

LaSalle Catholic College, Bankstown  
Annual School Report to the Community

2018



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**Principal**

Mr Michael Egan

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## ABOUT THIS REPORT

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LaSalle Catholic College is registered by the NSW Education Standards Authority (NESA), and managed by Sydney Catholic Schools Ltd (SCS) as trustee for the Sydney Catholic Schools Trust, 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 2018 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 2018 College year. I congratulate and thank all in the LaSalle Catholic College community for a most successful and productive school year.

### **Parent Body Message**

The La Salle Catholic College Parent Group consists of parents of students from various grades who meet once a term. The Parent Group discusses various topics of importance and relevance for students and parents. As a result from these meetings, expression of interest from parents led to workshops being organised by the school for parents. A workshop on bullying and the appropriate use of social media was offered for parents. This workshop was led by the principal and was well attended by parents.

The Parent Group is an excellent opportunity to keep parents informed on new projects and initiatives at the college. It was addressed that the School would become a Newman school and this was explained to our Parent Group. Due to the multicultural diversity of parents at the School, many find it challenging to interpret information. The Parent Group is working towards addressing this issue by parents volunteering their time to interpret newsletters and other forms of communication.

### **Student Body Message**

On behalf of the students we would like to thank our families and teachers for supporting and inspiring us throughout the year. The selfless support of the staff is valued and appreciated wholeheartedly. As students, we have appreciated the quality, contemporary facilities that enriched our learning opportunities.

As Lasallians, we were taught to be called as one, to put our deeds over our words and aspire to be the best we can. That is what our College motto: *Commitment, Confidence and Success* has inspired us to take with us into the future.

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.

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## SECTION THREE: STUDENT PROFILE

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### 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 2018:

Girls	Boys	LBOTE*	Total Students
161	541	654	702

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2016, 80% completed Year 12 in 2018.

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### 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 2018 was 91.87%. Attendance rates disaggregated by Year group are shown in the following table.

<b>Attendance rates by Year group</b>	
Year 7	93.18%
Year 8	91.40%
Year 9	93.47%
Year 10	88.09%
Year 11	92.54%
Year 12	92.55%

### **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).

<b>Senior Secondary Outcomes. Year 12 2018</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	50%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

### **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.

<b>Destination Data</b>	<b>University</b>	<b>TAFE / Other institutions</b>	<b>Workforce entry</b>	<b>Destination not reported</b>
<b>Year 12, 2018 Graduating Class</b>	52%	25%	20%	3%

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## SECTION FOUR: STAFFING PROFILE

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The following information describes the staffing profile for 2018:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
63	23	86

\* This number includes 57 full-time teachers and 6 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:

<b>Term 1</b>	20th January: Moral and Ethical Responsibility
<b>Term 2</b>	30th April: Spirituality Day - Dr Dan White
<b>Term 3</b>	6th July: Pastoral Care and Wellbeing / GENE
<b>Term 4</b>	20th December: Cardiopulmonary Resuscitation (CPR)

The ongoing professional growth of each staff member is highly valued. Professional learning and growth 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.

### Teacher Standards

The following table sets out the number of teachers who fall into each of the four Australian Teaching Standards categories as accredited by the NSW Education Standards Authority (NESA):



Australian Teaching Standards		Number of Teachers
1	Provisional or conditionally classified teacher	9
2	Proficient teacher	62
3	Highly Accomplished teacher	0
4	Lead teacher	0

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.

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2018 has been significant in the liturgical and faith dimension of our College community. Throughout 2018, LaSalle Catholic College has provided and engaged students in many faith based initiatives, as well as continuing to support the academic needs of students in Catholic Studies classrooms.

In celebration of our Catholic faith, the entire school community gathered as one for our Ash Wednesday Liturgy, Easter Liturgy and Mission Action Day Mass. Students also actively participated in Stage Level Masses, volunteering as altar servers, readers and as part of the offertory procession. Due to co-education many of the volunteer roles are filled by female students.

During 2018, our Youth Ministry Coordinator (YMC) supported many events to evangelise students. The YMC also began the promotion of students attending World Youth Day (WYD) Panama in January 2019 with four students from the College attending.

The Year 11 Lasallian Youth Leaders (LYLs) were inducted in Term 1 and worked alongside the Year 12 Senior Leaders to serve as role models within the College. Year 9 students organised and ensured the reading of the Angelus at 12.00pm daily. The Year 11 LYLs were also pivotal as volunteer catechists for North Bankstown Primary schools. Year 11 also attended their Senior

Retreat "Touching Hearts" where they engaged with the Lasallian tradition and the concept of community.

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.

Students in Years 8 and 10 undertook the Archdiocesan Religious Education (RE) test.

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	26.90

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.

