



**CATHOLIC EDUCATION**  
**WILCANNIA-FORBES**

# 2022

## ANNUAL SCHOOL REPORT



**St Therese's Community Parish School**

Lot 3711 Warrali Ave, WILCANNIA 2836

Principal: Mr Rory McCaffrey

Web: [www.wf.catholic.edu.au/schools/wilcannia/](http://www.wf.catholic.edu.au/schools/wilcannia/)

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## About this report

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St Therese's Community Parish School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia-Forbes. The CEO 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') demonstrates accountability to regulatory bodies and the CEO. 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.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the Annual Improvement Plan (AIP) 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 also be obtained from the [My School website](#).

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## Message from key groups in our community

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### Principal's Message

As we are all aware 2021 presented many challenges through COVID-19. I am proud to say our staff were still able to deliver quality education and ensure that each child's needs were being met in such tough circumstances.

Staff worked together and supported each other through a challenging year. We are looking forward to a positive and productive 2022 and hope that it runs as smoothly as possible. We farewell two staff members and wish them all the best in their future endeavours.

With all the ups and downs this year presented it was still a very enjoyable one and I look forward to another special year at this very special school next year.

### Parent Body Message

We love how the children learn about God and how to respect each other and themselves. They teach our children how to love each other and to be joyful and kind to each other and their teachers. That we are all one family with God.

We like the Stronger Smarter philosophy where they learn about being strong individuals and how they celebrate Indigenous culture in all areas of the school. Children learn about cooking bush food, painting and making things. It is lovely to see the kids always smiling and looking out for each other.

We are very happy to send our children to St Therese's Community Parish School, Wilcannia.

### Student Body Message

We like St Therese's because of all the helpful and supportive teachers that have been there for us throughout the year. We have learnt so much at this amazing school and we have so many fond memories. We like the peaceful and quiet nature of the school and being able to socialise with our friends. We like getting our lunches cooked for us and playing on the playground equipment.

Thank you to all the teachers and staff.

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## School Features

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St Therese's Community Parish School is a Catholic systemic co-educational school located in Wilcannia. The School caters for students in Kindergarten to Year 6 and has a current enrolment of 24 students, organised into two class groupings. The learning in each group is supported by an Aboriginal Education Worker (AEW) and a classroom teacher.

St Therese's Community Parish 'Mission' School was established on 22 February 1966. At the request of the local people, Bishop Douglas Warren obtained the services of the Sisters of Compassion from New Zealand. The school is situated on a floodplain on the outskirts of town, in delightful bush surrounds on the banks of the Darling River. In 1989 the name of the school was changed to St Therese's Community School and adopted a new logo with the motto - 'We are the hope of the future. Let's get educated.'

We welcome all students to enrol at our school. At present 83% of our students are Aboriginal. The NSW syllabus is followed with a strong emphasis placed on Literacy, Numeracy and Aboriginal Studies. The school operates a daily morning and afternoon bus run, a daily nutrition program and a dental program.

Our Parish Priest, Fr Vincent Kamba, supports the Parish and celebrates Mass at the Church and at the school. The children received a wide range of opportunities across all Key Learning Areas. Learning of Paakantji Culture and Language was integrated into lessons through an afternoon structure which we call 'Stronger Smarter' where children are encouraged to work together across year groups.

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## Student Profile

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### Student Enrolment

St Therese's Community Parish 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 2021:

Girls	Boys	LBOTE*	Total Students
13	11	0	24

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Wilcannia-Forbes 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 schools within the Diocese of Wilcannia-Forbes.
- 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 2021 was 77.48%. 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
64.10	76.30	90.90	83.80	74.20	75.60	

## Managing Student Non-Attendance

Regular attendance at St Therese's Community Parish 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 Director of Catholic Education or designated Catholic Education Wilcannia-Forbes Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	9
Number of full time teaching staff	3
Number of part time teaching staff	0
Number of non-teaching staff	6

### Total number of teaching staff by NESA category

Teachers at St Therese's Community Parish 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 5 teachers
- Provisional 28 teachers
- Proficient 217 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 Education Office (CEO).

St Therese's Community Parish 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. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

## Summary of professional learning at this school

Day 1: Day 1: Child Protection Training and Cultural Awareness Program - All staff participated in Child Protection training and were introduced to our community.

Day 2: Reading Success in the Early Primary Years

Day 3: Peter Sullivan Challenging Mathematical Tasks

Day 4: Religious Education-Moral Formation

Day 5: Evaluating Learning 2021 and planning for 2022 - Staff spend time reviewing school learning experiences for 2021, whilst revising and planning for the year ahead to support student learning.

