

LaSalle Catholic College Bankstown

Annual School Report to the Community

2008



School Contact Details:
544 Chapel Road Bankstown NSW 2200
info@lasallebankstown.catholic.edu.au
www.lasalle.nsw.edu.au
Telephone: (02) 9793 5600 Fax: (02) 9790 8684

CONTENTS	Page
About This Report	1
-----	-----
Message From Key School Bodies	2
-----	-----
School Features	2
-----	-----
Catholic Life And Religious Education	3
-----	-----
School Curriculum	4
-----	-----
Student Performance In Tests	6
-----	-----
Professional Learning And Teacher Standards	9
-----	-----
Teacher Attendance And Retention	10
-----	-----
Student Attendance And Retention	10
-----	-----
Post School Destinations	10
-----	-----
School Policies	10
-----	-----
School Determined Improvement Targets	13
-----	-----
Initiatives Promoting Respect And Responsibility	13
-----	-----
Parent, Teacher And Student Satisfaction	13
-----	-----
Financial Statement	14
-----	-----

ABOUT THIS REPORT

LaSalle Catholic College Bankstown is registered by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), Sydney, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual School Report to the School Community* for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines information about initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Annual Development Plan.

Accordingly, the *Report* demonstrates accountability to regulatory bodies, the school community and the CEO, Sydney. This *Report* has been approved by the CEO, Sydney in consultation with the Regional Consultant who monitors that the school has appropriate processes in place to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* will be available on the school's website by 30 June 2009 following its submission to the Board of Studies.

Further information about the school or this *Report* may be obtained by contacting the school on (02) 9793 5600 or by visiting the website at www.lasalle.nsw.edu.au.

PRINCIPAL: Br John Pill FSC, BA Dip ED.,
MACE, FACE

DATE: 18 December 2008

MESSAGE FROM KEY SCHOOL BODIES

Principal's Message

LaSalle Catholic College, Bankstown is a Catholic school of the Archdiocese of Sydney committed to a Lasallian Vision of Education.

The world wide network of Lasallian Schools take their name from, and trace their origin to, the pioneering work of John Baptist De La Salle, a Seventeenth century French educationalist and advocate for young people who established schools which offered educational advantage to young boys of working class origin, particularly those from deprived backgrounds. Lasallian schools and welfare activities are now to be found in over eighty countries and cater for approximately nine hundred thousand young people in formal and informal learning centres. Lasallian education was introduced to Australia in 1906 and twenty schools and BoysTown now form the Lasallian network in this country.

Student Representative's Message

The College Student Leadership team consists of a college captain, vice-captain, sports captain and five House Leaders. These students meet regularly, are inserviced early in their roles and are a direct link to the staff. They participate in many aspects of College life such as organising student events and community-building occasions, fundraising, open-days, being ambassadors and assisting with student welfare.

SCHOOL FEATURES

LaSalle Catholic College is a secondary school for boys from Years 7-12. The College draws the majority of its students from the immediate area including the suburbs of Bankstown, Bass Hill, Greenacre, Georges Hall, Punchbowl, Padstow and Regents Park. The College is linked with the parishes of St Felix de Valois, Bankstown, St Brendan's, Bankstown Central, Christ the King, Bass Hill, St Mary's George's Hall and St John Vianney's, Greenacre.

LaSalle was established in 1999 when it took over the operations of De La Salle College, a Years 7-10 school for boys established in 1951 and Benilde Catholic High School, a senior school established in 1970. Both schools were conducted by the De La Salle Brothers on behalf of the Archdiocese of Sydney.

Students at LaSalle represent a rich diversity of cultures. The benefits of the lessons in social interaction are complemented by the challenges presented by a large number of students whose language family is not English. This requires considerable attention be placed on literacy.

As a boys' school, LaSalle is focussed on learning activities which suit their needs. To establish the most appropriate learning environment for our students, a differentiated curriculum was introduced in 2007, supported by an extensive teacher inservice and classroom support.

