

LaSalle Catholic College, Bankstown
Annual School Report to the Community

2017



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Principal

Mr Michael Egan

ABOUT THIS REPORT

LaSalle Catholic College is registered by the NSW Education Standards Authority (NESA), and managed by Sydney Catholic Schools (SCS), the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider College community with fair, reliable and objective information about College 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 during the year and the achievements arising from the implementation of the College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the College community and Sydney Catholic Schools. This *Report* has been approved by Sydney Catholic Schools in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation.

This *Report* complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

Principal's Message

The publication of the College's Annual Report is a significant occasion attesting as it does to the life of the College during 2017 and provides an opportunity to reflect on the achievements of the past year. A school community where a culture of review and reflection is in evidence leads to a learning environment where success and excellence underpins all that occurs in the College. Every effort is made to nurture in our students a willingness to 'have a go', to participate to the best of their ability and to take responsibility for promoting the spirit, culture and good name of the College. Respect is at the heart of all we do at LaSalle Catholic College and to have this as a reality ensures students and staff can work and achieve in a healthy, positive atmosphere. This report covers the major achievements of the 2017 College year. I congratulate and thank all in the LaSalle Catholic College community for a most successful and productive school year.

Parent Body Message

This year we were invited to form a Parent Executive Body. Our first meeting was well attended by many and we appointed the President, Secretary, Treasurer and Committee Representative. The main discussion was around the Sydney Catholic Schools (SCS) draft constitution for parent groups, parent satisfaction survey results and opportunities for parent interaction including student and parent liturgies.

Parents are invited to afternoon tea with our Learning Support Teachers to discuss the progress of our children. We are invited to information evenings, fortnightly assemblies, parent/teacher/student interviews, graduation, end of year Masses and special events throughout the year. We were invited to Christmas carols, which were held on the College grounds and this was well attended.

Student Body Message

We are given many opportunities to be involved in all facets of school life, spiritually and on a community basis.

There was a lot of refurbishment during 2017 giving us a wonderful study environment. Students in Year 10 went to the to Bankstown Library and Knowledge Centre to assist our local seniors with their ipads, apple phones or any other electronic devices they needed assistance with.

The Year 10 and 11 students participated in the Australian Catholic Youth Festival at the end of year which was held over three days and the final Mass and concert was held in the Domain

which was open to everyone. It was a wonderful and uplifting experience for all who participated.

To all our teachers, we thank you for your dedication and assistance you have given us throughout the year.

LaSalle Catholic College is a Catholic systemic Co-educational College located in Bankstown.

The College educates young students, preparing them for lives beyond their school days through experiences that develop learning and leadership for the common good. The College was established in 1999, following the closure 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. In 2016, the College history changed once again to provide a coeducational environment.

Situated in the South-Western Sydney suburb of Bankstown, LaSalle Catholic College aims to provide an education that meets the diverse needs of today's youth. 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.

As a Catholic secondary systemic coeducational school, administered by the De La Salle Brothers since its foundation, LaSalle Catholic College is embedded in traditional Catholic values and the Lasallian philosophy of faith, service and community. We aim for students who enrol at the College to embrace quickly the College culture as one that asks them to develop skills, values and attitudes to enhance their natural gifts, extending their opportunities through academic challenges, rigorous endeavour and spiritual growth.

The LaSalle Catholic College community performs a vital role in managing a diverse population from diverse cultures. The benefits of the lessons in social interaction are complemented by the challenges presented by a large number of students whose family language is not English. With De La Salle Brothers and lay staff working side-by-side, a congenial working environment provides for a vibrant mix of professional, reflective, academic rigour and solid working relationships in which the spirit of St John Baptist de La Salle is tangible.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Total Students
102	535	601	637

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2015, 100% completed Year 12 in 2017.

Enrolment Policy

The Archdiocese of Sydney has established an [Enrolment Policy for Systemic Catholic Schools](#). Sydney Catholic Schools monitor the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total 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.

Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Sydney Catholic Schools](#) website.

Student Attendance Rates

The average student attendance rate for 2017 was 91.93%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	92.22%
Year 8	93.39%
Year 9	90.48%
Year 10	90.91%
Year 11	92.59%
Year 12	91.98%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The College, 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, College staff, as part of their duty of care, monitor part or whole day absences.

