



2018

ANNUAL SCHOOL REPORT

SERVICE. LEADERSHIP. JUSTICE

Together in Christ



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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

Principal's Message

2018 saw St Therese's focus strongly on the area of Gifted Education with six of our students being welcomed into the Virtual Academe (VA). The VA focused on not only our gifted students here at St Therese's but on those students who were identified as Gifted across the Diocese. In 2019 the school will continue with this focus on Giftedness with Brook Trenwith (from New Zealand) being engaged to focus the school on identification and differentiation.

Throughout 2018 we continued with our work on the Early Learning Framework with both Kinder and Year 1 taking up the pedagogy. This approach to teaching and learning is showing great results. In 2019 we will introduce Initial-Lit as a phonics base approach to the teaching of reading in the Early Years.

Academically, the school continues to produce excellent results. The focus on STEM and in particular Robotics has really engaged the students and there is now a strong focus on the application of learning. The technology continues to be a strong point of engagement for students and their learning is constantly improving.

St Therese's continues to be a school which focuses on social justice, with Children's Mission, St Vincent DePaul, Caritas and Mercyworks being some areas that were supported over 2018.

I'd like to thank the staff for their dedication, love and support of the children. To the parents thank you for your involvement and care of the children, staff and the school in general. And to the children thank you for being you and making school a great place to be.

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

Duilio Rufo

Principal

Parent Body

Over the 2018 school year The Parents and Friends Association (P&F) has been very active in fund raising, raising over \$20,000 to assist the school in purchasing much need resources.

During the year the P&F has also been involved in the development of policies and procedures. In particular the Canteen Policy where a review of the canteen was undertaken with a view to look at making the Canteen into a "Healthier Canteen". Survey were undertaken with the wider parent body as well as discussions with Hunter New England Health and the University of Newcastle. Today the Canteen falls fully within the Health Canteen Guidelines.

2018 saw the change of the sports uniform and in 2019 we will continue to look at how we can introduce different options of the uniform.

The P&F continue to support families within our school community, especially those who feel isolated and who are struggling either financially or through lose of loved ones. This outreach has had a very positive impact on the community.

The P&F believe that St Therese's is a happy place for our children and that overall the education is of an excellent standard. Parents are very satisfied with the school and are appreciative of the efforts made to meet the educational, social and spiritual needs of the children.

Student Body

We have had a great year throughout 2018. Most students told us that they enjoy coming to St Therese's and that they are happy and feel safe and valued. Senior students were involved in many outreach and social justice programs and we learned the value of giving.

The students of St Therese's are proud of our work with Mini Vinnies, Community Day and Environmental initiatives. We are grateful to our parents and to St Therese's staff who love and care for us.

SCHOOL FEATURES

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.

A grant was given to the school in 2018 to rebuild 9 classrooms an a new learning centre and library.

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

Catholic Imagination and Spirituality

During 2018 Staff members have received further inservicing based on the Mercy Charism and the work of Catherine MaCauley. Christian meditation is practised in most rooms. All staff prayer is centred on the Word of God, using a variety of forms- meditative, journalling, Lectio Divina and personal prayer. Class prayer always begins with our school prayer, followed by other prayers. The Resource "We pray as One" is used in classrooms, to support teachers. Our Retreat this year centred on the Gifts of the Spirit with Helene O'Neill as presenter.

Family, Parish and Diocesan evangelising and catechesis

The St Therese school community 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 and the Religious Education Coordinator and other staff members are an integral part of the Sacramental Team. Families are invited, through the school newsletter to attend the monthly School/ Parish 9:15 Mass and participate actively in the ministry, welcoming and celebrating. Members of the Parish music group liaise with the REC around the music for these Masses. The Opening and Closing Mass for the school year were celebrated in the Hall, as we cannot comfortably fit in the Church. Several stage Masses and Liturgy of the Word celebrations were held in the church.

Christian Discipleship

We recognise that parents are the primary educators of their children in the area of Faith, but we assure them that we support them on their children's journey in Faith. Many staff members attended the Called to Serve Mass. The REC and members of the Social Justice Team attended the launch of Project Compassion and Catholic Schools' Week Masses and the Liturgy for Children's Catholic Mission.