Improved result levels in Year 10, the increasing number of students achieving bands 4, 5 and 6 in the Higher School Certificate (HSC) and high admission levels to tertiary institutions indicates the success of this initiative.

The College's Gifted and Talented Programme offers additional challenges both internally and externally through involvement in regional "Challenges" with other Catholic schools.

The College is a member of the Metropolitan Catholic Colleges Association which provides a high standard of competition in cricket, tennis, swimming, basketball, volleyball, cross country, rugby league, soccer, touch football and athletics. The College achieves high levels of success in rugby league and soccer.

Opportunities for further student involvement are also offered in debating, chess, music and art. Students also participate in national English, Mathematics and Science Competitions.

The camp and retreat programme offers significant learning and personal development opportunities for students. The Year 12 retreat is consistently rated by students as an extremely important event. One day retreat programmes are essential elements of Years 7, 8, 9 and 10. The development of social skills and self confidence is fostered in off-campus camps in Years 7 and 9.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

LaSalle Catholic College follows the Archdiocesan Religious Education Curriculum and uses the students texts, *To Know, Worship and Love*, as authorised by the Archbishop of Sydney, George Cardinal Pell.

The identity of the College is validated to the extent that it continues to strengthen the effective worshipping, believing and practising of the Christian community. Inspired by the charism of St John Baptist De La Salle we believe that the entire College community is called to promote an individual, inclusive and accepting faith response to God. This response, we believe, is fostered by a structured education program and an opportunity for worship, reflection and prayer; a generous outreach to the wider community, especially the poor and disadvantaged. The latter is reflected in the encouragement of commitment, confidence and success in every student.

Most teachers of Religious Education (RE) at LaSalle have been accredited by the Archdiocesan authority to teach RE. In addition, one member of staff is currently undertaking post-graduate study to be accredited. Arrangements have been put in place to conduct on-campus accreditation courses in 2009.

The following key performance indicators have been achieved as part of the Annual Development Plan for Catholic Life and Religious Education in 2008:

- Crucifixes purchased and placed in all classrooms.
- College leaders were successful in promoting and raising significant funds for Caritas in the Project Compassion appeal.
- The LaSalle World Youth Day 2008 (WYD2008) group consisted of approximately sixty students and ten staff members who committed themselves to be registered pilgrims for the week of WYD2008. Numerous other staff volunteered to attend the events with the students as well as assisting in the organisation of pilgrims staying at LaSalle.
- The LaSallian volunteers' job description was rewritten.
- One staff member in the RE department continues to gain her qualifications to become accredited to teach RE.

Significant events include:

- the celebration of Dedication Day, LaSalle Day, the Year 12 Graduation and the Tuesday masses in year groups
- the visits to all religious education classes by the Parish Priest of St Felix Bankstown
- LaSallian Youth leaders (Years 11 and 12 school-based youth group) and their involvement in many school-based projects including the facilitation of the Year 8 retreats
- the Years 7 to 10 Reflection Days and the Year 11 Retreats, the development of activities and lessons to enhance our preparation for WYD2008
- encouragement of student participation in WYD2008 with staff supervision of agreed events
- reactivation of Lasallian Ministry via enlivened program
- integrated principles of Dignity, Energy, Self Management, Community and Awareness (DESCA) into college pastoral and teaching practice.

SCHOOL CURRICULUM

LaSalle Catholic College follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) and implements the curriculum requirements of the CEO. The curriculum, teaching and learning are informed by the priorities, goals and indicators outlined in the *Sydney Catholic Schools, Towards 2010 Strategic Leadership*

and Management Plan, in particular: *Key Area 2* (Students and their Learning) and *Key Area 3* (Pedagogy). Staff at the College are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

Learning Support Centre

Ten staff members of the Learning Support Centre offered a huge range of assistance to students at LaSalle Catholic College during 2008. Students who access learning support services include those new to Australia, students where English is a Second Language (ESL), indigenous students, students undertaking traineeships, students requiring special provisions for examinations and those with learning difficulties. All of these students received assistance and the time to achieve successful participation in LaSalle's educational and curricular events.