College 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 College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

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

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

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior Secondary Outcomes. Year 12 2017	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	41%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	99%

Student Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2017 Graduating Class	57%	28%	20%	8%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
62	20	82

* This number includes 50 full-time teachers and 12 part-time teachers.

Percentage of staff who are Indigenous	0%
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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 Sydney Catholic Schools. The College 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.

The College held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	Moral and Ethical Responsibility
Term 2	Spirituality Day
Term 3	Australian Institute for Teaching and School Leadership (AITSL) Standards and Authentic Learning
Term 4	Cardiopulmonary Resuscitation (CPR)

Teacher Standards

The following table sets out the number of teachers who fall into each of the two categories determined by the NSW Education Standards Authority (NESA):

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	60
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	2

Catholic Schools have a unique role in the evangelising and educating mission of the Church.

The *Archbishop's Charter for Catholic Schools* sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, the College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Archbishop of Sydney.

2017 has been significant in the liturgical and faith dimension of our College community.

Throughout 2017, LaSalle Catholic College has provided and engaged in many faith based initiatives, as well as continuing to support the academic needs of students through the Studies of Religion Courses and Catholic studies.

In celebration of our Catholic faith, the entire school community gathered as one for the Annual Commencement Mass, Ash Wednesday Liturgy and the Easter Liturgy, where the Year 11 Lasallian Youth Leaders re-enacted the Stations of the Cross. Students also actively participated in Stage Level Masses, volunteering as altar servers, readers and as part of the offertory procession.

During 2017, our Youth Ministry Coordinator (YMC), supported many events to evangelise students, including attendance at the Australian Catholic Youth Festival. The YMC also began the promotion of students attending World Youth Day (WYD) Panama in January 2019. Our Lasallian Youth Minister oversaw the development of the Lasallian Youth Leaders in Year 11 and assisted in reflection days.

The Year 11 Lasallian Youth Leaders (LYL's) were inducted in Term 1 and worked alongside the Year 12 Senior Leaders to read the Angelus at midday every day. This time in prayer was a reminder to take a moment to reflect on the Annunciation of Mary and the great "Yes" to God. The Year 11 LYL's were also pivotal as volunteer catechists for North Bankstown primary schools. The Lasallian Youth Leaders have been strong role models for students throughout the College, actively living out the gospel values within the school community.

In 2017, the College supported all of Year 10 and 11 to attend the Australian Catholic Youth Festival. Over 170 students and 40 staff engaged in the festival. This event replaced the reflection day and retreat for these year groups.

Our College community is extremely generous in their contribution towards Catholic charities.

Students have opportunities to be involved in outreach and social justice initiatives such as:

- Project Compassion for Caritas
- Mission Action Day, raising funds for the Lasallian Foundation/twinning school in Pakistan
- The Catholic Education Foundation
- Operation Christmas Child, providing Christmas toys and gifts for underprivileged children in third world countries
- collecting non perishable food items for the St Vincent de Paul Winter and Christmas Appeals and Christmas Hamper Appeals.

The Lasallian community certainly strove to uphold the Catholic faith and the Lasallian tradition during 2017 in a range of faith formation areas.

Students in Years 6 and 8 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 8	26.68

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Sydney Catholic Schools website.

SECTION SIX: CURRICULUM

The College follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Sydney Catholic Schools. The teaching and learning processes are informed by the Statement on Authentic Learning in Sydney Archdiocesan Schools. Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The College offers a comprehensive range of NSW Education Standards Authority (NESA) developed and endorsed subjects to students in Stage 6, in addition to a variety of opportunities made available to our students through our Trade Training Centre, Saint Yon. In 2017, these subjects included: Studies of Religion (1 and 2 unit), Catholic Studies, Advanced English, Standard English, English Studies, Extension English I, Fundamentals of English, Business Studies, Economics, Geography, Legal Studies, Modern History, General Mathematics I, General Mathematics II, Mathematics, Mathematics Extension I, Mathematics Extension 2, Biology, Chemistry, Physics, Senior Science, Industrial Technology Multimedia, Industrial Technology Timber, Information Processes and Technology, Personal Development, Health and Physical Education (PDHPE), Sports Lifestyles Recreation, Visual Arts, Business Services, Construction, Hospitality, Information and Digital Technology, Automotive, Electrotechnology, Metal and Engineering, Sports Fitness and Work Studies.

