

# 2023

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

*Together in Christ*



### St Therese's Primary School

Burke Street, NEW LAMBTON 2305

Principal: Kaylene Maretich

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

## About this report

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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 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 Strategic 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

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### Principal's Message

In 2023 we continued to focus on Gifted Education with students involved in the Virtual Academy (VA), extension groups in the areas of Writing in Years 2-6 and Mathematics in Years 2-6.

Throughout 2023, St Therese's continued with the use of the Early Years Framework with Kindergarten immersed in "Successful Foundations" for the first six weeks of school and Play-Based Learning projects across the year. Year 1 incorporated play-based learning, across key learning areas, to immerse students in inquiry units. This continued focus on play-based learning in the first two years of school, continued to show great results in students' social interactions, creativity and problem-solving. 2023 saw all students in Kindergarten, Year 1 and Year 2 continue with the InitialLit Phonics program, which continued to have success with early reading reading ability.

In 2023, St Therese's continued to engage with the Diocesan implementation Clarity by Lyn Sharratt, with a focus on explicit teaching and data driven decision making in teaching and learning.

The school continued to engage three pedagogical mentors to work with staff, to develop their ability to teach in English and Mathematics. The pedagogical mentors focused on developing growth mindset in students and quality differentiated assessment in English and Mathematics. Co-constructed learning intentions and success criteria in English and Mathematics continued, as well as the use of Anchor Charts to assist students in their learning. Academically, the school continued to produce excellent results.

The school continued to promote technology, providing rich and varied tasks aimed at engaging students in collaboration and critical-thinking opportunities. The use of 1:1 devices was extended to include Year 4 students from Term 3.

St Therese's continued to focus on social justice through, with Children's Mission, St Vincent de Paul, Caritas and Mercy Works being some areas that were supported throughout 2023. Student led social justice initiatives were supported by the staff and parent community.

St Therese's continued to provide quality differentiation for students with additional learning needs. Our learning support team includes a Learning Support Coordinator, Learning Support Teacher, English as an Additional Language and Dialect Teacher (EAL/D) and 14 Learning Support Assistants.

2023 saw a continued focus on Aboriginal and Torres Strait Islander education, with one ATSI teacher employed, to focus on the educational needs of students and cultural development. The school engaged Evis Heath to work with our indigenous students and their families on cultural projects, as well as a whole school indigenous experience to celebrate NAIDOC Week.

The school engages with parents/carers as active participant's in the educational journey of their child. I would like to thank the staff for their dedication, love and support of the children, the parents/carers for their involvement and care of the children. I also thank the children for being themselves and making St Therese's such a vibrant and welcoming school.

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

### **Parent Body Message**

In 2023 the school continued to develop the Parent Engagement Group (PEG) model. PEG meetings were held each term, over two sessions, to engage as many parents as possible.

The parents/carers continued to be involved in the development of policies and procedures and the Caring Group continued to play a vital role in reaching out to families in need and those that felt disconnected from the school community. This outreach has had a very positive impact on the community as a whole.

The school welcomed families into many events such as Open Days, Assemblies and a Christmas Concert. A group of parents also worked with the school Executive to develop an "Art Trail". Each child across the school created an artwork, these were installed in the school grounds. Families and friends were invited to visit the "Art Trail", which was support by our Band Master and his band who played Jazz music, and our Year 6 families who held a cake and coffee stall. The "Art Trail" was an overwhelming success.

2023 also saw the school engage in the Lotus Art Show, where all students in Years 5 and 6 created artworks and held an Art Gallery. All funds raised were donated to the Lotus Foundation, which support young girls in Laos to remain in school to receive an education. St Therese's has been engaged with the Lotus Foundation for the past 16 years.

The parents 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 appreciative of the efforts made by the school to ensure the educational, social and spiritual needs of the children are achieved to a very high standard. The efforts of the school to maintain a welcoming environment and open and effective communication, through a very difficult year, were also greatly appreciated.

## **Student Body Message**

Students enjoyed 2023, and believe St Therese's is a supportive, happy and engaging school to be a part of. The majority of students express a joy in coming to school each day, as they feel happy, safe and valued.

