

# ANNUAL SCHOOL REPORT

# 2017

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 NESAs 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 2017 and gives information about 2018 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

2017 saw St Therese's refocus its direction in the area of Gifted Education. This focus is in line with the Catholic Schools Strategic direction. Throughout the year St Therese's set up a Gifted Team (GEM) and allocated a Gifted Education Leader (GEL). Testing was undertaken of the whole school and data was collected from the Progressive Assessment Test (PAT) and NAPLAN. Our most able students were identified and placed into cluster groups for 2018. Along with a strong focus on differentiation and flexible grouping this will form the basis of our strategic approach to working more closely with our Gifted Students.

2017 also saw a strong focus on the Early Learning Framework. The scope and sequences in literacy as well as numeracy for Kinder was reworked and a pacing guide was developed to ensure that students were able to be better catered for. With a strong focus on 'Play Based' pedagogy the school saw positive results both academically and socially.

2017 saw Question Skills (comprehension focus) as well as Spelling and Writing pedagogy well embedded into the school's learning framework. The focus has now shifted to Maths pedagogy and Cultures of Thinking. In the Early Years there has been a focus on handwriting as well as Multi-Sensory-Learning (MSL). These two initiatives have had an immediate impact on students learning especially around Writing. 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.

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 2017 St Therese's continued to support its social justice initiatives, with Children's Missions, Mini Vinnies, Caritas and the Mercyworks being some of the areas for donation.

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

The P&F has been very active throughout the 2017 school year raising \$30,000 to assist in the purchase of extra resources for the school. We have bought readers for Kinder and Year 1 as well as tablets for both special needs classes and the general school population.

The P&F continues to assist struggling families within the school through the Caring Group which was set up some years ago.

The P&F believe that St Therese's is a happy place where our children are receiving a quality education. 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.

As parents we look forward to working once again with the school in 2018.

Tracey Dwyer

President, P & F

## Student Body

We have had a great year throughout 2017. The school has been involved in supporting many different charities as well as involving itself in the local community. The students of St Therese's are proud of their work with St Vincent De Paul and the visitation of the aged villages. We are grateful to our parents for their wonderful support and to the teachers who love and care 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 Primary 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

Staff have had further inservicing in the teaching of Christian meditation and now most classes are undertaking this daily. All Staff prayer has centred on biblical texts, using a variety of forms- meditation, Lectio divina, with shared prayer, personal prayers added. Class prayer always begins with our School Prayer, followed by other various prayer forms.

A Resource has been purchased for staff to use in all classrooms, which will focus on using texts from the Bible each day. This will begin in 2018.

This year we used our retreat to focus on the Advent/ focusing on the role of Mary, Mother of Jesus. 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. This year we have worked with the "Pure flame " music group, who have provided the music for these Masses. We have changed from the morning Mass to the Sunday evening Mass, which seems to have suited more families. Stage Masses are celebrated each term, with parents and parishioners warmly welcomed. This year Father Velerian has begun celebrating Mass with our Infant students in the Hall, where he feels the children can have a closer experience of the Mass. 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 Children's Catholic Mission Mass. 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 completed their Masters, including study in Theology and Religion.

### 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. The new Units were gradually rolled out for Stage 1 and Stage 2 and have been implemented by all classes. A variety of resources are available for staff to use to make the teaching of Religion creative and engaging, using technology where suitable. 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. 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 2017 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, Mercy works in Term 3 and "Children's Catholic Mission" in Term 4. A total of \$10 511.00 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
19	41	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 2017

Scholastic Year	Number of Students
K	90
Year 1	86
Year 2	89
Year 3	90
Year 4	86
Year 5	81
Year 6	92
Total	614

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2017

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
10	10	10	10	10	10	10	10

## 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

2017 saw a review of 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) which builds and supports positive behaviours and positive relationship through the implementation of an expected behaviours matrix. 2017 saw the full implementation of the Highway Heroes Program.

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 Year 6 PBS Leadership Team, at the Tuesday assembly. The focus value and behaviours are also displayed in each classroom and communicated to parents through the newsletter. Awards are presented each week to students who demonstrate these values and behaviours.

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 been reviewed in 2017, in consultation of staff, parents and CSO Special Needs Unit. Focus was placed on ensuring consistency of processes and tracking of students.

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.

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.