Stage 4 courses include: Catholic Studies, English, Mathematics, Science, History, Geography, Music, Visual Arts, Personal Development, Health and Physical Education and Design and Technology. Italian is also offered for students in Year 8.

In Stage 5, students study the NESA mandated subjects of English, Science, Mathematics, History, Australian Geography and PDHPE, as well as the NESA endorsed course of Catholic Studies. In addition, students are also invited to nominate a further two electives from a choice of Commerce, Physical Activity and Sport Studies, Industrial Technology Timber, Industrial Technology Multimedia, Food Technology, Information Software and Technology, Graphics Technology, Music, Visual Arts and Big History.

The Solomon Opportunity Program, which is in operation at LaSalle Catholic College, affords academically able students, opportunities for independent learning, engagement in enrichment and extension activities and access to special interest clubs and external programs. Lessons are designed to ensure these students are able to access dynamic, relevant and challenging curriculum in a supportive environment with their intellectual peers.

SECTION SEVEN: STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	14.00%	28.70%	20.00%	18.90%
	Reading	19.00%	29.10%	18.00%	16.20%
	Writing	12.00%	16.60%	31.00%	28.40%
	Spelling	39.00%	33.00%	15.00%	15.70%
	Numeracy	25.00%	32.90%	16.00%	13.90%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	14.00%	19.40%	23.00%	25.30%
	Reading	22.00%	21.00%	24.00%	21.30%
	Writing	9.00%	15.40%	37.00%	36.90%
	Spelling	35.00%	22.20%	15.00%	21.90%
	Numeracy	23.00%	24.00%	15.00%	15.90%

Higher School Certificate

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2015		2016		2017	
	School	State	School	State	School	State
Studies of Religion I	60%	51%	68%	49%	32%	50%
English (Standard)	15%	8%	41%	13%	26%	16%
English (Advanced)	86%	58%	100%	61%	94%	64%
Mathematics General 2 BDC	40%	26%	47%	25%	27%	26%
Mathematics	13%	52%	60%	52%	57%	54%
Economics	38%	46%	10%	45%	55%	49%
Legal Studies	53%	41%	0%	0%	90%	44%
Mathematics Extension 1	82%	84%	80%	79%	85%	82%
Physics	11%	29%	33%	29%	45%	34%
Studies of Religion II	64%	40%	75%	47%	78%	47%

The graduating class of 2017 have again provided a range of outstanding results in the HSC. Of significance were the following:

- LaSalle ranked first in the Southern Region in four courses
- 70% of subjects were above the NSW average
- 35% of marks were in the top 2 bands
- 6 students received an ATAR above 90.
- The Dux received an ATAR of 98.50
- 19 distinguished Top Achievers
- 6 subjects performed above typical
- 2 subjects in which 90% of the cohort achieved a Band 5 or above
- 22 Band 6's were received
- 101 Band 5's were received.

In 2017 the number of students issued with a RoSA	3
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Student Welfare Policy

The LaSalle tradition offers students hope. We provide our students with opportunities to grow and mature and face the challenges of life with confidence, resilience and courage. St John Baptist de la Salle encouraged teachers to “express love in kindness, gentleness, sensitivity, and tenderness in order to win the hearts (of the students)”. Without this kind of relationship, there can be no significant learning.

“Connectedness” is an essential component of positive well-being. These connections may be formal or informal, aiming to know each student as an individual person, treating each differently according to personal need, and forming a friendly relationship with each. Our House System and Homeroom structure provide the basis for a strong sense of belonging. Our student management framework, the ‘Levels System’ acknowledges positive conduct and encourages students to take responsibility for their behaviour.

No changes were made to this policy this year.

The full text of the College's Pastoral Care Policy may be accessed on the College's website or at the administration office.

Discipline Policy

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

Fair, consistent, and positive approaches to student learning, support and challenges are understood and implemented by all staff. Students and, where appropriate, their parents are involved in positive behaviour planning. There is acknowledgement that some students struggle, for a variety of reasons, to successfully engage with learning. Effective and respectful processes exist for the early identification of students and families who require additional support. Teachers are encouraged to be both proactive in building safe and supportive learning communities as well as reactive in responding effectively to situations involving child maltreatment, harassment, aggression, violence and bullying.

No changes were made to this policy this year.

The full text of the College's Student Discipline Policy may be accessed on the College's website

or at the administration office.

