision in a range of sports including GAA, Basketball, Soccer, Cross Country Running, Netball, Badminton to name but a few. Community Centre as well as links with local nursing homes which our pupils have collaborated with on a variety of art, and music projects over recent years.

Other Community Links Include:

- local Nurseries
- St Teresa's Parish at special events
- Friends of St Teresa's (PTA)
- St Teresa's GAC
- Sport's Team Sponsors
- Peace Players NI Shared Education
- Global Links with- China, Nepal, Uganda, Germany and Jamaica.
- Range of Parent/Carer Workshops
- Grandparent's Day
- Class Assemblies
- P2 Parent's Storytelling
- Time To Read

FINANCE

Since April 1992, the Board of Governors has been responsible for the management of its overall budget. This is commonly referred to as full delegation. To this end, the Board of Governors has overall responsibility, but on a day-to-day basis this is exercised by the Principal and monitored on a regular basis by the Governors' Finance Committee.

The Budget is calculated by the EA using a 'formula' that applies to all schools in the area. The main element in the formula is the age and number of pupils attending the school.

For 2024-25 the allocation to the school amounted to £2,279,439 This figure is used to account for all staffing and other running costs.

The financial year ended in a planned surplus of £253,175

The school's delegated budget share for the 2025/26 financial year is £2,508,299

THE FAMILY FUND

The Board of Governors are very aware of the support afforded by the parents through their contribution to the family fund and would like to put on record their invaluable contribution to the life of St. Teresa's.

Date	Balance
Term 1	£1090
Term 2	£445
Term 3	£525
Prizes	£300 (£100 pe term)
TOTAL	£2060 -£300= £1760.00

The funds raised last year will be used to purchase outdoor play equipment, Forest School's equipment, subsidise educational trips and additional reading materials to enhance independent reading.

THE FRIENDS OF ST TERESA'S

The Friends of St Teresa's have had an exceptional year in 2024/25, demonstrating unwavering dedication and community spirit. Through various fundraising events and initiatives, they successfully raised an impressive total of over £16,000. This remarkable achievement will move us one step closer to purchasing a much-needed minibus, significantly enhancing transportation options for students, and supporting a wide range of extracurricular activities. The Friends of St Teresa's continues to be an invaluable asset to the school, fostering a strong sense of community and commitment to improving the educational experience for all students. Below is a summary of the funds raised in 2024/25:

30/09/2024 Opening Balance - £14,647.76

24/09/2025 Closing Balance - £30,650.28

Income for the year. £16,002,52

£598.43 from Asda through their instore scheme. This was raised by people buying their shopping and the school getting a percentage donated on each balance.

Grant for £5,000 from AIB to help fund the purchase of I-pads, covers and headphones for the SLC

GENERAL PURPOSE ACCOUNT

The school operates a General-Purpose Account for the day-to-day handling of money. Accounts are available for perusal upon written request.

WHIZZ KIDZ ACCOUNT

The school operates a Whizz Kidz account for the day-to-day handling of money with regards the 2-3 club and Whizz Kidz Club. Accounts are available for perusal upon written request.