The four student leadership teams continue to have a positive impact on the overall wellbeing of the school. Students continue to be involved in many outreach and social justice programs such as Saint Vincent De Paul, Caritas, Children's Missions and our Lotus Foundation.

## School Features

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St Therese's is a K-6 co-educational Catholic school of 588 students, with twenty classes. The school is part of the Blackbutt North Catholic Parish, situated centrally in the suburb of New Lambton. The school feeds directly into St Pius X, Adamstown which is a 7-10 co-educational Catholic High School. Over 75% of our students attend St Pius X High School.

The school was established by the Sisters of Mercy, with the first Sisters coming to New Lambton on horse and buggy from Lambton Parish, 5km away, in 1925. The Parish of New Lambton was proclaimed in the early 1950s and St Therese's Church was built. In 1956, the first St Therese's classrooms were built and a convent was also built across the road from the current school site, to house the Sisters. The Mercy Charism of; welcoming, love and compassion of the stranger, has been a hallmark of the school, which is still alive today.

Parents and Carers are very active in the school and play an important role in the direction of the school. Parents are always very welcome and play an integral role in supporting staff and children in a variety of areas including volunteering to assist in the classroom and in specific projects.

St Therese's is held in high esteem within the local area for its academic excellence, community involvement and the co-curricular programs, such as environmental projects, outreach to the elderly and needy, camps, excursions and representative sports. We provide students with the opportunity to participate in academic competitions at Local, State and National level.

## Student Profile

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### 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 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
272	299	81	571

\* 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 [Enrolment 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 2023 was 90.08%. 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
92.18	90.64	90.68	90.98	88.49	89.18	88.43

## 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 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

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### Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	57
Number of full time teaching staff	21
Number of part time teaching staff	14
Number of non-teaching staff	22

### 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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 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

In 2023, staff engage in Professional Learning in-line with our School Strategic Plan in the following areas:

- Leading Learning Collaborative: the Assistant Principal and Pedagogical Mentors worked with staff throughout the year, to develop an understanding of growth mindset and quality differentiated learning
- Faith Formation: the Religious Education Coordinator lead staff in faith formation opportunities each term. Staff were also engaged in a Diocesan-wide Professional Learning Day into developing a deeper theological understanding of Scripture.
- Student and Staff Wellbeing: Craig Moore, CSO Clinical Psychologist, facilitated a Professional Learning Day into the reviewing the school's Positive Behaviour Support Framework and students and staff wellbeing.
- Staff were also given the opportunity to complete mandatory professional learning in Anaphylaxis, CPR, Asthma Management, and the management of Type 1 Diabetes.

## Catholic Identity and Mission

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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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

At St Therese's, we support and recognise parents as the first educators in their child's faith life. The Principal, along with a number of staff members are active members of the St Therese's Church community. The REC and many teachers are active members of the Parish Sacramental Team. 2023 saw St Therese's continuing to offer and guide our parent community through the Sacramental program for their children, mostly from Years 3 and 4.

We also continue to prioritise the faith life of our community through a wide range of liturgical celebrations including; opening and end-of-year school masses, Yr 6 Graduation mass, stage masses throughout the year, Ash Wednesday mass, stations of the cross liturgy, Easter liturgy, Catholic Schools Week liturgy and Reconciliation Week and NAIDOC Week liturgies.

Faith Formation of staff, students and parents is important, with many staff having completed, or currently enrolled in post-graduation Certificates or Masters programs in Theology and/or Religious Education. During 2023, staff participated in an annual faith formation day organised by the Catholic Schools Office and presented by Dr Michele Connolly, 'Rediscovering Joy' – Finding Wonder & Joy in The Word of God.

During 2023 we continued providing Staff with a Faith Formation staff meeting each term, facilitated by our REC. Staff are invited to weekly staff prayer, centered on the Word of God,

using a variety of forms in response such as – meditation, writing in journals, Lectio Divina and personal prayer.

The resource, “Praying Together With Young People” (2023 edition) was used in all classrooms to support teachers in leading daily prayer with their students. The weekly school assembly begins with our School Prayer, followed by a modified liturgy of The Word presented by our Yr. 6 students.

