



## St Therese's Primary School, NEW LAMBTON

PO Box 321, NEW LAMBTON 2305

Principal: Mr Duilio Rufo

Phone: 4957 4922 Fax: 4952 1637

Email: [admin@newlambton.catholic.edu.au](mailto:admin@newlambton.catholic.edu.au)

[www.newlambton.catholic.edu.au](http://www.newlambton.catholic.edu.au)

## 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 2016 St Therese's, New Lambton consolidated its work on comprehension (Question Skills) with Dr Gail Brown employed as a critical friend. A new focus was begun in the area of Maths with the engagement of Dr Catherine Attard from the University of Western Sydney as well as a refocus on the Pedagogy of Spelling. The results gained in the areas of Literacy and Numeracy through this focusing of the school is once again very encouraging. The focus on explicit teaching of skills to students and the continued focus on professional development of staff especially in the area of pedagogy is proving very fruitful.

In 2016 the school undertook a review of the Early Learning Framework and a decision was made to restructure the Kindergarten classrooms and to revisit the pedagogy of Early Learning. Dr Cathie Harrison from the Catholic University was engaged to work with Kinder teachers at the end of 2016 and throughout 2017.

Academically, the school continues 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 2016 St Therese's continued to support its social justice initiatives, with Children's Missions, Mini Vinnies, Caritas and the LOTUS Foundation being some of the areas for donation. \$22 516.00 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 2016 period, the Parents and Friends Association was actively involved with the school, supporting families in need through the caring group and supporting other educational and community endeavours. In 2016 the P&F Association contributed over \$36,000 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.

Tracey Dwyer

President, P & F

### Student Body

We are extremely proud of our school and are grateful to St Therese's for all the hard work that the staff do to make our school a great place to be. We have enjoyed our time at St Therese's and will always look back fondly at our time at St Therese's. We also want to thank our parents for all they do for us.

Students of St Therese's

## 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 Revelation (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 Theres'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 the Beatitudes with Bernadette Gibson as our facilitator. We also had a PD staff meeting with Bernadette, focusing on Lectio Divina style of prayer.

### 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.

The REC invites families to join the Parish community to celebrate "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 in the area of Faith 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 Mass to commemorate Catherine McCauley. Staff members attended 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. Other grades were given an opportunity to trial 2 units during the year. Stage 1 and 2 teachers attended whole day Inservices on the new Religion Curriculum and new Units.

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.

### Initiatives Promoting Respect and Responsibility

During 2016 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 Cancer Foundation. A total of \$22 516.00 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
26	47	10

\*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 2016

Scholastic Year	Number of Students
K	86
Year 1	89
Year 2	87
Year 3	89
Year 4	85
Year 5	91
Year 6	89
Total	616

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2016

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
93	92.8	92.8	94	94.2	92.4	94	93.5

## 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. In 2016 the school introduced Highway Heroes Program and the whole school community was inserviced in the language and theory.

Restorative Justice Practices and the Making Jesus Real program continue to be a crucial part of our welfare programs. 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. This area of the school underwent a full review in 2015, in consultation with staff and parents to bring it more in line with our work in Kids Matter Framework.

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

In 2016 the staff and school community was inserviced on the use of the Highway Heroes Program. This program will take the place of the Friendly Schools Program which has been in use for the past 8 years.

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.

St Therese's follows the CSO's Student Anti-Bullying Guidelines developed in 2012. All staff are familiar with the Policy and the resources available. In late 2015 the schools Anti-Bullying Policy was rewritten. A copy is available on request or on our website [www.newlambton.catholic.edu.au](http://www.newlambton.catholic.edu.au)

St Therese's Pastoral Worker focuses on the building of resilience and uses the work of Byron Katie to develop strong anti-bullying and resilience measures.

### 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

In 2016 St Therese's focused on outreach as part of the school's Religious Education. A relationship with Novacare was developed and a program 'Sing Out Loud' was introduced. This program looked at inviting the elderly of our area into the school and working in the area of Music with our Year 6 Students. The program proved extremely successful.

2016 School Improvement Plan focussed on the teaching of Maths with Dr Catherine Attard from the University of Western Sydney as our critical friend. Catherine worked with staff focusing on the pedagogy of Maths.