Other services offered in Learning Support include the "School to Work" program which provides supervised work experience in the workplace and independent work placement in trades and commerce. An important function is the implementation of standardized educational testing to inform best teaching practice and psychological and speech pathology testing to cater for individual learning programs. The Learning Centre also offers a specialist library of teacher resources and high interest reading books to encourage confidence for reluctant readers. The busy staff works effectively with outside educational agencies, teachers, students and parents in a partnership to prepare students for their future.

Evenstart Tutoring

A select group of LaSalle students were nominated to receive free tutoring in literacy and numeracy as a part of the Federal Government's *An Even Start* programme. The programme operated for the second semester of the school year and involved students in Year 8 as well as teachers from all the Key Learning Areas (KLAs) here at the College.

Students were pre-tested to examine areas of need were and then given tutoring sessions after school to help improve their skills in their nominated area/s. The programme was delivered in small groups and was conducted according to national standards.

Our boys responded exceptionally well to the delivery of the programme and its content - some students' post-test results saw an increase of over 31% from their initial marks. The implementation of the programme was extremely successful at LaSalle.

Report on the Differentiation of Curriculum

Funding provided to LaSalle Catholic College in 2008 was used to introduce a differentiated curriculum into Year 7, across all KLAs. The implementation of the project required the employment of a Resource Teacher (0.6 Full Time Equivalent).

Workshops were conducted with all Year 7 teachers to raise awareness of the project and to initiate the planning of units of work for the second half of term 1 or for term 2 depending on the timeframe for units of work in each KLA. Using Bloom's taxonomy as the basis for differentiation, activity grids were developed that incorporated lower to higher order thinking as well as a variety of activities to suit multiple intelligences.

Maintaining student motivation and keeping them on task was promoted by:

- continual feedback and grading of work
- access to sufficient book and non-book resources
- the assistance of a Special Needs/ESL teacher in the classroom
- a classroom layout conducive to an effective working environment
- flexibility, eg. allowing students to negotiate appropriate changes to activities.

Evaluation of the effectiveness of differentiating the curriculum was conducted through class observations by the resource teacher and evaluation sheets completed by both teachers and students. Most students appreciated being able to choose the activities they would undertake and the variety of tasks available.

STUDENT PERFORMANCE IN TESTS

National Assessment Program in Literacy and Numeracy

Students in Year 7 and Year 9 sat the *National Assessment Program in Literacy and Numeracy* (NAPLAN) for the first time in May this year. NAPLAN supersedes the previous state-based *Secondary Numeracy Assessment Program (SNAP)* and *English Language and Literacy Assessment (ELLA)*. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The table provided shows the percentages of students who achieved particular skill bands and who achieved at or above minimum standards. Student results are reported in six skill bands. Year 7 results are reported across bands 4 to 9 and Year 9 results are reported across bands 5 to 10. Literacy is reported in four content strands: reading, writing, spelling, grammar and punctuation. Numeracy is reported as a single content strand.

The school results shown are compared to students nationally. Further information regarding school performance in NAPLAN against NSW trends has been provided in the school newsletter dated 26 September 2008 and is available on the school website at www.lasalle.nsw.edu.au and from the college administration office.

NAPLAN 2008: % in bands		Year 7 ^A			Year 9 ^B		
		Band 9	Bands 7, 8, 9	Bands 5, 6, 7, 8, 9	Band 10	Bands 8, 9, 10	Bands 6, 7, 8, 9, 10
Reading	School ¹	5%	32%	97%	0	38%	96%
	National ²	8%	53%	94%	6%	46%	93%
Writing	School ¹	9%	54%	91%	4%	44%	94%
	National ²	9%	52%	92%	8%	43%	87%
Spelling	School ¹	11%	65%	97%	8%	62%	95%
	National ²	8%	56%	92%	6%	48%	90%
Grammar and Punctuation	School ¹	0	32%	90%	2%	37%	89%
	National ²	7%	49%	92%	5%	42%	90%
Numeracy	School ¹	7%	45%	96%	16%	58%	99%
	National ²	12%	55%	95%	8%	47%	94%

Notes:
^A Year 7: Highest band = band 9; Lowest band = band 4; Bands 5-9 represent the % of students at or above minimum standards
^B Year 9: Highest band = band 10; Lowest band = band 5; Bands 6-10 represent the % of students at or above the minimum standards
¹ Source: SMART data analysis package
² Source: NAPLAN Summary Report 2008 (www.naplan.edu.au)

The Year 7 literacy results indicate areas of strength in writing and spelling. Challenges exist in the areas of reading, grammar and punctuation, whilst numeracy results indicate the cohort will also benefit from additional support.