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Wilcannia Forbes operate under the leadership of the bishop and in partnership with parents, priests and school staff. St Therese's Community Parish School constitutes a key component of the Church's mission of evangelisation and catechesis. The diocesan Religious Education program, Educating in Christ emphasises the kerygma (proclaiming the essential message of Christ), mystagogy (linking the sacraments with the Scriptures), appropriate moral formation, and prayer. It uses a modified Montessori pedagogy and pays close attention to the developmental stage of each child, accompanying each one as they pursue their own personal relationship with Christ.

Each Monday students gather for prayer in the Kulyi (Hall). A reading from the Scriptures, School Prayer and formal prayers may be prayed at this time together with the students' prayers of thanks and petition. The Making Jesus Real focus for the week is introduced and students are encouraged to recognise these qualities in each other during the week. The prayer time concludes with a hymn. At our weekly assembly, students sing hymns, present their MJR awards and prepare readings when there is to be a mass.

The students pray and sing each day in class, during school masses with our Parish Priest and at liturgies to mark special feasts and celebrations in the Liturgical Year including Lent, Holy Week, Easter and Advent.

Some special liturgies and prayer services that were celebrated in 2021 were:

- Mass to celebrate the beginning of the school year
- Ash Wednesday Liturgy
- Holy Week and Easter Liturgies
- St Therese's Feast Day, NAIDOC Week and Mission Week

As part of the end of year performance, students presented the nativity story with a traditional Paakantji version of the story and some traditional Christmas songs.

There is staff prayer each week at school and prayer and Eucharist at the church on Sunday mornings. There is a parish mass once a month which all staff attend and then gather for fellowship with a shared meal. He then has breakfast with the children the following Monday morning and celebrates Mass or a Special Liturgy with the students.

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## Curriculum, Learning and Teaching

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St Therese's Community Parish 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 (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum.

St Therese's Community Parish School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the Diocesan Statement of Faith and Mission.

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St Therese's Community Parish School adopts a 'Culturally Sensitive Learning' approach to address the needs of the children of Wilcannia. This includes 'Stronger Smarter' sessions on most afternoons. 'Stronger Smarter' sessions involve all children K-5 being placed in a range of groupings to learn across the KLAs of English, Science, Creative Arts, History and Geography. This also includes opportunities for learning the local 'Paakantji' language and culture. Paakantji language and culture is supported by learning in class, in the community and to local sacred sites. Students also share their learning with the community, including NAIDOC Week celebrations such as the 'Always Was, Always Will Be' theme for this year, weekly reporting through the local newspaper and the end of year performances.

St Therese's Community Parish School has continued with the Extending Mathematical Understanding (EMU) program across the whole school. Every student's mathematical knowledge is assessed and hands-on lessons are implemented to cater for every student's ability. The EMU Intervention program was also established to support our most vulnerable students to extend their Mathematics learning.

In 2021 St Therese's Community Parish School continued a literacy intervention program that is also aimed at our most vulnerable students to support their literacy development.

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## Student Performance in Tests and Examinations

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### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of 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.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN at St Therese's Community Parish School for 2021 is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top two bands are reported in the table.

Historical NAPLAN student performance information can be accessed from the [My School](#) website.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 3</b>	<b>Grammar and Punctuation</b>	0%	54%	67%	11%
	<b>Reading</b>	0%	55%	67%	10%
	<b>Writing</b>	0%	53%	100%	6%
	<b>Spelling</b>	0%	49%	67%	13%
	<b>Numeracy</b>	0%	36%	67%	13%

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	100%	35%	100%	14%
	Reading	60%	40%	60%	11%
	Writing	100%	20%	100%	18%
	Spelling	80%	38%	80%	14%
	Numeracy	60%	29%	60%	15%

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## 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 [Wellbeing and Pastoral Care Policy](#) 2020, 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.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Wellbeing and Pastoral Care Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Management and Student Discipline Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships.

The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Behaviour Management and Student Discipline Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy](#) and is aligned to the Wellbeing and Pastoral Care Policy and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt.

Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Anti-Bullying Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Complaints Handling Policy

The School follows the [Concerns and Complaints Handling Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process.