Lead teachers in the area of Mathematics and English were once again utilised to provide Professional Development and support to staff in the teaching pedagogy and best practice in both these KLAs. Teams were formed in line with our Strategic Improvement Plans.

The teaching of Spelling was also focused on in 2016 and a team was developed with the Assistant Principal as Team Leader. Staff was afforded time to work with a designated teacher to look at Spelling and how to best cater for students.

### School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Maths: in working with our critical friend Catherine Attard, staff developed and implemented more contemporary pedagogy in addressing the needs of this KLA. A better integration of 'Big Ideas' and ' Rich Tasks' was a large focus of the learning for staff and parents.</p> <p>A continuum of learning was revised to better address the needs of students K-6.</p> <p>Parents were offered opportunity to attend Maths Nights to better equip them to assist their children at home.</p> <p>2016 saw the introduction of a targetted Maths Extension Program, The focus was on problem solving, critical and creative thinking and collaborative tasks.</p>	<p>English</p> <p>Spelling: A further expansion of the MSL pedagogy across grades will occur. Staff will be inserviced in the area.</p> <p>Writing: Dr Alison Davis will work with staff across two days in 'effective writing instruction'. This will begin a further focus throughout the school on best practice in Writing and a better integration with Reading.</p> <p>A review of the Literacy Block will occur across K-6 to ensure a balanced and common pedagogy throughout the school.</p>

<p>Spelling: A review of the School's Scope and Sequence was undertaken to ensure that staff focused on a more contemporary pedagogy. This ensured a more appropriate and progressive building of phonics skills was developed across the grades. A common daily pedagogy was developed across grades K-6 to ensure a common explicit approach to teaching.</p> <p>Multi-Sensory Structured Language (MSL) was introduced to K-1 classes and the pedagogy adapted across the school. The MSL approach will be further rolled out across the school in 2017.</p>	<p>Maths:</p> <p>A review of the current approaches to teaching the Numeracy Block.</p> <p>A development of agreed practices in Maths focusing on a balanced Numeracy Block, fluid grouping and a more targetted approach to the use of data to inform teaching.</p> <p>A continuation of Rich tasks and Big Ideas to further integrate stands across Maths as well as other KLA areas.</p> <p>Continuation of the Extension Maths Program with inclusion of more STEM focused groups to better cater for students identified as Gifted.</p>
<p>Visible Thinking: The Visible Thinking Model and Thinking Routines were introduced across the school particularly in Years 5 and 6 with a focus on integration in a number of KLA areas. All teachers in these grades as well as the executive were inserviced at Masada College.</p>	<p>2017 will see the full implementation of the Early Learning Framework with a focus on Kinder shifting to a more play based approach of learning.</p> <p>Dr Cathie Harrison from the Catholic University Sydney will act as Critical Friend for the Kinder staff. As the 2017 year moves forward Year 1 teachers will receive Profession Development in this pedagogy.</p>

## Academic Achievements

Throughout 2016, 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 and Maths Camp.

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

A specialist teacher was engaged to work with students in the area of Maths extension in particular with Problem Solving and Critical Thinking being a feature of this program. The results were encouraging and this program will continue in 2017.

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 2016 there was also support offered in Maths for students who were finding it difficult to access the curriculum. the results showed a marked improvement in both Reading and Maths.

The 1:1 Tablet project continues to flourish with years 5 & 6 now using tablets in all KLA's and there has be a positive approach to Visible Thinking across the grades.

## Cultural achievements

In 2016, 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 Stage 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.

The biannual Stage 2 musical 'Dancing Through the Decades' was held and proved again that the school has a great deal of talent in the Creative Arts.

2016 saw the first Carols' Night in many years and parents commented that the night was a fabulous success.

### Sporting achievements

During 2016 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.

In Soccer, Rugby League, Union and Netball St Therese's participated in and achieved outstanding success.

