

2019

ANNUAL SCHOOL REPORT

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Together in Christ



St Therese's Primary School

Burke Street, NEW LAMBTON 2305

Principal: Duilio Rufo

Web: <http://www.newlambton.catholic.edu.au>



www.mn.catholic.edu.au

About this report

St Therese's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

2019 saw St Therese's again focus on the area of Gifted Education with a continuation of students involved in the Virtual Academy (VA). Brooke Trenwith (from New Zealand) engaged staff in professional learning to focus the school on identification and differentiation. Extension groups in the areas of Writing in Years 1 & 2 and Mathematics in Years 3-6 was introduced.

Throughout 2019 we continued with our work on the Early Learning Framework with both Kinder and Year 1 utilising play-based learning throughout the curriculum. In 2020, we will continue this focus with Kindergarten taking on "Successful Foundations". This approach to teaching and learning is showing great results. 2019 saw the effective implementation of InitialLit, a phonics based Reading program in K-1, in 2020 we will continue with this as Year 2 begin the program.

In 2019, St Therese's engaged Mark Treadwell to professionally develop staff in the use of "Conceptual Frameworks", especially in the areas of HSIE and Science. This has resulted in increased student engagement and students being active participants in their own learning. Academically, the school continues to produce excellent results.

The school continues to promote technology, providing rich and varied tasks aimed at engaging students in collaboration and critical-thinking opportunities. St Therese's continues to focus on social justice through, Children's Mission, St Vincent de Paul, Caritas and Mercy Works being some areas that were supported over 2019. Students in Years 3-6 enjoyed participating in the school musical "Australian Made".

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. I also thank the children for being yourself 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.

Parent Body Message

Throughout 2019, the Parents and Friends Association (P&F) has been very active in supporting the school and fund 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 review of our school uniform. A Uniform Sub-Committee was developed and parents surveys undertaken with the wider parent body to gauge the appropriateness of the school uniform. Based on survey results, the school

uniform was amended, to streamline the colours and ensure students are given options. The P&F continues 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 Message

The students had a great year throughout 2019. The majority of students told us they enjoy coming to St Therese's each day, and that they feel happy, safe and valued. Senior students were involved in many outreach and social justice programs and they learned the value of giving. The students of St Therese's were proud of their work with Mini Vinnies, Community Day and Environmental initiatives. The children in Years 3 to 5 enjoyed participating in our school musical "Australian Made". The children are grateful to their parents and to the St Therese's staff who love and care for them.

School Features

St Therese's is a Kindergarten to Year 6, co-educational school. The school was founded by the Sisters of Mercy on 1 November 1925. In 1926, the school/Church of St Therese was built in Royal St, New Lambton, walking distance from the present church. As was common at the time, it was a dual purpose building, used for Mass on Sundays and for classes during the week. In style it was similar to many others of its type, being a simple hall capable of being partitioned into separate rooms with a chancel and sacristy, closed off except during Mass. A small porch was attached, while gable crosses proclaimed this to be a house of God. It served as the parish church from 1954 until 1956, when it was converted to serve, as it still does today, as a hall for the parish and school.

In 1995, the school administration area was rebuilt and the entrance was relocated to Burke Street. In 2000 the school began to grow rapidly and in 2010 with the help of the Federal Government funded Building the Education Revolution (BER) money, a new hall and 12 new classrooms were built. A grant was given to the school in 2018 to rebuild nine new classrooms, a new learning centre and library. These renovations are scheduled to be completed in mid-2020.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
288	331	68	619

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. 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.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2019 was 92.81%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92.80	92.60	93.50	92.60	92.30	93.40	92.50

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	56
Number of full time teaching staff	22
Number of part time teaching staff	15
Number of non-teaching staff	19

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

During 2019, staff were involved in three professional learning opportunities.