The Year 9 literacy results follow a similar pattern. Year 9 numeracy results are well above the national figure.

Specific programs of remediation will be implemented to address the concerns outlined above.

School Certificate

Students in Year 10 sat for the School Certificate (SC) examination in November this year. The table provided shows the percentage of students who achieved in the top three bands and shows comparison with results from previous years.

	School Certificate: % of students in bands 4, 5, 6					
	2006		2007		2008	
	School	State	School	State	School	State
English Literacy	61%	72%	60%	73%	76%	76%
Mathematics	38%	41%	50%	46%	59%	49%
Science	47%	63%	41%	67%	68%	65
Australian History	35%	53%	57%	61%	49%	51%
Australian Geography	56%	67%	65%	72%	70%	66%

The targets set in 2007 for 2008 have exceeded our expectations.

Higher School Certificate

The results of the school's HSC candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top three bands and shows comparison with results from previous years.

	Higher School Certificate: % of students in bands 4, 5, 6					
	2006		2007		2008	
	School	State	School	State	School	State
Studies of Religion 1	57%	77%	73%	77%	85%	77%
English Standard	44%	34%	43%	39%	37%	38%
English Advanced	16%	82%	100%	89%	100%	89%
General Mathematics	41%	50%	49%	59%	38%	56%
Mathematics	74%	65%	72%	70%	71%	72%
Chemistry	55%	64%	67%	69%	100%	70 %
Economics	61%	75%	33%	72%	78%	72%
Music	n/a	n/a	n/a	n/a	100%	85%
Modern History	100%	75%	94%	52%	100%	77%

The achievement of the 2008 HSC class was significantly above expectation. This is a credit to the students, whose hard work across the past two years has borne fruit in unexpected abundance. It is also a credit to their teachers who have taught and guided them and their parents who have supported and encouraged them throughout the HSC. In more than 50% of courses offered in Year 12 in 2008 more than 70% of students achieved passes in the top three bands. Sixteen students achieved a total of twenty seven band 6 passes, that is a band 6 or band E4 award that represents a result equivalent to 90% or more. Almost 50% of students applying for university

admission received first round offers, reflecting that the vast majority of such students attained the goals that they had set.

Targets

The following targets have been set by the school for 2009. The targets indicate the percentage of students attaining performance bands 4, 5 and 6 for selected subjects for each examination shown.

School Certificate		Higher School Certificate	
Subject	Target	Subject	Target
English Literacy	75%	Studies of Religion 1	80%
Mathematics	55%	English Standard	35%
Science	65%	English Advanced	80%
Australian History	45%	General Mathematics	35%
Australian Geography	65%	Mathematics	65%

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole school staff days, subject specific inservices, meetings and conferences.

The school held four whole staff days in 2008. The content of these days was as follows: term 1 – staff development day first day of term; term 2 – two spirituality days and in term 4 – one day for DESCAs and MyClasses. Faculty meetings are regularly held every three weeks.

In a system of schools, costs incurred for professional development activities can be expended from a variety of sources. These sources include the Federal Government and the CEO. The school's average expenditure per teacher in 2008 on these activities was \$651.00. This figure has been calculated by CEO and reflects expenditure on casual release days and professional development activities in particular categories.

Teacher Standards

The following table sets out the number of teachers on this staff who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent.	65
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2008 was 97.26%. This figure does not include teachers on planned leave. The teacher retention rate from 2007 to 2008 was 67.2%.