The school conducts an annual Anti bullying survey for students 1-6. In 2017 the data revealed a healthy climate at our school with 90% of students having not been bullied in the last year and 56% always feeling safe at school and 40% saying they usually feel safe.

### 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

### School Improvement Plan

In 2017 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.

2017 School Improvement Plan focussed on the teaching of Maths as well as Spelling and Writing.

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.

A team was developed with the Assistant Principal as Team Leader to focus on Spelling and Writing. 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: Math Extension program (MEP) continued in 2017 with students involved in problem solving, critical and creative thinking and collaborative tasks. Flexible groupings occurred from K-6, particularly in the Number and Algebra Stand. Cathie Harrison, our critical friend for the Early Years Project, worked with kindergarten teachers to develop experiential learning opportunities in Math. This was also introduced in Stage 1, where all teachers planned a project based Mathematics unit to revitalise our school gardens in Term 4.</p> <p>The Mathematics team developed and ran a successful trial of a Balanced Numeracy Block and Guided Numeracy.</p> <p>Parents in Stage 1 were offered an opportunity to attend a Mathematics Evening to learn about contemporary mathematics pedagogy and everyday items that can be used at home to assist their children to consolidate the understanding of Mathematics.</p>	<p>Gifted Education 2018</p> <p>The school will continue as a Gifted Education Lead School in the Diocese of Maitland-Newcastle. The focus of the GEM and Leader of Pedagogy (LOP) is on identifying gifted learners and assisting with the process of developing talent by providing specific opportunities for learning, training and practise. We have high expectations for all students with an increased focus on gifted learners and their needs.</p> <p>The school's Gifted Education Mentors (GEMs) and a gifted education committee assist teachers with collating and analysing data, identifying the strengths and needs of students and providing appropriate strategies to meet their needs.</p> <p>Gifted Education is a priority in the system and is providing exciting opportunities for students in our school and we look forward to working with all the schools in the diocese during this exciting era of learning.</p>

<p>Spelling: In 2017, the revised Scope and Sequence and contemporary pedagogy was implemented K-6. Staff meetings were dedicated to Professional Learning and demonstration lessons in the multi-sensory approach to teaching spelling. The Literacy team revised the English block, to include a dedicated spelling lesson each day.</p> <p>Dr Alison Davis worked with staff across two days in 'effective writing instruction'. This led to a further focus throughout the school on writing mentor sentences, which staff worked on across several staff meetings.</p>	<p>Maths in 2018:</p> <p>Implementation of a guided Numeracy Block and guided numeracy.</p> <p>Continue flexible groupings K-6.</p> <p>Continuation of the Extension Maths Program with a focus on more STEM focused groups to better cater for students identified as Gifted and project based units.</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.</p> <p>In 2018 this focus on Creative and Critical Thinking will expand with the appointment of a Leader of Pedagogy from within the school staff. Time allocation will be provided to this person to work with staff and students in this area.</p>	<p>Early Learning 2018:</p> <p>Following the success of a more play based approach to learning in 2017, this approach will move to year 1. 2018 will see the full implementation of the Early Learning Framework in year 1. This approach also looks at the flexible grouping of students for English and Maths.</p>

## Academic Achievements

Throughout 2017, 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 2018.

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 2017 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 been a positive approach to Visible Thinking across the grades.

## Cultural achievements

In 2017, St Therese's participated in many cultural and community events. School Leaders and the general students body were encouraged to attend; 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 and the establishment of an 'Indigenous Garden' in conjunction with the local Aboriginal Elders.. 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 once again attended Mercy Day held at Kotara.

Our students continue to shine in the Creative Arts with 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.

2017 saw another successful Carols' Night with well over one thousand parents and students attending. The night was used as an opportunity to support families in need.

### Sporting achievements

2017 saw students at St Therese's continue to be 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. Many students achieved great success at both local and state levels of their selected sport. Once again we had a number of our students receiving medals for representing 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 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	83.91%	73.90%	8.05%	10.00%
	Writing	85.23%	74.40%	1.14%	7.50%
	Spelling	87.50%	68.80%	3.41%	13.10%
	Grammar	89.77%	75.00%	4.55%	10.50%
	Numeracy	77.27%	67.10%	4.55%	11.40%

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	76.62%	63.00%	3.90%	14.60%
	Writing	60.76%	47.90%	8.86%	19.40%
	Spelling	69.62%	63.00%	6.33%	14.10%
	Grammar	64.56%	59.90%	16.46%	17.50%
	Numeracy	69.74%	57.60%	7.89%	14.60%

## 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).	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% we had two teachers retire in 2017. Overall the staff is very stable.