The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Concerns and Complaints Handling Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Initiatives promoting respect and responsibility

The values of respect and responsibility are reflected across all dimensions of school life:

- Attending the cluster athletics carnival where the children really supported each other.
- 'Culturally Sensitive Learning' approach across the school.
- 'Stronger Smarter' sessions integrating learning across all KLAs for Years K-6.
- Monday morning assembly and yarning circle including prayer and 'Making Jesus Real' (MJR) focus for the week.
- Yarning circles are used in class to 'check-in' and 'check out' each morning and afternoon.

- Attendance chart used for a visual display to encourage children to attend school.
- 'Zones of Regulation' are used daily and self-regulation techniques are displayed and the children use these to 'calm' down.
- Photos and proud moments are displayed in the weekly Newsletter - this is also included in its entirety in the 'Wilcannia News' (Town's Newspaper).
- Cultural classroom rules and school expectations are written and said using Paakantji words.
- Regular family breakfasts are held each month
- Community visits and performances to show our children being 'Strong and Smart' such as at the Community Dinner.
- Continuing to develop the 'Paakantji Garden and Yarning Circle' area for children to use when we need a quiet space and for outside learning.

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## School Improvement

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The focus for St Therese's Community Parish School and the Catholic Education Office, together, is system improvement and capacity building to deliver on wellbeing and learning for all students within our Catholic community. All Wilcannia-Forbes systemic schools engage in an annual cycle of school improvement. The Annual Review and Planning Cycle: Developing the Annual Improvement Plan assists and supports schools in this endeavour.

St Therese's Community Parish School undertakes an internal review (self-assessment) which is context-specific, evidence-informed and outcomes-focused. The Annual Improvement Plan is the output of the internal school review and targets priorities for improvement in two domains: Mission and Religious Education; Learning and Teaching.

A Fifty Day Review is used to monitor progress towards targets. Practices are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.

### Key Improvements Achieved

#### **Annual School Priority One for 2021:**

**To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school.**

#### **Reason for priority 1:**

- Continue in the implementation of the new Diocesan Religious Education Curriculum: Educating in Christ.

#### **Steps taken to achieve priority 1:**

- Designated and prepared learning spaces and timetables for Religious Education within our school.
- Ensured that all staff members received appropriate support in understanding the new methodology.
- Designated time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum.
- One Professional Learning Day allocated to staff professional development to deliver the R.E. curriculum.

#### **Status of priority 1:**

- Achieved, with continued implementation and professional development in 2022.

### **Annual School Priority Two for 2021:**

**Students will demonstrate growth in reading through targeted and explicit reading instruction. Further professional learning in the areas of Decodables, Phonics / Phonemic Awareness and using rich vocabulary and quality literature to enhance reading instruction.**

#### **Reasons for Priority 2:**

- Indicators to help inform explicit, quality teaching and learning cycles and personalised learning for each student.
- Use research and evidence-based practices to deliver high-quality instruction and achieve at least one year's learning growth for every student every year
- Prioritise strengthening literacy and numeracy achievement and delivering high impact learning experiences

#### **Steps Taken to Achieve Priority 2:**

- Learning Intentions / Success Criteria
- Baseline benchmark across K-6 - Reading Moderation process with staff (each term)
- Learning Progressions - Reading
- Learning Walks - Reading groups
- Diagnostic test results - each student
- Teacher assessment and feedback
- Best Start, Marie Clay, PAT, MuliLit etc and other assessments
- Data Wall
- Student Learning Goals

#### **Status of Priority 2:**

- Achieved, ongoing evidence-based practices to deliver high-quality instruction in 2022.

### **Priority Key Improvements for Next Year**

### **Annual School Priority One for 2022:**

**To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school.**

Documentation should incorporate continual reference back to the primary catechetical goal:

“...the definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ: only He can lead us to the love of the Father in the Spirit and make us share in the life of the Holy Trinity.” (Catechesi Tradendae, 5)

#### **Reason for priority 1:**

- The new diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school. Specifically, Early Stage 1, Stage 1, Stage 2 and Stage 3 will be fully implemented.

#### **Steps taken to achieve priority 1:**

- A Trinitarian-Christocentric approach permeates the culture of the school (through Jesus Christ, in the Holy Spirit, to the Father). In educational terms, this means that there is a realistic attempt to incorporate learning from body, to heart to mind. Hence, normally, every encounter in religious education will have something concrete, something affective and something for the mind.
- Staff members will continue to receive professional training around each of the works that need to be introduced in the coming term. This will usually be provided in person by one of the members of the MRE team.
- A professional learning day around the topic of “Moral Formation and Teaching to Pray” will be provided.
- Learning spaces and resources will continue to be developed in support of the pedagogical practices of the Religious Education Curriculum.
- Students will be able to demonstrate progress with reference to their own reflections in their learning journals.
- Students will be making progress towards being engaged, independent learners. At their own level of understanding, students are continuing to develop in their abilities to articulate and reflect upon their learning through discussion with the teacher and making entries into their learning journal.
- Teachers provide effective descriptive feedback to individual students about their learning in association with the student’s learning journal.