The REC is an active member of the Parish Sacramental Team, and works with the parents and children to facilitate their preparation for the Sacraments, using a family based program. Organisation for reception of the Sacraments of Initiation was performed to fit in with the Parish Masses.

Several members of staff are working towards completion of Graduate Certificate/ Master in the area of Theology and/or Religious Education.

Religious Education and Curriculum

Full implementation of the Religious Education Curriculum remains the focus for the teaching of Religion in classrooms. Teachers have full use of the various suggested support provided in the resources given for each Unit of work. As all units are now available teachers have worked with the REC to fully implement and use the resources as suggested. Teachers are fully aware of their need to be suitably qualified to teach Religion in their classes. Teachers are encouraged to take advantage of opportunities offered by the Catholic Schools Office.

Initiatives Promoting Respect and Responsibility

During 2018 many fundraising activities were organised and implemented by the REC and Social Justice Team. These included Caritas, St Vincent de Paul, Mercyworks Lotus Foundation and Children's Catholic Mission. A amount of over \$22,000 was raised and distributed.

Student Profile

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

LBOTE*	SWD*	Indigenous
61	46	14

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

Enrolling at a Catholic School

Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
K	86
Year 1	91
Year 2	90
Year 3	89
Year 4	92
Year 5	92
Year 6	79
Total	619

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
95	94	94	94	92	94	92	93

Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

Pastoral Care and Wellbeing

Student Welfare Policy

2018 saw the implementation of the revised 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. 2018 saw the continued 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.

The "Friendship Saver" program was introduced in Year 4 to promote positive peer interactions.

Discipline Policy

The Student Welfare and Pastoral Care policy which constitutes our Discipline Policy was reviewed in 2018, 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

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 school's Anti-Bullying Policy was rewritten. A copy is available on request or on our website 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

School Improvement Plan

In 2018 St Therese's focused on social justice with a strong emphasis on outreach to the under privileged of the New Lambton area through Mini Vinnies and out Lotus Foundation. Lotus supports 88 young girls in Laos, paying for their educations. This program continued its focus on supporting and building relationship with the elderly of our area through visitation to the Nursing Home. We also supported a women's refuge.

2018 School Improvement Plan focussed on the teaching of Mathematics as well as Gifted Education.

A lead teacher in the area of Mathematics once again provided Professional Development and support to staff in the pedagogy and best practice in this KLA. A Gifted Education Mentor (GEM) and a team was formed. Professional development was afforded to all staff and children from K-6 were formally tested using the CogAT test.

2018 saw the introduction of Initial Lit as a structured phonics program for K-1.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Mathematics: Math Extension Program (MEP) continued in 2018 with students involved in problem solving, critical and creative thinking and collaborative tasks. Robotics was introduced and staff employed to run a more formalised STEM using Mathematics as its base. Flexible groupings continued from K-6, particularly in the Number and Algebra Stand. Staff worked with the Lead Teacher to develop and implemented "guided numeracy" as part of a balanced Numeracy Block.</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>Mathematics:</p> <p>Continuing to work with staff to use quality data to better address the needs of students.</p> <p>Continuing to focus on quality pedagogy "to pull up" all students with a focus on the high achievers and under achievers.</p> <p>Application of mathematical skills in real-world situations.</p>
<p>Reading K-1: Throughout 2018 teachers from K-2 received Professional Development in the area of Reading with a strong focus on pedagogy. Multisensory Structured Language (MSL) was introduced K-6.</p> <p>In Term 4 all teachers in K-1 as well as Lead Teachers and Learning Support Teachers were inserviced in the use of InitialLit. In 2019 this program will be implemented and if proved successful will be extended into Year 2.</p> <p>The learning support teachers implemented MacLit as an intervention program for Teir 3 students in Years 3-6.</p>	<p>Writing:</p> <p>Focus on the elements of writing, in particular, grammar, spelling & punctuation.</p> <p>Continuing to focus on quality pedagogy "to pull up" all students with a focus on the high achievers and under achievers.</p> <p>Offer opportunities to children to work with writers to build their capacity.</p>
<p>Gifted Education: 2018 saw a focus on gifted education, in particular 2E children an high achieving students, Students identified as being gifted were clustered and teachers inserviced on how to better address the needs of these students. These students were also involved in the Virtual Academy initiative from the Catholic Schools Office, spending up to 5 hours a week working with other gifted students across the diocese. At the end of 2018 Bronwyn Trenwith was engaged to support gifted education throughout 2019, with a focus on identification and differentiation.</p>	<p>Future Educational focus:</p> <p>In 2019 through to the end of 2022, St Therese's will join the world-wide focus on future schooling. Mark Treadwell has been engaged to work with the school over a three-year period to re-focus the school's direction in the area of learning. There will be a strong focus on the application of learning rather than the regurgitation of facts.</p>