### Professional Learning Undertaken

2017 saw nine staff including the Principal participating in professional development in the area of 'Thinking Routines'. A relationships was established with Massada Colledge Sydney and staff were sent on a three day workshop.

Professional development was also afforded in the area of Gifted Education with three staff attending the World Gifted Education Conference in Sydney. A number of staff also completed the Mini-Certificate in Gifted Education.

Co-ordinators and Assistant Principal attended a three day Leadership Course.

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.

We continue to provide professional development in the area of pedagogy with six teachers completing the Multi sensory Structured Learning (MSL) through the Dyslexia Association of Australia. Our Learning Support Co-ordinator attended courses in the area of addressing the needs of children with dyslexia.

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

Inservices were held focusing on the work of Byron Katie as well as a Spiritual retreat looking at staff wellbeing.

2017 saw the commencement of the 'Hands Held Out' academy. This course is a one term course developing teachers in the area of using technology in the classroom. All staff are expected to undertake this course.

2017 also saw nine teachers undertake professional development in Protective Behaviours in readiness of a refocusing of the schools procedures and policies in 2018.

## 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

Overall parents showed a very positive and appreciative attitude to the school and staff. A mini survey was conducted throughout the second term and there was an overall strong satisfaction rate with the school. The school was asked to look at its communication procedure a a review was undertaken.

Parents were very satisfied with the learning programs and the overall progress of the students. Parents were very satisfied with the direction and implementation of the 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

The survey of students show an overall high satisfaction rating of the school.

Children were very appreciative of the flexible groupings, the opportunity of the new approach to Maths extension and the strong focus on relation building. They appreciated the sporting opportunities. Large number of the students spoke highly of their teachers.

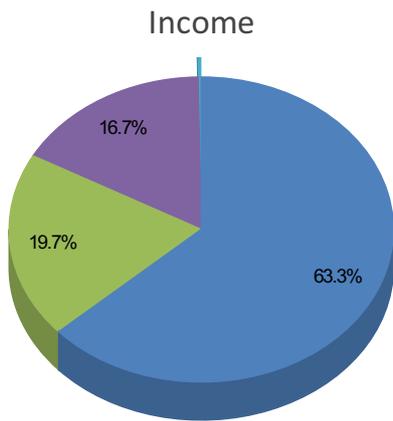
Students were also given opportunity to complete the annual anti bullying survey. Students expressed that they feel safe and supported at the school.

### Staff Satisfaction

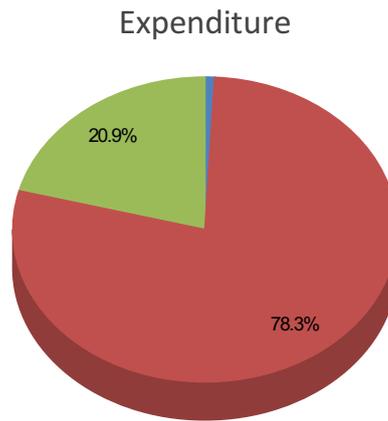
Staff undertook two surveys one on professional areas the other on well-being. The overall response was that staff were very satisfied with both the direction the school is taking in teaching and learning as well as the strong focus on staff and student wellbeing.

Professional development opportunities were appreciated and staff expressed their gratitude.

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



- Commonwealth Recurrent Grants (63.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.7%)
- Fees and Private Income (16.7%)
- Other Capital Income (0.3%)



- Capital Expenditure (0.8%)
- Salaries and Related Expenses (78.3%)
- Non-Salary Expenses (20.9%)

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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$4,232,424
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,318,780
Fees and Private Income <sup>4</sup>	\$1,117,163
Other Capital Income <sup>5</sup>	\$18,080
<b>Total Income</b>	<b>\$6,691,936</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$50,821
Salaries and Related Expenses <sup>7</sup>	\$4,884,880
Non-Salary Expenses <sup>8</sup>	\$1,305,257
<b>Total Expenditure</b>	<b>\$6,240,958</b>

For the 2017 year the St Therese's Primary School received \$5,489 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, NESA, 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:

**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>