



Catholic  
Schools Office  
DIOCESE OF MAITLAND-NEWCASTLE

# ANNUAL SCHOOL REPORT

# 2015

SERVICE † LEADERSHIP † JUSTICE  
*Together in Christ*



## St Therese's Primary School, NEW LAMBTON

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## About the Annual School Report

St Therese's Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

## Messages from Key School Bodies

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### Principal's Message

In 2015 St Therese's, New Lambton continued our focus on comprehension (Question Skills) with Dr Gai Brown employed as a critical friend. The results have once again been very encouraging with our Progressive Assessment Testing (PAT) showing positive growth across all grades. This focus on explicit teaching of skills will continue next year.

Another major focus in 2015 was on the establishment of Professional Learning Teams (PLTs). Tonia Flanagan from Hawker Brownlow Education worked closely with staff to establish these teams, with Mathematics being the predominant focus. Teachers worked collaboratively to analyse student data, with students placed into flexible groupings as a result of these discussions. Positive growth in results was displayed. This PLT focus will continue in 2016.

Our school began a re-visioning process (which will continue into 2016) to enable us to reflect on the needs of students in our school and best equip them for life as global citizens of the 21st century. This includes a renewed focus on creative and critical thinking and student wellbeing.

Academically, the school continued to produce excellent results. This is evident in our NAPLAN results as well as our School based Progressive Achievement Tests (ACER PAT) results. Technology once again was advanced with our 1:1 Litre Project continuing to expand in Years 5 and 6 and the further integration of 21st Learning skills into lower grades along with the introduction of a STEM (Science Technology Engineering Mathematics) program.

Over 2015 St Therese's continued to support its social justice initiatives, with Children's Missions, Mini Vinnies and the LOTUS Foundation being some of the areas for donation. Close to \$10,000 was raised in support of these charities.

I'd like to thank the staff and parents for their dedication and support of the school and the children for their great contribution throughout the year.

This report is available to you on the school website or by enquiry at the school's office. I commend the report to you.

Duilio Rufo

Principal

### Parent Body

Over the 2015 period, the Parents and Friends Association was once again actively involved with the school, being part of the further implementation of the Kids Matter Framework, supporting families in need through the caring group and supporting other educational and community endeavours. In 2015 the P&F Association contributed over \$40,000 to assist the school in purchasing resources and supporting a variety of projects.

Overall, the parents are very satisfied with St Therese's, in particular, in the way that it tries to meet the educational, social and spiritual needs of our children.

Elizabeth Etheridge

President, P & F

### Student Body

As the Student Leaders we would like to thank the teachers at St Therese's for all the hard work that they do to make our school a great place to be. We have enjoyed our time at St Therese's and we appreciate the time that the staff has taken to help us. We also want to thank our parents for all they do for us.

## SCHOOL FEATURES

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### History of the school

The school was founded by the Sisters of Mercy on 1 November 1925. In 1926 the church / school of St Therese was built in Royal St New Lambton some 70 metres from the present church. As was common at the time, it was a dual purpose building being used for mass on Sundays and for classes during the week. In style it was similar to many others of its type being a simple hall capable of being partitioned into separate rooms with a chancel and sacristy, closed off except during mass. A small porch was attached while gable crosses proclaimed this to be a house of God. It served as the parish church from 1954 until 1956, when it was converted to serve, as it still does today, as a hall for the parish and school

In 1995 the school administration area was rebuilt and the entrance was relocated to Burke Street. In 2000 the school began to grow rapidly and in 2010 with the help of the Federal Government funded Building the Education Revolution (BER) money a new hall and 12 new classrooms were built. Today the school is the largest Catholic School in the Diocese of Maitland-Newcastle with 618 students at the end of 2015.

### Location/Drawing Area

St Therese's is located on Burke St, where the administration is situated. It also backs onto Royal St which is used as an entry/exit point.

St Therese's School is a part of the Blackbutt North Parish, encompassing New Lambton, and surrounding areas. As St Therese's is located on a central corridor many students attend the school from other areas as it is a convenient location for parents' work as well as additional facilities offered for Before and After School Care.

St Therese's feeder school is St Pius X High School Adamstown.