Academic Achievements

Throughout 2018, 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. All students in Years 3-6 participated in "Inquisitive Minds" with gifted students being invited to the Inquisitive Minds - Gifted Workshop.

NAPLAN results in Literacy, Numeracy and Writing for Year 3 continued to show outstanding results. Year 5 results indicated that there is a need to re-focus Year 4 in the effective teaching of writing, with a strong focus needed on spelling and grammar.

A specialist teacher was engaged to work with students in the area of Math extension in particular with Problem Solving and Critical Thinking being a feature of this program.

Students with special needs were well supported to develop to their full potential. Lexia, MiniLit, Repeated Reading, MacLit and Multi-Sensory Structured Language (MSL) programs proved very successful. Throughout 2018 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 2018, 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 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 4 once again attended Mercy Day held at Kotara.

Our students continue to shine in the Creative Arts with a number of students performing in the Diocesan 'Aspire' Creative Arts Production. All students in Years 5 & 6 attended Diosounds, Aspire and the St Pius X production of "The Little Mermaid."

2018 saw another successful Carols' Night with well over two thousand parents and students attending. The night was used as an opportunity to support families in need.

Sporting achievements

The 2018 school year has seen many students engage in sport and physical activities. St Therese's continues to display its keen sense of positive sportsmanship and encouragement among all grades. We had an increase in student participation in a number of sporting events, including our school Swimming and Athletics carnivals. Many students achieved great success at either school, Regional, Polding or State levels and experienced positive benefits that a healthy body and mind can give. We had students achieve success at both local and State levels in dance, rugby league and soccer.

St Therese's students participated in a vast array of sports and these many sporting opportunities made available to students allowed for differentiation and the catering of children individual skills and abilities.

All classrooms continue to use Physical Activity kits and teachers have implemented short skill based energisers to promote health movement throughout the day. As well as the teaching of Physical Education, St Therese's offers after school clinics in a variety of other sports.

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 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	86.70%	75.70%	4.80%	8.70%
	Writing	82.90%	71.70%	6.10%	10.00%
	Spelling	92.90%	69.60%	0.00%	0.00%
	Grammar	89.30%	73.10%	7.10%	11.30%
	Numeracy	91.50%	66.80%	3.70%	11.50%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	68.70%	65.50%	10.80%	12.80%
	Writing	51.20%	43.70%	8.50%	23.40%
	Spelling	69.90%	63.90%	8.40%	13.50%
	Grammar	68.70%	64.40%	14.50%	14.30%
	Numeracy	59.30%	57.50%	7.40%	14.10%

Staffing Profile

Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	35
II. Teachers at Highly Accomplished/Lead	0

We have had a significant number of staff finish their Masters Degrees in the past 3 years.

Workforce Composition

Number of Staff	
Total teaching staff	35
Total non-teaching staff	23
Grand total	58
Percentage of teachers who are indigenous	1

Teacher Attendance

96%

Teacher Retention

97%. We have had 3 teachers leave at the end of 2018. 1 teacher has retired and 2 teachers have moved to new schools.

Professional Learning Undertaken

2018 saw a focus on Gifted Education with all staff attending the Gifted Conference held at the University of NSW in Sydney. All staff were also given PD in the school's Mercy Charism and all attended a spiritual retreat in term 3.