## Student Achievements

### Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students 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 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	60.24%	49.40%	9.64%	13.30%
	Writing	52.38%	48.80%	3.57%	8.10%
	Spelling	51.76%	46.40%	5.88%	14.20%
	Grammar	58.82%	52.50%	3.53%	11.40%
	Numeracy	42.17%	35.60%	8.43%	15.20%

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	48.78%	35.30%	9.76%	17.30%
	Writing	18.29%	17.20%	7.32%	19.90%
	Spelling	45.12%	29.80%	2.44%	19.00%
	Grammar	43.90%	36.30%	8.54%	16.80%
	Numeracy	37.80%	28.30%	1.22%	18.30%

## 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).	36
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	36
Total non-teaching staff	19
Grand total	55
Percentage of teachers who are indigenous	0

### Teacher Attendance

96%

### Teacher Retention

100%

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 IT 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 Dyslexia

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

A satisfaction survey was carried out in November 2016 on several issues including: reporting procedures, our homework policy and our anti-bullying policy, along with sport in the school, interviews and feedback to parents re the children's learning.

Parents took part in a re-visioning of our schools curriculum and in setting the agenda and focus for the next three years.

Parents were very appreciative of the efforts of the school in the above areas and were very positive in their Overall Parents were very satisfied with the direction and implementation of initiatives of the school.

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 and wider community.

### Student Satisfaction

In 2016 students were given the opportunity to set directions for the school in the area of Critical and Creative Thinking. Students expressed a great deal of satisfaction with the schools efforts and direction.

Students also took part in the re-visioning of the school and they were surveyed as to their thoughts and ideas around the Highway Heroes Program. The survey showed that the Students were generally very satisfied with the support given to them by staff.

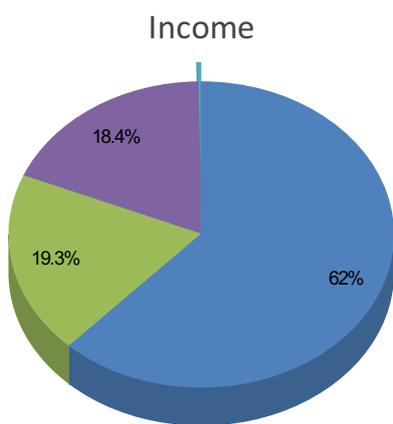
Students were also given opportunity to complete an anti bullying survey. For the most part students expressed that they feel safe and supported at the school.

### Staff Satisfaction

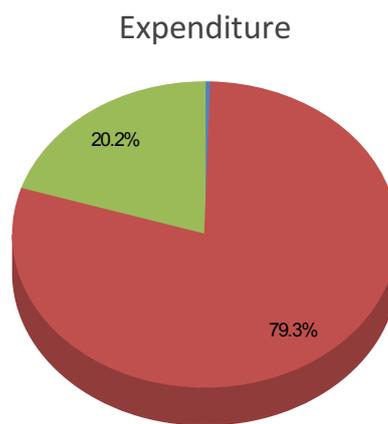
In 2016 staff were given opportunities to provide feedback in relation to the overall direction and curriculum of St Therese's. Staff were very satisfied in these two major areas of the school. The staff were also involved in changing the curriculum focus to: Religious Ethos, Core Curriculum (Numeracy, Literacy), Critical and Creative Thinking and Wellbeing.

Professional development opportunities were given to all staff especially in Critical and Creative Thinking, Wellbeing and Maths.

Overall there was a great deal of satisfaction among the staff.



- Commonwealth Recurrent Grants (62%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.3%)
- Fees and Private Income (18.4%)
- Other Capital Income (0.3%)



- Capital Expenditure (0.5%)
- Salaries and Related Expenses (79.3%)
- Non-Salary Expenses (20.2%)

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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,787,846
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,178,412
Fees and Private Income <sup>4</sup>	\$1,127,142
Other Capital Income <sup>5</sup>	\$18,041
<b>Total Income</b>	<b>\$6,119,611</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$29,387
Salaries and Related Expenses <sup>7</sup>	\$4,609,840
Non-Salary Expenses <sup>8</sup>	\$1,170,932
<b>Total Expenditure</b>	<b>\$5,810,159</b>

For the 2016 year the St Therese's Primary School received \$8,170 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 Parents 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 Rufo Duilio**

**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>