## Catholic Identity and Mission

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### Catholic Imagination and Spirituality

Christian meditation is undertaken daily by the majority of classes. A number of staff members are undertaking courses in the teaching of Christian meditation.

St Therese's staff, students and parents are offered many opportunities for spiritual and faith development. Sister Maureen Rigby OP comes to work with our Kindergarten students and parents with a special program, "Praying with children". With the assistance of the REC and Kindergarten teachers, the children are gently introduced to prayer, through stories, songs and simple prayers. This year we used our retreat to focus on Emotional and Spiritual wellbeing with Roger Peters as presenter.

### Family, Parish and Diocesan evangelising and catechesis

St Therese's School participates actively within the Parish of Holy Trinity, Blackbutt North. The principal is a participant on the Parish Council, the Finance Committee as ex-officio officer and the Religious Education Coordinator (REC) and a large number of other staff members are part of the Sacramental Team.

Staff members on a Stage basis prepare for "Parish School" monthly Sunday Masses, where students and their families are invited to participate actively in ministry, welcoming and celebrating. Stage Masses are celebrated each term, with parents and parishioners warmly welcomed. Teachers and students are actively involved in Parish liturgical celebrations, taking on ministry roles, contributing to the life of the Parish community.

### Christian Discipleship

Parents are seen as the primary educators of their children and are supported by class teachers and the school community. Teachers and students attended the Catholic Schools Week Mass, launch of Project Compassion and the Special Education Mass and the Called to Serve Mass which celebrates teachers in the Diocese.

The REC is an active member of the Parish Sacramental Team, along with several staff members, who assist with small group preparation meetings for families preparing their children for the Sacraments of Initiation. A number of staff members undertaking courses in the teaching of Christian meditation.

### Religious Education and Curriculum

Full implementation of the Religious Education curriculum is the central focus in the teaching of Religion. Lessons are timetabled daily and class teachers use the Diocesan Syllabus and support documents for the teaching of religion. A variety of resources are available for staff to use to make the teaching of Religion creative and engaging, using technology where suitable. Stage 3 teachers use the revised Religious Education program and in Term 4 Kindergarten teachers were inserviced, then trialled a unit for their students.

Teachers are qualified to teach Religion and are cognisant of the requirement to update their skills. Several staff members are currently undertaking or completing their Faith Accreditation. Many staff members are currently enrolled in Graduate Diploma/Master of Religious education/Leadership courses. Opportunities are offered to staff to fulfil these professional development requirements, with staff being encouraged to participate in parish programs- Lenten groups, meditation.

Christian meditation is undertaken daily by the majority of classes.

### Initiatives Promoting Respect and Responsibility

During 2015 a number of fundraising activities were organised by staff and students. Caritas was supported in Term 1, St Vincent de Paul, through Mini Vinnies in Term 2, the Lotus Foundation, which supports girls' education in Laos in Term 3 and Children's Catholic Mission in Term 4. Our Year 4 students were involved in "Mercy Works", participating in an activity day with other Mercy schools and holding a "Blue Day" to raise funds for Mercy Works. Our school also had a "Beanie Day" raising money for the Mark Hughes Cance

Foundation. A total of \$7400 was raised throughout the year.

## Student Profile

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The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
38	34	11

\*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

### Enrolment policy

St Therese's Primary School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

### Actual Enrolments 2015

Scholastic Year	Number of Students
K	87
Year 1	87
Year 2	90
Year 3	86
Year 4	91
Year 5	87
Year 6	90
Total	618

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2015

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
98.13	97.9	97.9	97.85	97.52	98.05	97.71	2.11

## Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

## Pastoral Care and Wellbeing

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### Student Welfare Policy

The school follows our Student Welfare and Pastoral Care Policy. We approach welfare through the Kids Matter Framework, which focuses on the social and emotional wellbeing of students. This framework incorporates; Positive Behaviour Support (PBS) Framework which builds and supports positive behaviours and positive relationship through the implementation of an expected behaviours matrix, Restorative Justice Practices and the Making Jesus Real program. Each fortnight the school focuses on the core values and their associated expected behaviours. These core values are presented to the students and community by the PBS Team, made from the Year 6 school leaders, at the Tuesday assembly. They are also displayed in each classroom and communicated to parents through the newsletter.