Full implementation of the Religious Education Curriculum remained the focus in 2023 for the teaching of Religious Education in classrooms. Teachers engaged in the "Pedagogy of Encounter" and were up skilled in delivery of this new Religious Education focus. In 2023 our teachers and students from Kindergarten and Year 1 were engaged with this new and ongoing curriculum initiative. Teachers are aware of the required levels of Faith Accreditation to 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.

During 2023, our fundraising activities were organised and implemented by the Religious Education Coordinator and Social Justice Team. These included Caritas, Lotus Educational Fund and Children’s Catholic Mission. In addition, our school community provided Easter hampers for Ronald McDonald House and the John Hunter Children’s Hospital along with the residents of St John’s Villa aged-care facility. Food packages for St Vincent de Paul Society and their Winter and Christmas Appeals were led by our Year 5 students in Mini Vinnies. Additional funds were also raised for St Vincent de Paul Society through an initiative led by our school Youth Minister, Miss Johanna Soo, ‘Busking 4 Vinnies’.

Miss Soo also enabled us to re-establish our previous community link with St John’s Villa by taking a small group of Year 5 students each week to interact with the residents of the aged-care facility. This culminated in a Christmas carol celebration at the venue with all Year 5 staff and students at the end of the year. As part of her Youth Minister role, Miss Soo also successfully established a weekly podcast with students from across all grades on a variety of faith-life topics. These podcasts were made available through our school website.

## Curriculum, Learning and Teaching

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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 Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

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The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

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 2023, St Therese's continued to work in flexible groups for Mathematics and Writing, targeting the needs of the children. Using data from PAT-Maths, PAT-Grammar and Punctuation, PAT-Reading, InitialLit and NAPLAN, students in Years 1 - 6 were flexibly grouped into skills-based groups in the Number and Algebra strand of Mathematics and Writing. Students move fluidly through these groups, depending on their skill level, assessment data and in the different concepts being taught.

Case Management Meetings continued across all grades twice each term. These are facilitated by the school Leadership Team, where grade teachers discuss student work

samples, assessment data and standardised testing to work collaboratively to develop strategies to assist students to improve their learning.

Throughout 2023 we continued to focus on identifying and extending our Gifted Learners K–6. Teachers collaborated with the Gifted Education Mentor to develop individual student profiles and collected evidence on students who showed success in any of the given domains of giftedness. Gifted and high achieving students were given opportunities such as the Maths Olympiad and the Virtual Academy for Stage 3 students. Kindergarten and Year 4 children completed the CogAT assessment in Term 4, to identify giftedness in one or more of three areas:

- Non-verbal reasoning
- Qualitative reasoning
- Quantitative reasoning

Across the school, we engaged students who needed extra support in their learning in programs such as MiniLit and MacqLit. Learning support teachers and assistants provided intensive numeracy support, Multi-Sensory Learning to develop Phonics, Support Writing groups, Comprehension groups and social skill groups that focused on emotional regulation.

An English as an Additional Language or Dialect (EAL/D) teacher provided language and comprehension support for children from non-English speaking backgrounds and mentored and supported staff in the oral language development of children.

In 2023 Initialit continued as the core phonics program in Early Stage 1 and Stage 1. This program explicitly and systematically teaches phonics, phonemic awareness and reading. A multisensory play-based approach was also employed to consolidate literacy concepts for Early Stage 1 and Stage 1 children.

St Therese's, continued to employ specialist teachers for Music/Drama/Dance, PE and Library. All students spend time during their school week learning from these teachers and benefit from the expertise of these teachers. Library lessons are linked to the grade's English and HSIE or Science units and are combined with the use of ICT and Inquiry units.

Stage 3 students continued to be a part of the BYOD program and work extensively using OneNote and Teams in the classroom as other learning platforms. In 2023, the BYOD program was extended to Year 4 students in Term 3. 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.

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Therese's Primary School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	68%	54%
	Reading	72%	67%
	Writing	94%	76%
	Spelling	65%	61%
	Numeracy	73%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	74%	64%
	Reading	74%	74%
	Writing	67%	66%
	Spelling	69%	69%
	Numeracy	74%	68%



## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student 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.