The student learning journals are effectively utilised by both students and teachers.

- Teachers have the opportunity to reflect upon and give feedback in relation to the implementation of the religious education curriculum.

#### **Annual School Priority Two for 2022:**

**St Therese’s Community Parish School will engage with the AISNSW Early Literacy Project and the CEWF Education Officers (ELP Team) to know the most effective way**

**to teach all students to read. The program targets high impact, evidence-based teaching strategies to improve reading skills and growth.**

**Reason for priority 2:**

- improve student learning through evidence-based pedagogy that aligns to the outcomes of the English K-6 Syllabus to meet their individual needs
- empower teachers using systematic, direct and explicit instructional strategies based on rigorous research shown to be effective in enhancing the literacy skills of all children
- use diagnostic and developmentally appropriate assessment (ESTA-L) whilst undertaking regular, collaborative monitoring and reporting of individual progress to inform next steps in teaching
- reflect upon and develop our whole-school literacy processes, encompassing planning, monitoring and review.

**Steps taken to achieve priority 2:**

- strengthen whole school capacity through the ongoing development of instructional coaching;
- engage with face-to-face and online professional learning modules to enrich teachers' understanding of effective, explicit, reading instruction;
- use consultancy support to facilitate the transfer of learning to classroom practice;
- apply the Early Screening Tool Assessment-Literacy (ESTA-L®) to identify early reading skills students have mastered, and still need to master across K-6;
- provide parent workshops to guide parents in supporting their children's emerging reading skills;
- review the Literacy Block and its agreed practices.

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## Community Satisfaction

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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, a variety of processes have been used to gain information about the level of satisfaction with St Therese's Community Parish School from parents, students and teachers.

### Parent satisfaction

In a parental survey, all respondents strongly agreed and agreed that St Therese's Community Parish School, helped their child to develop knowledge and understanding about Catholic tradition, all parents agreed that St Therese's Community Parish School provided opportunities for parents to be involved in school life and activities.

Parents were asked if their child was challenged to maximise their learning, 70% of parents strongly agreed with this statement, whilst 30% agreed. A majority of respondents agreed that school strives to meet the learning needs of their children and the school meets their child's individual learning needs.

70% of all parents strongly agreed that the school effectively communicates to parents about activities and events, whilst 30% agreed with this statement.

All parents strongly agreed or agreed that St Therese's Community Parish School provides a safe and supportive environment for their children and staff are genuinely interested in the welfare of the students.

### Student satisfaction

Eighty-six per cent of students at St Therese's Community Parish School strongly agreed that the school helped them in developing knowledge and understanding of the Catholic tradition and that they were proud of their school.

All students believed that their teacher encouraged them to do their best in school activities. 43% of students always understand their rights and responsibilities at school, whilst the remaining 57% felt that they 'very often' understood this.

Seventy-two per cent of students feel safe at school, whilst the remaining students usually felt safe. All students believed that St Therese's Community Parish School offered them a range of sporting and curriculum choices. Most students (86%) always understood who they could approach for help if needed at school, the remaining 14% responded that they 'very often' knew where to go for help.

## Teacher satisfaction

All staff surveyed enjoy working at St Therese's Community Parish School, they classified the school as an extremely (86%) and very (14%) safe working environment, that fosters and encourages collaboration between fellow teachers and support staff.

All staff agreed that the school gave the right amount of attention to Standardised Testing and the expectation for student growth was extremely and very reasonable.

All staff felt that the school cared about their professional growth, with all respondents extremely satisfied with their teaching experience at St Therese's Community Parish School, Wilcannia.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for St Therese's Community Parish School in 2021 is shown below. This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$943,054
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$267,575
Fees and Private Income <sup>4</sup>	\$29,324
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$559
<b>Total Income</b>	<b>\$1,240,512</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$0
Salaries and Related Expenses <sup>7</sup>	\$926,465
Non-Salary Expenses <sup>8</sup>	\$323,610
<b>Total Expenditure</b>	<b>\$1,250,075</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 2021 REPORT