Our policy is available from the main office or can be located online at our school website – [www.newlambton.catholic.edu.au](http://www.newlambton.catholic.edu.au)

### Discipline Policy

The Student Welfare and Pastoral Care policy which constitutes our Discipline Policy has continued to be implemented. It underwent a full review in 2015, in consultation with staff and parents to bring it more in line with our work in Kids Matter and the PBS review.

The school continues to adopt the practices of Restorative Justice which are embedded into daily interactions. Refresher courses were included in inductions for new staff and for interested existing staff. Such courses were also held for Positive Behaviour Support and Making Jesus Real.

Our policy is available from the main office or can be located online at our school website – [www.newlambton.catholic.edu.au](http://www.newlambton.catholic.edu.au)

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Therese's Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

### Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

## School Improvement

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### School Improvement Plan

2015 School Improvement Plan focussed on the teaching of comprehension in years 2-6 with the input of Dr Gail Brown (Newcastle University) as our critical friend.

Lead teachers in the area of Mathematics and English were utilised to provide Professional Development and support to staff in the teaching pedagogy and best practice in these KLAs. Teams were formed in these areas to work through goals of our SIP.

With the introduction of Professional Learning Communities Tonia Flanagan (Hawker Brownlow Education) was a critical friend who visited each term to lead staff grade groups in the implementation of PLCs.

### School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>A more strategic, explicit approach was taken to the teaching of comprehension with the Questions Skills program. Dr Gail Brown's (author of the program) employment as a critical friend to work with staff &amp; provide PD throughout the year proved a valuable resource.</p> <p>This resulted in improved student data from pre test to post test and a transfer of skills into other KLAs.</p>	<p>2016 will see further focus on the Kids Matter Framework and the review of our Social &amp; Emotional Learning program is underway with the team looking to update what is currently in place to focus more on resilience and problem solving as this is seen as an area of need in the school.</p> <p>Meditation for all members of the school is a refocus area with updates occurring for staff. Growth mindset and Grit are terms we are beginning to use with our students especially in the older grades.</p>
<p>Professional Learning Communities began in 2015. Tonia Flanagan (Hawker Brownlow) made visits each term to work with grade teams. This ensured each grade group of staff worked with Tonia according to their needs as a group.</p> <p>Staff found the process of using flexible groupings (predominantly in Maths) to address student needs as valuable with improved student data evident in the strands taught in this manner.</p>	<p>Teaching and Learning in Spelling in grades 2-6 has been reviewed in 2015, with staff commenting that they were finding it difficult to teach this. It is clear that there is not a common pedagogy occurring and with new staff also, spelling is not being taught explicitly and strategically in many classes. This is reflected in NAPLAN results over the last 3 years.</p> <p>As a result, 2016 has started with PD workshops held with an expert teacher (and Learning Support Teacher) to work with teachers in developing a common pedagogy, reviewing scope and sequence based on pre test 2016 results and revising rules and pedagogy with staff. This will continue throughout the year with termly meetings occurring.</p> <p>In K-1 the Learning Support Teacher will work with teachers to develop a common understanding and approach to Multi Sensory Learning (MSL). This follows on from a review of phonics Scope and Sequence K-2 in 2015. Year 1 staff will be trained in MSL to develop a structured program in this area in classrooms.</p>
<p>Learning Support Staff implemented two new reading programs to support students whose literacy levels are below benchmarks. Mini Lit &amp; Corrective Reading had very good success and supported class work with this intervention. they are continuing in 2016.</p>	<p>In Mathematics part of our SIP money is being used to work with Dr Catherine Attard as a critical friend. Catherine will help staff to find ways to use rich tasks and more authentic assessment in their Mathematics pedagogy.</p>

## Academic Achievements

Throughout 2015, a large number of students from St Therese's participated in a variety of school, regional, diocesan, state and national academic endeavours. This included students from Year 2 to Year 6 being invited to participate in the UNSW ICAS Mathematics, English, Spelling, Science, Computer and Writing Competitions. Outstanding results were achieved in each of these. Students in Years 5 and 6 also took part in the Annual Newcastle Permanent Mathematics Competition with four students across Years 3 -6 being invited to participate in Mathematics Enrichment day.

