

LaSalle Catholic College, Bankstown
Annual School Report to the Community

2019



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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 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 2019 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 2019 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 LaSalle Catholic College Parent Group consists of parents of students from various years who meet once a term. The Parent Executive met in Term 1 of this year to discuss various topics that maybe of importance and relevance for students and parents during the year. As a result, from this meeting, parent workshops were held in Terms 2 and 4. Term 2 topic was based on the inaugural Year 7 Newman groupings whilst Term 4 was on adult faith formation led by our local priest from St Felix de Valois parish. In Term 3, the Parent Executive met again.

The Parent Group is an excellent opportunity to keep parents informed on new projects and initiatives at the College. During 2019 the parents/guardians were kept abreast of the College's Building Project at each meeting. The Parent Group continues to work towards addressing the issue of our multicultural parents and guardians not being able to access College newsletters and discussion forums and so, still seek volunteers to give their time to interpret newsletters and other forms of communication.

Student Body Message

On behalf of the 2019 cohort we would like to thank our families and teachers for their support and inspiration throughout this year. The generous support of the staff is highly valued and appreciated wholeheartedly. As students, we have appreciated the quality of teacher expertise and the contemporary facilities that have enriched our learning opportunities. We look forward to the new buildings that will open in 2021.

During 2019 Year 8 students were offered Frontier Peer Mentoring program which resulted in a wonderful community project, culminating in a multicultural luncheon. Year 10 students were offered City Link Mentoring which enabled a number of students to experience travelling into various businesses in the Sydney CBD. Year 10 continued to be Peer Support Mentoring to the new Lasallians in Year 7. Year 10 'Tech Savvy' continue to offer an invaluable service to the elderly of our wider community.

As true Lasallians, we are called as one, to put our actions, our words, our thoughts and our spirituality to 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.

SECTION TWO: SCHOOL FEATURES

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

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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 Greenacre.

As a Catholic secondary systemic co-educational 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 2019:

Girls	Boys	LBOTE*	Total Students
207	556	699	763

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2017, 88% completed Year 12 in 2019.

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 2019 was 92.06%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	92.99%
Year 8	92.77%
Year 9	91.36%
Year 10	92.07%
Year 11	90.08%
Year 12	93.06%

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 2019	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	36%
% 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.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2019 Graduating Class	54%	30%	9%	7%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
69	27	96

* This number includes 63 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 development days this year with areas of focus as follows:

Term 1	Meeting Professional Ethics & Responsibilities
Term 2	Gifted & Talented
Term 3	Wellbeing & Spirituality/Gifted & Talented
Term 4	First Aid/KLA Processes

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.

After Professional Development teachers return to the College to inservice staff.

Teacher Standards

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 37 teachers;
- Provisional 19 teachers;
- Proficient 3033 teachers.

Additionally, there are approximately 9 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

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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Throughout 2019, 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 and Studies of Religion classrooms. 2019 also saw the introduction of a new course in Year 11 which will continue into Year 12 for 2020. Studies in Catholic Thought replaces the old Catholic Studies course in stage 6.

In 2019 we celebrated the Tercentenary of the death of St John Baptist De La Salle, we recognised this occasion at every Mass this year. In celebration of our Catholic faith, the entire school community gathered as one for our Commencement Mass, Ash Wednesday Liturgy, Easter Liturgy and Mission Action Day Mass. Students also actively participated in Stage Level Masses.

During 2019, our Youth Ministry Coordinator (YMC) supported many events to evangelise students in the Catholic Faith. The YMC supported and supervised four students to attend World Youth Day (WYD) Panama in January 2019.

Our Year 10 and 11 Lasallian Youth Leaders (LYLs) worked alongside the Year 12 Senior Leaders to serve as role models within the College. Year 10 students organised and ensured the reading of the Angelus at 12.00pm daily. Some Year 10 and 11 leaders were also pivotal as Volunteer

Catechist Aides for North Bankstown Primary School.

Year 11 also attended their Senior Retreat with the theme of *“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 such as:

- Project Compassion
- Lasallian Foundation/Twinning school in Pakistan
- Good Samaritan shoe-box appeal
- Vinnies Winter and Christmas Appeal

Students in Years 8 and 10 undertook the Archdiocesan Religious Education (RE) test. Students in Years 6, 8 and 10 in Catholic schools in the Archdiocese of Sydney undertake this test annually. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

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Our School's average result (as a mark out of 50)	
Year 8	26.36

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.

The Secondary Curriculum 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 (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.

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The College offers a comprehensive range of NESA developed and endorsed subjects to students in Stage 6, in addition to a variety of opportunities made available to our students through Saint Yon Trade Training Centre. In 2019 these subjects included: Studies of Religion 1, Studies in Catholic Thought, Advanced English, Standard English, English Studies, Extension English 1, English Extension 2, Business Studies, Economics, Geography, Legal Studies, Ancient History, Modern History, Mathematics, Mathematics Standard 1, Mathematics Standard 2, Mathematics Extension 1, Mathematics Extension 2, Biology, Chemistry, Physics, Investigating Science, Industrial Technology-Multimedia, Industrial Technology-Timber, Information Processes and Technology, Personal Development, Health and Physical Education (PDHPE), Sports Lifestyles Recreation, Community & Family Studies, Visual Arts, Drama, 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 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, Big History, Drama and Dance.