## **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.

## **Initiatives promoting respect and responsibility**

In 2023, the school engaged Craig Moore, CSO Clinical Psychologist, to provide Professional Learning for staff to review the Positive Behaviour Support Framework and Expected Behaviours Matrix.

## School Improvement

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The School implements the system's 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 Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Identity and Catholic Curriculum
- Learning and Wellbeing

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

In 2023, the focus of Religious Education were to develop formal and informal structures to ensure staff and student formation occurs. To do this staff were offered opportunities each term, through designated staff meetings, to develop their Faith Formation. Staff participated in an annual CSO staff spirituality retreat. Our students were offered faith formation each week at school assemblies, led by the Religious Education Coordinator and our Year 6 Social Justice Team. Prayer and formation opportunities are offered at a grade level and Faith formation among students is also promoted through our school's youth minister Miss Joanna Soo.

In 2023, we also focused on building capacity of staff in religious knowledge and effective pedagogies to improve student outcomes in religious literacy. This was achieved through:

- Exploration of current data and trends around the Year 6 Religious Literacy Test
- Development of a mentoring and coaching program around the teaching of Religious Education in Stage 3

In teaching and learning, the focus was to build staff capacity in the use of data and the use of quality teaching and learning cycle, to improve student outcomes in English and Mathematics by the end of 2023. This was done through:

- The Pedagogical Mentors focusing staff to ensure the teaching and learning cycle is understood and implemented
- A focus on grammar, punctuation & spelling (Years 3-6)

### Priority Key Improvements for Next Year

1. To develop formal and informal structures to ensure staff and student formation occurs throughout 2024, to enrich the relationship with Christ in staff and students.
2. To build capacity of staff in religious knowledge and effective pedagogies to improve student outcomes in religious literacy in 2024.
3. To continue to build staff capacity in the use of data and the use of quality teaching and learning cycle, to improve student outcomes in English and Mathematics by the end of 2024.
4. To build teacher capacity in Digital Literacy across the curriculum, and Digital Technologies within the Science curriculum, to improve student engagement in their learning.
5. To develop policies, procedures and focus on staff and student wellbeing in 2024.

## Community Satisfaction

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Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

The vast majority of parents were very positive and appreciative of the school's efforts in the areas of teaching and learning as well as in the area of social development. Parents positively commented on the school's focus on student well-being and on academic initiatives, such as Gifted Education and the use of technology.

Overall Parents were supportive of the school's academic, social and emotional programs, as well as the focus on Child Protection each term.

Parents indicated that the school has sound communication procedures regarding organisation as well as information regarding their child/ren's academic and social development. Parents were positive about the full implementation of the Parent Engagement Group (PEG).

### Student satisfaction

The students have a very high satisfaction rating of the school in all areas. Students reported feeling safe at St Therese's and felt the school proactively addresses anti-bullying, through classroom lessons, lunch clubs and the use of "quiet" areas available at lunch and recess.

Overall, students spoke positively of the efforts of the school to engage them at their level on learning. They continued to enjoy flexible learning groups, Mathematics and Writing extension.

The students also were very positive of the specialist teachers in PE, Music/ Drama/Dance and Library. Students felt that their teachers and other staff at school, were welcoming and supportive.

## **Teacher satisfaction**

The Diocesan Staff Feedback Survey indicated a high level of staff satisfaction. Staff felt that they were involved in setting the future directions of the school. The executive team was complimented on its collaborative nature.

Staff mental health, well-being and faith formation continued to be a focus in 2023, with focus on collegial activities to reconnect staff. Faith Formation was offered to staff each term to reflect on their own faith journey and develop a deeper understanding of their Faith commitment.

# 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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants <sup>1</sup>	\$5,657,640
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,501,152
Fees and Private Income <sup>4</sup>	\$1,386,724
Interest Subsidy Grants	\$694
Other Capital Income <sup>5</sup>	\$414,292
<b>Total Income</b>	<b>\$8,960,502</b>

Recurrent and Capital Expenditure 2023	
Capital Expenditure <sup>6</sup>	\$2,473
Salaries and Related Expenses <sup>7</sup>	\$6,321,236
Non-Salary Expenses <sup>8</sup>	\$2,707,377
<b>Total Expenditure</b>	<b>\$9,031,086</b>

### 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 2023 REPORT