NAPLAN results in Literacy, Numeracy and Writing for Years 3 and 5 indicate a high standard of academic achievement at St Therese's.

Students were given the opportunity to participate in the St Therese's Science & Technology, Engineering

and Mathematics (STEM) program. A specialist teacher was engaged and parents were invited to view their children's at work throughout the program. The program will continue in 2016. Students with special needs were well supported to develop to their full potential. Lexia, Mini Lit, Corrective Reading and Multi-Sensory Language (MSL) programs proved very successful. Throughout 2015 there was also support offered in Math: for students in grades 1 to 4.

The 1:1 Tablet project continues to flourish with years 5 & 6 now using tablets in all KLA's. 2016 will see this project expand to Year 4 students. We will continue with the implementation of 21st century learning competencies (ISTE Standards).

## Cultural achievements

In 2015 St Therese's continued its relationship with the wider school community and held its first Community Day in October. Students engaged in a variety of activities that allowed them to reflect on their mental and physical health. Parents, grandparents, friends and other community members of St. Therese's were then invited to a shared meal and picnic with the students and encouraged to participate together in a number of events, including parent verses teacher and student soccer games. St. Therese's Community Day showed acceptance and acknowledgment of all cultural backgrounds within the school.

In 2015, St Therese's participated in many cultural and community events with School Leaders attending; ANZAC Day ceremonies, participating in the ANZAC Short Story Competition, (from which we won the Stag 3 Division) and reflecting on NAIDOC Week with a Liturgy. The St Therese's School Band was involved in performing for the local aged community as well as at the St Vincent de Paul Aged Care Centre. Year four attended Mercy Day held at Singleton and a number of students performed in the Diocesan 'Aspire' Creative Arts Production.

## Sporting achievements

During 2015 students at St Therese's were given many opportunities to play in a variety of sports. The school continued its fine tradition of participation and success in both individual and team sports, such as Swimming, Athletics, Cross Country, AFL, Tennis, Hockey and Cricket. Medals were presented to the Swimming and Athletics champions throughout the year, as well as to the large number of students who represented at Polding level. During the year there were many opportunities for students and families to be engaged in physical activities. Auskick clinics for all grades were held and widely accepted by up to 100 students. Stages Two and Three were able to participate in a Gymnastics program from an independent provider as well as Oz Tag. The Kindergarten classes enjoyed basketball clinics. In 2015, St. Therese's participated in the Pivotal Cup Challenge for the first time. The Competition focused on the sport of Basketball and involved students from grades 2 to 6. We had great success and ended up winning first prize (\$5000 of sporting goods). This ensured a restock of new equipment for the students to use.

## Student Achievements

### Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	81.71%	71.10%	1.22%	12.90%
	Writing	81.25%	75.80%	3.75%	9.30%
	Spelling	71.25%	65.20%	3.75%	16.70%
	Grammar	90.00%	73.20%	0.00%	12.60%
	Numeracy	75.90%	60.80%	6.02%	16.80%

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	85.19%	57.90%	4.94%	20.00%
	Writing	75.31%	52.40%	0.00%	19.50%
	Spelling	77.78%	60.80%	3.70%	14.60%
	Grammar	76.54%	60.90%	6.17%	18.60%
	Numeracy	65.85%	55.80%	4.88%	17.60%

## Staffing Profile

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### Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	39
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

### Workforce Composition

Number of Staff	
Total teaching staff	33
Total non-teaching staff	15
Grand total	48

Percentage of teachers who are indigenous	0
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### Teacher Attendance

96%

### Teacher Retention

99 %

One permanent teacher retired. The permanent vacancy created was filled by a teacher who held a temporary position here already.

### Professional Learning Undertaken

Principal, AP and IT Co-ordinator attended Future Schools Expo in Sydney, across three days. Our I Coordinator (who is also our Teacher Librarian) continues to be a part of a select group of Educators who are identified by Microsoft as innovators. She regularly participates in PD with this group. Our TL led staff through a series of workshops on 21st Century Learning Skills.

All staff participated in continuous PD with Tonia Flanagan (Hawker Brownlow Education) in the implementation of Professional Learning Communities. She was employed to attend the school on a termly basis and worked with grade groups.