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

The average student attendance rate during 2008 was 95.4%. The attendance rate for 2008 was comparable to 2007. This was the result of using daily SMS notification to parents of student absences. Also homeroom teachers notified Year Coordinators of absences where students were absent for three days in succession and Year Coordinators then immediately contacted parents.

Retention Rates 77% of the 2006 Year 10 cohort continued onto Year 12 (2008). Based on our transition programmes for Year 10 students, there has been an increase in the number of students placed into either TAFE courses or apprenticeships, resulting in a reduction in retention rates. The transition programmes have provided opportunity for students in the Year 10 school year to have work placement experience, which may eventually lead to permanent employment in a particular field.

POST SCHOOL DESTINATIONS

Approximately 75% of Year 12 students were offered University places in 2009. Some of these were offered more than one place. Other students were successful in obtaining places in high demand TAFE diploma courses. A number of students obtained apprenticeships combining work and TAFE study. A small number of students gained scholarships for the teaching profession.

SCHOOL POLICIES

Enrolment Policy

The College follows the Archdiocesan Enrolment Policy. The policy has been developed in the context of government and system requirements. Children from all families who are prepared to support Catholic ideals and principles may be considered eligible for enrolment. Priority for

enrolment is given in a specified order as outlined in the full policy document, however special consideration may be given to individual cases. All parents are provided with an enrolment package that includes CEO and school policy statements. Enrolment fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Of the six hundred and forty students enrolled at the August census date, six hundred and thirty one were male and nine were female students, girls were enrolled in Year 12 only. There were five hundred and eighty three students from non-English speaking backgrounds and five students who declared aboriginal descent. There are twenty nine ethnic groups represented in the College, the largest numbers being Vietnamese, Arabic, Macedonian and New Zealanders.

The full text of the Archdiocesan Enrolment Policy may be accessed via the:

- CEO public website
- Archdiocesan Policy on the Enrolment of Students with Special Needs
- school website www.lasalle.nsw.edu.au
- school administration office

There were no changes made to enrolment procedures during 2008.

Student Welfare Policy

The Student Welfare Policy is based on the Archdiocesan Pastoral Care document *Pastoral Care Guidelines for Catholic Schools (2003)* which can be accessed from the CEO public website. In this document, the dimensions and features of Pastoral Care are described, as well as approaches to policy formulation, review and implementation. This document is the key reference point for the school's Pastoral Care Policy. Related documents include: *Countering Harassment of Different Kinds*, *Dealing with Illegal Substances in Schools*, *Dealing with Prohibited Weapons in Schools*, *Strategies for Dealing with Cyberbullying*, *Disability Standards 2005*, *Management of Students with Challenging Behaviours: Guidelines for Primary/Secondary Schools (2007)*.

Each year group at LaSalle Catholic College has its own Year Coordinator who operates with a team of teachers to care for the students in that year. Regular meetings are held with each year group with all associated teaching staff present. Students are able to meet with their Year Coordinator at any time as well as being able to confide in their own homeclass teacher. Should a major problem surface, students can be referred to the College Councillor who is able to case manage the situation. Students are also referred to the Dean of Students, particularly if there are behavioural concerns and measures are taken to improve each situation. The College has a conduct system to assist all staff and students.

The full text of the school's Pastoral Care Policy may be accessed via the:

- Archdiocesan Pastoral Care Policy for Catholic Schools (2003)
- college website www.lasalle.nsw.edu.au
- college administration office
- student diary.

There were no changes made to the school policy during 2008.

Discipline Policy

Corporal punishment is expressly prohibited in this school. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College.

The full text of the Student Discipline Policy may be accessed via the:

- college website www.lasalle.nsw.edu.au
- college administration office
- student diary.

There were no changes made to the school policy during 2008.

Complaints and Grievances Resolution Policy

The College adopts the *Archdiocesan Guidelines for Resolving Concerns and Complaints at Sydney Systemic Catholic Schools (May 2007)*, available on the [CEO public website](#) in the development of its school policy. The scope of the guidelines encompass children's learning, behaviour and welfare, school organisation and management, and student health and safety issues.