1. Brooke Trenwith, based in Auckland, New Zealand is a Senior Education Consultant at Potential to Performance. She focused staff on catering for our Gifted Learners. She brought a wealth of knowledge on the teaching of gifted children. Brooke spent one day working with the executive and gifted education leaders and a day with all staff on identification and differentiation, including adaptations of the environment, higher order questioning and interpersonal support. Staff also spent time understanding the importance of using data effectively to track the progress of skills for students.
2. Mark Treadwell was asked to work with staff to explore the 'future of learning'. Following a full day of professional learning with Mark, staff collaborated with grade colleagues to plan for a shift to concept-based learning in the areas of HSIE and Science. The micro-lesson approach demonstrated by Mark has been integrated into learning K-6 with positive feedback from staff and students. The Learning Process will be a continued focus in 2020.
3. The school executive team introduced "Clarity" by Lyn Sharratt and staff worked through the 14 parameters, especially the non-negotiable parameters of 1, 4 & 6 to develop their understanding of each parameter and its impact on students. In 2020, the school will implement these parameters by introducing Learning Intentions and Success Criteria into writing programs and the development of data walls across the school, focused on writing, as writing is one of the school focus areas.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

Catholic Imagination and Spirituality

During 2019, staff participated in the annual faith formation retreat, this year presented by Brad Fuller (CSO), with the topic: “Jesus – our invitation into the heart of the Trinity”. All staff prayer is centred on the Word of God, using a variety of forms in response such as – meditation, journaling, Lectio Divina and personal prayer. The resource “We Pray As One” (2019 edition) is used in classrooms to support teachers in leading daily prayer, along with other forms of prayer such as guided and Christian meditation. Weekly school assembly begins with our School Prayer, followed by a modified liturgy of the Word presented by our Yr. 6 leadership teams.

Family, Parish and Diocesan evangelising and catechesis

The St Therese school community exists and participates actively within the Holy Trinity Parish, Blackbutt North. The Principal is a participant on the Parish Council, the finance committee (ex-officio) and the Religious Education Coordinator and other staff members are an integral part of the Sacramental Teams. Families are invited, through the school newsletter, to attend the School-led, Parish masses on various Sundays throughout the year. Students take on active roles of ministry during these masses such as that of, welcomer, reader, prayers of the faithful, offertory and music ministry. Both the Opening and End-of-Year school masses were celebrated in the School Hall in order to accommodate all student and parents. Several Stage group masses, along with the Year 6 Graduation Liturgy, were held in the Church throughout the year.

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 child'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 Religious Education in classrooms. Teachers have full use of the various support provided in the resources given for each Unit of Work. As all units are now available, teachers have worked with the REC and Brad Fuller (CSO) to plan and fully implement the planning and programming of the units. Teachers are aware of the required levels of qualification to both teach and teach Religious Education within Catholic schools. Staff are encouraged to take advantage of opportunities offered by the Catholic Schools Office to maintain and improve Professional Development of Religious Education.

Initiatives Promoting Respect and Responsibility

During 2019, many fundraising activities were organised and implemented by the Religious Education Coordinator and Social Justice Team. These included Caritas, St Vincent de Paul Society, Mercyworks and Children's Catholic Mission. A total amount of \$11,983 was raised and distributed across these charities.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

In 2019, St Therese's continued to worked in flexible groups for Mathematics and Writing, to target the needs of students. This structure allows for teachers to cater for the individual needs of students. Using data from PAT-Math and the NAPLAN Writing rubric, students in Years 2 - 6 are flexibly grouped into skill-based groups. Students move fluidly through these groups depending on their skill level, in the different concepts being taught. Teachers take on the role and responsibility of sharing "our students" rather than just catering for their own class.

We continued to focus on identifying and extending our Gifted Learners K– 6. The teachers spent time reflecting on individual student profiles and on collecting evidence on students who showed success in any of the given domains of giftedness. Students were given extra opportunities to shine in programs such as the Maths Olympiad, Write4Fun short story competition and the Virtual Academy for Stage 3 students. Kindergarten children took part in the CogAT assessment in late Term 4.

Across the school we engaged students who needed extra support in their learning through programs such as MiniLit, MacqLit, Intensive Numeracy support, Multi-Sensory Learning for Phonics, Support Writing groups, Comprehension groups and social skill groups that focused on emotional regulation.

Initialit become the core program to teach phonics in Early Stage 1 and Stage 1. The program explicitly and systematically teaches phonics, phonemic awareness and reading. A multi-sensory play-based approached was also employed to consolidate literacy concepts for Early Stage 1 children. There was also a focus on oral language to develop early writing skills in the younger grades.