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## SECTION SIX: CURRICULUM

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The College follows the NSW Education Standards Authority (NESA) Teaching & Educational Standards (BOSTES) 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 (SCS). The Sydney Catholic Schools Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

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 the Saint Yon Trade Training Centre. In 2018 these subjects included: Studies of Religion 1, Catholic Studies, Advanced English, Standard English, English Studies, Extension English 1, English Extension 2, English Studies, Business Studies, Economics, Geography, Legal Studies, Modern History, Mathematics, Mathematics Standard 1, Mathematics Standard 2, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Biology, Chemistry, Physics, Industrial Technology–Multimedia, Industrial Technology–Timber, Information Processes and Technology, Personal Development, Health and Physical Education (PDHPE), Sports Lifestyles Recreation, Visual Arts, Construction, Hospitality, Automotive, Electrotechnology, Plumbing, Work Studies and Computer Applications.

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 Commence, Physical Activity and Sport Studies, Industrial Technology–Timber, Industrial Technology–Multimedia, Food Technology, Information Software and Technology, Graphics Technology, Music, Visual Arts, Big History, Drama and Dance.

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. Significant preparation work in Gifted Education has prepared the College for implementation of the The Newman Selective and Gifted Program in Year 7 2019.

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

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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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	20.13%	31.00%	24.83%	17.10%
	Reading	23.49%	27.80%	18.79%	17.10%
	Writing	17.45%	16.10%	27.52%	29.90%
	Spelling	37.58%	34.10%	16.11%	15.70%
	Numeracy	19.46%	31.10%	16.78%	14.60%

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	21.17%	20.90%	24.82%	20.30%
	Reading	17.65%	21.70%	24.26%	17.90%
	Writing	10.95%	14.20%	37.23%	38.90%
	Spelling	23.36%	26.40%	20.44%	20.00%
	Numeracy	24.82%	28.30%	18.25%	14.50%

### 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>					
	2016		2017		2018	
	School	State	School	State	School	State
Studies of Religion I	68%	49%	32%	50%	55%	37%
English (Standard)	41%	13%	26%	16%	38%	15%
English (Advanced)	100%	61%	94%	64%	100%	63%
Mathematics General 2 BDC	47%	25%	27%	26%	23%	27%
Mathematics	60%	52%	57%	54%	8%	52%
English Extension 1	100%	94%	50%	94%	100%	38%
Legal Studies	0%	0%	90%	44%	73%	45%
Mathematics Extension 1	80%	79%	85%	82%	100%	33%
Mathematics Extension 2	100%	85%	60%	84%	100%	33%

In 2018 the number of students issued with a RoSA without finishing the HSC	13
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### **Student Welfare Policy**

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.

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, fundraising 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 fundraising 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 2018 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' Inquiry and Review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. The School's Strategic Improvement plan and Inquiry and Review cycle is based on the Sydney Catholic Schools Strategic Plan: [New Horizons](#)

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 2018**

In 2018 the College continued the three-year Faith Formation Plan that has a Lasallian focus. Assessment procedures were developed that align with the archdiocesan Authentic Assessment statement. We prepared for the implementation of new Stage 6 curriculum in 2019 for English, Mathematics, Science, History and Junior PDHPE, expanded the literacy focus on writing in accordance with the College Literacy Plan and we gained accreditation for 2019 as a Newman Selective Gifted Education school.

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.

### **Priority Key Improvements for 2019**

Our key improvement in the Catholic Identity and Mission area will be to strengthen the connections to the Parish including opportunities for the Sacrament of Reconciliation. Learning and Teaching will focus explicitly on the teaching of writing and implementation of Newman Selective Gifted Education Program. There will also be a focus on collaboration with staff and wider community to develop a shared and cohesive pedagogical understanding and approach to cater for EAL/D Learner. Student Wellbeing will involve a review of behavioural management policies, processes and responsibilities as well as the review of process for class placement of students with identified behavioural needs in order to minimise potential negative impact on the learning of their class peers.

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, the inclusive school and the 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. 400 students in this school participated in the survey between 19 September 2018 and 26 October 2018. Most students engaged in the survey positively. 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 they are intellectually engaged and find learning interesting, enjoyable and relevant. 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 believe that schooling is useful in their everyday life and will have a strong bearing on their future.

### **Teacher Satisfaction**

47 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.

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**SECTION ELEVEN: FINANCIAL STATEMENT**

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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 2018 year is detailed below:

<b>RECURRENT and CAPITAL INCOME</b>		<b>RECURRENT and CAPITAL EXPENDITURE</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$7,671,320	Capital Expenditure <sup>6</sup>	\$878,467
Government Capital Grants <sup>2</sup>	\$0	Salaries and Related Expenses <sup>7</sup>	\$9,239,526
State Recurrent Grants <sup>3</sup>	\$2,346,928	Non-Salary Expenses <sup>8</sup>	\$3,633,896
Fees and Private Income <sup>4</sup>	\$2,926,731	<b>Total Expenditure</b>	<b>\$13,751,889</b>
Other Capital Income <sup>5</sup>	\$5,880		
<b>Total Income</b>	<b>\$12,950,859</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.