Dr Gail Brown continued her association with the school, assisting staff with the teaching of comprehension, with the Questions Skills Program used across Years 2-6.

Two executive staff members are participating in the Graduate Certificate of Primary Mathematics Teaching through the University of Western Sydney. This will continue in 2016.

One Learning Support teacher completed the Multi sensory Structured Learning (MSL) through the Dyslexi:

Association of Australia. This has now been implemented into K-2 classes and Learning Support Programs. It is anticipated a further five staff will complete this PD in 2016.

Six staff are continuing studies in Post Graduate areas such as Leadership and Religion/Theology.

We continued as a Kids Matter School in 2015 with a focus on student and staff well being identified. Staff participated in PD with Psychologists and this was also the focus of our Retreat Day.

## Parent, Student and Teacher Satisfaction

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The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving 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 staff.

### Parent Satisfaction

Parents were surveyed and asked to comment on several issues including: reporting procedures, our homework policy and our anti-bullying policy. A lot of positive feedback was also provided regarding our St Therese's "Community Day."

The wider Catholic Parish expressed appreciation for the fine work that the school does within the context of evangelisation and for its efforts in developing close ties with the parish itself and the wider community. Positive feedback has also been given about the "Sing Out Loud" program whereby our students sing, chat and accompany senior citizens in our community.

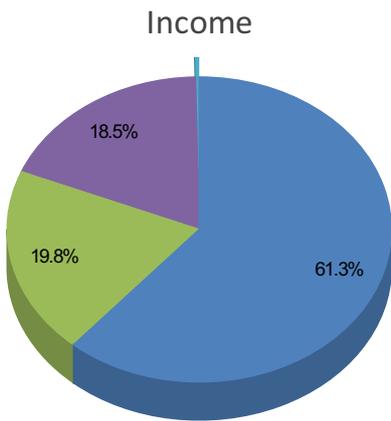
### Student Satisfaction

Several initiatives have been undertaken at St Therese's in the last 12 months to assess community satisfaction. In Term 2, 2015, a 'Kids Matter' survey was completed by all students at St Therese's to assess their level of happiness as a student at St Therese's and how supported they feel by staff in our school.

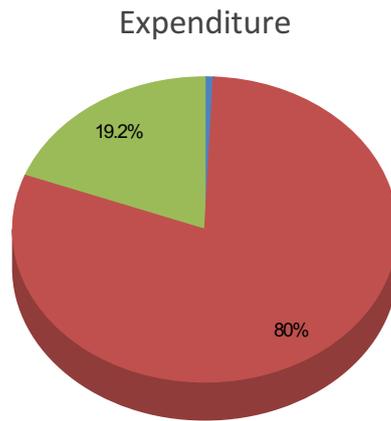
Students were also given opportunity to complete an anti bullying survey. For the most part students expressed that they feel safe and supported at the school.

### Staff Satisfaction

In 2015 staff were given opportunities to provide feedback in relation to professional development opportunities they'd be interested in with relation to PDHPE/Well being; staff were also given opportunities to elect areas of IT that they would like assistance with; staff also completed surveys on their signature strengths that were the addressed at a professional development day on staff well being in Term 3.



- Commonwealth Recurrent Grants (61.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.8%)
- Fees and Private Income (18.5%)
- Other Capital Income (0.3%)



- Capital Expenditure (0.7%)
- Salaries and Related Expenses (80%)
- Non-Salary Expenses (19.2%)

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 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,474,676
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,123,374
Fees and Private Income <sup>4</sup>	\$1,047,990
Other Capital Income <sup>5</sup>	\$18,041
<b>Total Income</b>	<b>\$5,673,831</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$39,881
Salaries and Related Expenses <sup>7</sup>	\$4,379,112
Non-Salary Expenses <sup>8</sup>	\$1,052,792
<b>Total Expenditure</b>	<b>\$5,471,785</b>

For the 2015 year the St Therese's Primary School received \$9,750 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

## Report Access and Publication

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

**Mr Duilio Rufo**

**St Therese's Primary School**

**NEW LAMBTON**

**Phone: 4957 4922**

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>