At St Therese's, we employed specialist teachers who taught in the areas of Creative Arts (Music/Drama/Dance), PE and Library. Students from Kindergarten to Year 6, spend time in their school week learning from these teachers and enjoy the variety in the lessons and the expertise of what they are being taught. Library lessons are also linked to the grade's English and HSIE or Science and Technology units and are combined with the use of ICT and STEM activities.

Stage 3 students are part of the BYOD program and work extensively using OneNote in the classroom as another learning platform. The students take part in a Cyberbullying program at the beginning of the school year and develop ongoing technology skills. The children enjoy using a range of Apps and programs to improve their knowledge and to develop 21st Century Thinking skills.

In 2019, we held our bi-annual school concert. Mrs Alina Brymora organised and produced a fantastic school concert that involved all Years 3, 4 & 5 students. The production was called "Australian Made" and the audience were taken on a journey through Australian history and folklore. Students were also given the opportunity to participate in a Musical Theatre group and Dance Troupe which gave them the opportunity to be involved in extra performances during the night.

Our Creative Arts program also included the incursion of the Opera "By the Light of the Moon" for all students K-6. This production by Opera Australia was given excellent reviews by all students. It was a great success and, for many, the first time they have encountered such music and theatre. Stage 3 also had the privilege of watching Diosounds and ASPIRE performances at the Civic Theatre in Newcastle.

Student Performance in Tests and Examinations

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	69%	57%	5%	11%
	Reading	55%	53%	6%	11%
	Writing	66%	51%	0%	6%
	Spelling	49%	48%	5%	13%
	Numeracy	40%	40%	9%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	50%	34%	11%	17%
	Reading	56%	37%	7%	12%
	Writing	23%	17%	7%	19%
	Spelling	35%	34%	8%	14%
	Numeracy	40%	29%	7%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2019.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

At St Therese's we continued Positive Behaviour Support (PBS) where our School Leaders explain and present short videos on each of our school values, at the weekly school assembly. Each value is linked directly to our School Spirit Awards, that are given out across all grades during our weekly school assemblies.

In addition, there were many ways we showed respect and responsibility for our school community and the wider society. Students from all grades were encouraged to join our School Leaders to participate in the ANZAC Day march run by the New Lambton RSL. Our school captains took great pride in laying a remembrance wreath during the ceremony and marched alongside fellow classmates from K-6 and teachers as a sign of respect for our ANZAC heroes.

NAIDOC week and the National Day Against Bullying and Violence were just two events that we, as a school community, participated in. Activities to promote these important initiatives included guest speakers, art and craft experiences and reflections on literature explaining the importance of these significant days. The many lessons that the students received from being a part of these celebrations included acceptance and tolerance of others, showing compassion for all cultures and an understanding of the Indigenous Peoples of Australia.

During the month of March, we also invited the parents, staff and students to join together and celebrate Harmony Day. The 2019 message of Harmony Day 'Everyone Belongs' was conveyed through student artworks from all grades, which represented harmony and what it means to us all. The art was displayed in our school hall for our community to admire. We proudly wore orange clothing to demonstrate the strength of cultural diversity for all of us who call Australia home.

With the help of the Catholic Schools Office, the pastoral care worker Helene O'Neill our Year 5 students enjoyed several visits to the Nursing Home in New Lambton. This opportunity gave the children an experience in which they all thoroughly enjoyed. The students improved their communication skills with the elderly residents and performed a Christmas concert at the end of the year to celebrate the new relationships that had been formed throughout this program.

During their lunch break, students from K–6 were invited to participate in the Gardening Club. The Gardening Club offers students opportunities to get involved in a range of such as planting, weeding, watering and harvesting. Students plant mostly vegetables, fruit and herbs which they are then able to give to the school canteen to use, take home and/or share with the school community. The Gardening Club helps students develop social skills and to gain knowledge on sustainability.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Mathematics: Extension Mathematics continues in 2019 with students involved in problem solving, critical and creative thinking and collaborative tasks. Extension occurred across Stage 2 and Stage 3. Flexible groupings continued from K-6, particularly in the Number and Algebra Stand. Guided Numeracy was incorporated into the balanced Numeracy Block.