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. Pathways for raising concerns are set out in the information brochure available from the CEO public website.

The full text of the school policy is available from the:

- college website www.lasalle.nsw.edu.au
- college administration office
- student diary.

There were no changes made to this policy during 2008.

SCHOOL DETERMINED IMPROVEMENT TARGETS

Each year, the school develops an Annual Development Plan comprising priority areas for development, performance indicators and strategies. This is drawn from the school's Strategic Management Plan and informed by the School Review and Improvement Framework. An extensive evaluation process of the priority areas is carried out in collaboration with the school's Regional Consultant. The priorities for 2008 were in the key areas of RE; Students and their Learning and Pedagogy. Amongst many initiatives to improve teaching and learning capacity was the continued emphasis on mixed ability classrooms and the inservicing of teachers in differentiated curriculum.

In 2008, the College undertook a Cyclic Review whereby a team of senior education members of the CEO and independent assessors considered the school's past achievements and planned future directions as part of the school's learning improvement journey. The Cyclic Review report overwhelmingly supported the initiatives and successes of the College over the last few years. These include the establishment of Professional Learning Communities (PLC) to encourage dialogue about pedagogy and to provide support for teachers in their particular area of expertise. This has strengthened the positive learning culture that has long been a tradition of the College. The PLC will be extended in 2009 to include the primary feeder schools with the aim of improving communication and sharing resources, particularly across stage 3 and stage 4 of the curriculum. Other priorities include a greater emphasis on professional development for staff in the area of technology and how its use impacts on teaching and learning.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Activities to promote respect and responsibility have always been core business for Catholic Schools. These values are constantly recalled at public gatherings of the student body, through the celebration of liturgy and Prayer and in the content of RE lessons. Practical expressions of such promotion are the Lasallian service groups and events such as LaSalle Day. The Lasallian practice of having students recognize their personal responsibility for their actions and effect on others is given affect in the notion of the restoration of lost dignity and/or personal property and the disruption to learning process.

PARENT, TEACHER AND STUDENT SATISFACTION

Parent Survey from 2008 - The results of parent surveying suggested that satisfaction with the quality of teaching was very high. The behaviour of a small number of individual students was of concern to parents of other students. A second issue was that areas of the playground needed attention. Importantly, the deficiencies noted in the survey was acted on by the Dean of Students.

FINANCIAL STATEMENT

Catholic Schools are accountable for all monies received. Each year, the Sydney Catholic Education Office submits to the Australian Government a financial statement on behalf of the 147 parish primary and regional secondary schools. This statement details the income and expenditure of each school and for the Archdiocesan system of schools. In addition, the Financial Report of the Sydney Catholic Education Office Catholic Education Office is audited annually by Moore Stephens. A summary of the income and expenditure reported for 2008 is as follows:

INCOME	\$million	EXPENDITURE	\$million
Parents' Contributions ¹	\$ 115.8	Education & School Support	\$ 141.2
Australian Government ²	\$ 317.8	Total Salary Costs	\$ 438.5
State Government ²	\$ 122.0	CEO Administration & Support ³	\$ 5.3
Government Targeted Grants	\$ 27.5		
Interest and Other	\$ -8.9	Deficit	\$ -10.8
Total Income	\$ 574.2	Total Expenditure	\$ 574.2

Notes

1. Parents' Contributions include Archdiocesan tuition fees of \$53.3 million. School Charges, Building Levy and P and F contributions of \$62.5 million.
2. Income from Australian and State recurrent government grants is received by the Catholic Education Office on behalf of the schools. Staff Salaries are paid from this income.
3. CEO Administration and Support excludes salaries which are included in total salary costs.

Parents' contributions to this school as reported in this school's Annual Financial Questionnaire for 2008 submitted to the Australian Government Department of Education, Employment and Workplace Relations were:

Source	Amount
Archdiocesan Tuition Fees received	\$ 633,397
School Based Fees	\$ 737,938
Other Income (for example, Parents & Friends, Trading & Building Levy)	\$ 352,987
Total	\$ 1,724,322