Over the course of the year teaching staff were given PD in Differentiation as well as focusing on pedagogy in the teaching of Maths with a focus on how to better use data and the refocusing on flexible groups.

Non Teaching staff were given PD on Non-violent response methods as well as attending courses on how to better work with SWD students.

All executive attended courses in Leadership as well as taking part in how to better address the writing up of the School Improvement Plans. Leaders worked with an outside provider to develop skills in this how to better identify and write up plans.

Infant staff attended 2 day courses in both Early Learning Framework as well as learning about how to implement a new program Initial Lit a phonics program for years K-2.

All staff continued with the PD in technology via the Hand -Held-Out Academy and reported that this was

extremely valuable.

Parent, Student and Teacher Satisfaction

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

The school survey of parents shows that the vast majority were extremely positive and appreciative of the schools efforts in the areas of teaching and learning as well as in the area of social development. The parents commented on the great work being done around Gifted Education as well as the use of technology and the efforts in the teaching of STEM.

Parents were supportive of not only the academic programs in place but in particular of the programs around positive behaviours. Parents indicated that the school has good communication procedures and that they saw value in the school communicating with them in relation to children's behaviour.

The wider Catholic parish and community were very appreciative of the work that the school does in social justice and the work that it does with the aged village.

Student Satisfaction

Students had a very high satisfaction rating of the school in all areas.

Overall students spoke positively of the efforts of the school to try and engage them at their level on learning. They liked the flexible groups, the Maths extension, the STEM and Robotics as well as the opportunities they were afforded in a variety of sports and other activities. Music was seen as a very positive element of the school as was the Drama group.

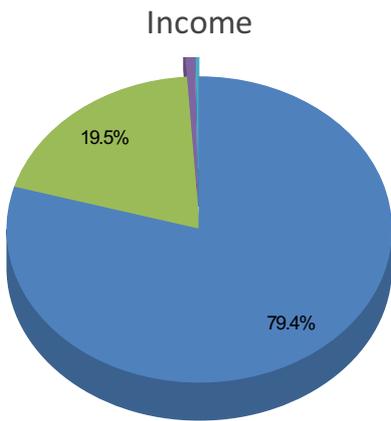
The annual 'anti-bullying' survey showed that most students feel safe, happy and supported while at St Therese's.

Staff Satisfaction

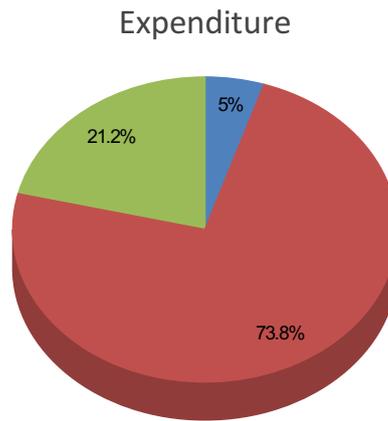
A major survey of staff was undertaken in term 3 and the overall response showed that staff were very satisfied with the direction that the schools was taking in the areas of teaching and learning. As well staff showed a very satisfied response to the direction that the school is undertaking in the area of staff wellbeing.

Staff were extremely appreciative of the professional development opportunities afforded them. They commented that they felt valued and that the PD was relevant and enriching.

Overall there was a very high satisfaction rating by staff.



- Commonwealth Recurrent Grants (79.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.5%)
- Fees and Private Income (0.8%)
- Other Capital Income (0.3%)



- Capital Expenditure (5%)
- Salaries and Related Expenses (73.8%)
- Non-Salary Expenses (21.2%)

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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$5,566,893
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,364,869
Fees and Private Income ⁴	\$57,184
Other Capital Income ⁵	\$18,144
Total Income	\$7,011,991

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$358,325
Salaries and Related Expenses ⁷	\$5,301,780
Non-Salary Expenses ⁸	\$1,526,296
Total Expenditure	\$6,828,076

For the 2018 year the St Therese's Primary School received \$4,901 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

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESAs, 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>