Writing Years 1-6: Throughout 2019, teachers in Years 1-6 received Professional Development in the use of a Writing Rubric to improve student outcomes. Grade PLTs used data gained from the rubric to plan teaching and learning opportunities in Writing. An extension writing group was implemented to target the needs of our gifted Year 2 students, who were working well-above grade expectations.

Gifted Education: 2019 saw a further development for gifted education, in particular identification and differentiation. Students in Years 3-6, who are identified as gifted were clustered and teachers across these grades targeted their teaching through flexible groupings in Mathematics and English. Some 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. Brooke Trenwith was engaged to support gifted education throughout 2019, with a focus on identification and differentiation.

Priority Key Improvements for Next Year

Conceptual Frameworks - In 2019 and 2020, St Therese's will focus on future schooling. Mark Treadwell began working with staff in 2019 and all grades have developed micro-lessons in HSIE and/or Science.

Writing will continue to be a focus area in 2020 in Years 1-6. Pedagogical Mentors (PM) will work with Years 2-6 to improve students outcomes through data analysis, team teaching, mentoring and coaching. In Kindergarten and Year 1, PMs will work with teachers with the focus being on oral language and vocabulary development. PMs will also begin to introduce the learning progressions for "Creating Texts" in 2020. Gifted writers in Years 3-6 will be targeted through extension writing sessions.

Clarity - The staff will use the book *Clarity* by Lyn Sharratt to improve teaching and learning to target the needs of the school. In 2020 we will focus staff on the use of data to drive teaching and learning decisions. There will also be a focus on the "faces" of our students, so that all staff have ownership of the whole grade, rather than just their own class. The learning support department will use Parameter 6 - Case Management Approach to target the needs of our SWD students. Learning Intentions (LI) and Success Criteria (SC) will be incorporated into Writing Programs and students will be involved in co-construction of LI and SC in this area. Kindergarten will use LI and SC in the area of play-based learning, with input from Kim Moroney.

Community Satisfaction

The opinions and ideas of parents, students and teachers 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 teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The school survey of parents shows that the vast majority were extremely positive and appreciative of the school's efforts in the areas of teaching and learning as well as in the area of social development. The parents commented on the focus on Gifted Education and high achieving students as well as the use of technology and the efforts in the teaching of STEM. Parents were supportive of the academic programs in place, as well as the social and emotional programs and focus on Child Protection units each term. Parents indicated that the school has excellent communication procedures regarding organisation as well as information regarding their child/ren's academic and social development. The infant parents were positive about the altered procedure implemented to allow for the building of 9 new infant classrooms. 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 through Mini-Vinnies and in conjunction with Helene O'Neill.

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 enjoyed flexible groups, Mathematics and Writing extension and STEM. The students also were very positive of the specialist teachers in PE, Music/Drama.Dance and Library. Years 3-5 especially enjoyed the opportunity to participate in the school musical "Australian Made". Representative and recreational sporting activities were also enjoyed by students. Students reported feeling safe at St Therese's and feel the school proactively addresses anti-bullying, through classroom lessons, lunch clubs and the use of "quiet" areas that are available at lunch and recess. Students involved in the gardening programs also reported high satisfaction levels, especially those involved in building furniture, such as benches and a "cafe" that have been installed on the playground.

Teacher satisfaction

A major survey of staff was undertaken, through the *Working Together* Collaboratively project. Staff indicated a high level of satisfaction in their involvement in the direction of the school, the executive team and future directions. Staff mental health, well being and faith formation continued to be a focus in 2019 with an invitation to participate in weekly yoga, staff prayer and a staff retreat. Staff expressed a feeling that professional development opportunities were relevant and enriching. Overall, there was a very high satisfaction rating by staff.

Financial Statement

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 2019 year is detailed below:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$4500322
Government Capital Grants ²	\$1687611
State Recurrent Grants ³	\$1321902
Fees and Private Income ⁴	\$1131105
Interest Subsidy Grants	\$3628
Other Capital Income ⁵	\$289578
Total Income	\$8934146

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$3397516
Salaries and Related Expenses ⁷	\$5135768
Non-Salary Expenses ⁸	\$1550963
Total Expenditure	\$10084247

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.

END OF 2019 REPORT