Anti-Bullying Policy

The Archdiocese of Sydney has established an *Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Archdiocese. 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. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was reviewed in August 2016 and no changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

Complaints and Grievances Resolution Policy

The Archdiocese of Sydney has established a *Resolution of Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. 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. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was updated and approved in September 2017.

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

Initiatives Promoting Respect and Responsibility

School initiatives to encourage respectful behaviour included a range of anti-bullying activities and surveys at each year level and guest speakers to year groups. Students are engaged in a range of community service activities including collecting for the Salvation Army Red Shield Appeal, fund raising for Caritas Project Compassion Appeal during the season of Lent, contributing to the St Vincent's de Paul's Winter Appeal and our major annual fund raising effort to support the Lasallian Foundation, which supports poor communities in developing countries.

Our Lasallian community continues to uphold the Catholic faith and the Lasallian tradition during 2017 in a range of faith formation areas.

As a Catholic school in the tradition of the De La Salle Brothers, LaSalle Catholic College is committed to educating the students in its care to become young adults who value and nurture

their faith long after they leave the school. Students are challenged to appreciate their responsibility to the local and global community through a commitment to the values of social justice and compassion for the needs of others.

The College implements the Sydney Catholic Schools' *School Review and Improvement (SRI) Framework* which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan and informed by the document *New Horizons: Inspiring Spirits and Minds*. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the school administrative office.

Key Improvements Achieved in 2017

In 2017 the College developed a three year Faith Formation Plan that has a LaSallian focus. Assessment procedures were developed that align with archdiocesan Authentic Assessment statement. We prepared for the implementation of new Stage 6 curriculum in 2018 for English, Maths, Science and History and expanded the literacy focus on writing in accordance with the College Literacy Plan.

Work was done to develop and implement an evidenced-based, contextualised reading program for Stages 4 and 5. Professional development opportunities were provided for teachers with a specific responsibility for extending the Solomon Opportunity Classes.

The Mind Matters program was implemented and completed.

Priority Key Improvements for 2018

Our key improvement in the Catholic Identity and Mission area will be to implement social justice initiatives to support the Year of Youth. Learning and Teaching will be improved by: implementing specific programs from a literacy committee to focus explicitly on the teaching of writing, implementing a VET Pathway for Stage 5 school based apprentices and implementing initiatives to engage students in Science, Technology, Engineering and Mathematics (STEM) or Science, Technology, Engineering, Art and Mathematics (STEAM). Student Wellbeing will be improved by integrating the Child Safe Communities Framework into current procedures and strengthening LaSalle's safe and supportive co-educational school environment with separate agenda's for boys and girls pastoral programs.

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent Satisfaction

In term 4 we used the Learning Bar online survey facilities to administer a "Partners in Learning" Parent Survey. The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

LaSalle parents rated the school particularly highly in the areas of parents feeling welcome, parents are informed, inclusive school and school supporting learning. The areas of safe school and the school supporting positive behaviour were rated highly, at the same positive level as for Sydney Catholic Schools in general.

Student Satisfaction

Students from La Salle Catholic College Bankstown completed the Tell Them From Me survey from the Learning Bar which included ten measures of student engagement alongside the five drivers of student outcomes. 378 students in this school participated in the survey between 18 October 2017 and 10 November 2017. Some of the findings were very interesting. An above average number of students have friends at school they can trust and who encourage them to make positive choices. An above average number of students believe that education will benefit them personally and economically, and will have a strong bearing on their future. A significantly below average number of students skip classes or miss days at school without a reason, or arrive late for school or classes. An above average number of students are intellectually engaged and find learning interesting, enjoyable, and relevant. An above average number of students are interested and motivated in their learning.

Teacher Satisfaction

64 teachers responded to the Learning Bar's "Focus on Learning" Teacher Survey. Teachers rated the College highly in a number of areas including: working with school leaders to create a safe

and orderly school environment, talking with other teachers about strategies that increase student engagement, giving students written feedback on their work and setting high expectations for student learning. They also expressed satisfaction at the effort made to include students with special learning needs in class activities.

SECTION ELEVEN: 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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$6,841,851
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,360,859
Fees and Private Income ⁴	\$2,468,110
Other Capital Income ⁵	\$179,889
Total Income	\$11,850,709

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$6,818,078
Salaries and Related Expenses ⁷	\$8,037,409
Non-Salary Expenses ⁸	\$3,179,037
Total Expenditure	\$18,034,524

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.