The Newman Selective 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 professional development in Gifted Education has prepared the College for Newman Selective Gifted Education Program in Year 7 and Year 8 2020.

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	21.38%	29.10%	24.14%	19.00%
	Reading	18.62%	29.30%	15.17%	15.30%
	Writing	22.07%	15.30%	23.45%	28.20%
	Spelling	30.34%	30.60%	11.03%	16.00%
	Numeracy	24.83%	34.20%	15.86%	15.20%

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	14.53%	19.00%	24.02%	25.10%
	Reading	15.64%	20.90%	18.99%	20.60%
	Writing	9.44%	12.50%	42.22%	38.10%
	Spelling	26.82%	21.00%	15.08%	19.70%
	Numeracy	22.47%	24.40%	18.54%	16.20%

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.

NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years appear as 0%. Some courses no longer run and therefore will show as 0%.

Higher School Certificate	Percentage of students in top 2 bands (Bands 5 and 6)					
	2017		2018		2019	
	School	State	School	State	School	State
English (Advanced)	94%	64%	100%	63%	0%	0%
English Advanced	0%	0%	0%	0%	89%	62%
English Extension 1	50%	94%	100%	38%	100%	94%
Mathematics Standard 1 ex	0%	0%	0%	0%	83%	18%
Visual Arts	0%	55%	0%	0%	78%	63%

LaSalle Catholic College was the most improved Catholic School in the Canterbury Bankstown area moving up 41 places in the NSW School Rankings from last year. 80% of our ATAR students have received a University offer. 30% of marks were in the top 2 bands and 70% of marks were in the top 3 bands. Top ATAR of 97.8, two received the HSC Executive Directors Award, one for Mathematics Standard 1 who also was placed second in NSW and first in the Diocese and the second student received first in the Diocese for Arabic Extension. Notably all 3 ATAR VET courses scored well above State Average.

In 2019 the number of students issued with a RoSA without finishing the HSC	18
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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 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. Year 10 students supported our local elderly community by assisting them to develop IT skills on mobile phones and tablets at the Bankstown Library & Knowledge Centre.

Our Lasallian community continues to uphold the Catholic faith and the Lasallian tradition during 2019 in a range of faith formation areas. During 2019 our Lasallian Youth Leaders (LYL) and our Faith in Action groups held numerous lunch time meetings discussing Gospel reflections, rosary prayer groups and invited special guest speakers from our local parishes.

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 2019

In 2019, the College strengthened connections to our parish by the Parish Priests, deacons and seminarians visiting the College to discuss religious vocations. St Felix de Valois priests attended major College events such as Senior Leader Investitures, College Feast Days, graduation liturgies, Masses and class presentations. Successful implementation of Studies in Catholic Thought in Year 11.

Staff collaborated extensively throughout the year to imbed differentiation across all KLAs including strategies for EAL/D.

Priority Key Improvements for 2020

Our key improvement in the Catholic Identity and Mission area will be to consolidate and extend Lasallian Outreach opportunities for staff and students. We will also investigate and employ the use of assessment instruments which allows all students to demonstrate academic ability including EALD students and those twice exceptional.

Embed peer observations and teacher mentoring into the regular work of teachers to inform collegial conversations and alignment with Performance Growth in Action (PGiA) process.

Facilitate student access to and engagement in STEM disciplines in order to increase the profile in Stage 6.

Compass roll out including professional development of staff.

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 2 we again used the Learning Bar Online survey facilities to administer a “Partners in Learning” Parent Survey. The survey 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 highly in the areas of feeling welcome when visiting the school and being informed. Parents can easily speak with the child’s teachers and teachers listen to their concerns. The school supports positive behaviour, safety at school where they feel their child feels safe going to and from school. Parents were pleased in regards to their child being encouraged to do well at school.

Student Satisfaction

Students from LaSalle Catholic College Bankstown completed the Tell Them From Me Survey from the Learning Bar. 594 students participated in the survey between 22 May 2019 and 3 June 2019. A high number of students have a positive sense of belonging, have friends at school they can trust and who encourage them to make positive choices. Students feel teachers are responsive to their needs and encourage independence. Students feel that the staff emphasise academic skills and hold high expectations for all students to succeed. Parents were very happy with the refurbishment of buildings/classrooms and resources that the school has purchased.

Teacher Satisfaction

45 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. Other areas of notice was that staff were able to discuss with other teachers about strategies that increase student engagement, learning goals for the lesson, setting high expectations for student learning and giving students feedback on how to improve their performance on formal assessment tasks.

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 2019 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$8,828,110
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,534,695
Fees and Private Income ⁴	\$2,957,568
Other Capital Income ⁵	\$230,965
Total Income	\$14,551,338

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$2,653,959
Salaries and Related Expenses ⁷	\$10,403,544
Non-Salary Expenses ⁸	\$3,948,664
Total Expenditure	\$17,006,167

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.