



Sydney Catholic Schools

2020

ANNUAL SCHOOL REPORT



LaSalle Catholic College

544 Chapel Road, BANKSTOWN 2200

Principal: Mr Michael Egan

Web: <http://www.lasalle.nsw.edu.au>

About this report

LaSalle Catholic College (the '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 School'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 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.

Message from key groups in our community

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 2020 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 2020 College year. I congratulate and thank all in the LaSalle Catholic College community for a most successful and productive school year.

Parent Body Message

Unfortunately due to COVID_19 we were not permitted to have any meetings at the College. We were very grateful to the College for the online zoom classes, the follow up calls to make sure our children were coping with the online schooling and also checking on their welfare during lockdown.

Student Body Message

COVID 19 presented some difficulties for us students so online learning kicked in quickly and we were still able to complete work via Compass and Google classroom and by interacting with our classroom teachers via zoom. However it was really exciting when we were eventually allowed back to face to face teaching and seeing our friends again.

School Features

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 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.

Student Profile

Student Enrolment

The College caters for students in Years 7 – 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020:

Girls	Boys	LBOTE*	Total Students
286	565	778	851

* Language Background Other than English

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 2020 was 93.46%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
95.03	92.50	92.99	91.79	94.56	96.26

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 College 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 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.

Student Retention Rate

Of the students who completed Year 10 in 2018, 73% completed Year 12 in 2020.

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 2020	
% of students undertaking vocational training or training in a trade during the senior years of schooling	16 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

65% of students destination University

20% of students entered the workforce

12% of students joined the TAFE

3% destinations not reported

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	95
Number of full time teaching staff	67
Number of part time teaching staff	6
Number of non-teaching staff	22

Total number of teaching staff by NESA category

Teachers at this College 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 is voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 94 teachers
- Provisional 597 teachers
- Proficient 5111 teachers

Teacher status at individual schools can be sourced directly from the College.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject-specific in services, meetings and conferences and a range of professional learning programs provided by the Sydney Catholic Schools (SCS). 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.

Summary of professional learning at this school

LaSalle Catholic College whole school focus for this year was around COMPASS training for all staff. All staff professional learning days, staff meetings and staff twilights were centred on

Compass, but due to Covid-19 it was mainly undertaken by ZOOM conferences. In addition, the College's SOIT Leader also conducted Professional Development at two Pastoral Care Year Coordinators' Meetings. SCS Representative, SOIT Leader, Assistant Principal and Leader of Pastoral Care also held 2 hour meetings throughout the year.

Other Staff Professional Development included NESA Accreditation and Maintenance thereof.

Our annual Staff Spirituality Day was held by Zoom conference workshops.

Catholic Identity and Mission

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.

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.

Students in Years 6, 8 and 10 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.

Throughout 2020, 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 Religion classrooms.

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

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

Year 8 26.4

Year 10 24.2

This year as a College we strive to celebrate the Eucharist, as a whole College community, in Year groups, as well as in Religion classes. 2020 saw the need for new ways of recognising and celebrating our Catholic Faith and key feasts.

Our Easter reflections were created by our new Lasallian Youth Minister, which allowed staff and students to reflect on the sacrifice made for each of us in Christ's passion. Our Mission Action Day (MAD) celebrations saw us support our sister school in Pakistan with a Mufti Day and activities in classes throughout the day via Zoom.

Through Religion classes students had the opportunity to go to Mass with each other, pray together and go to the Sacrament of Reconciliation with Fr Ronnie Marie, our College Chaplain. These more intimate opportunities gave each student the chance to build a closer relationship with their God.

Our Year 10 & 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 12.00 noon daily. Some Year 10 & 11 leaders were also pivotal as volunteer catechist aides for North Bankstown Primary school.

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 and Vinnies Winter and Christmas Appeal.

Staff Spirituality: Throughout the year staff had the opportunity to develop their own faith through our “Virtual” Staff Spirituality Day, where we explored the theme of “Who is God for me?”.

Evangelisation Opportunities: 2020 has seen us seek out new and innovative ways to evangelise and grow in faith. This year has seen a number of online and virtual opportunities of faith formation.

Under the leadership of the College’s Youth Ministry Coordinator, the “Faith in Action” group often met regularly to listen and engage in conversation about their faith.

Lasallian Links: Under the leadership and support of our Lasallian Youth Minister, the College has been able to provide fantastic opportunities to engage with the wider Lasallian community in Australia.

Curriculum, Learning and Teaching

Secondary Curriculum

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.

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 2020 these subjects included: Studies of Religion 1, Studies in Catholic Thought, Advanced English, Standard English, English Studies, 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 and Work Studies.

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

In Stage 5, students study the NESA mandated subjects of English, Science, Mathematics, Australian History, 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, History Elective, 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, Year 8 and Year 9 2021.

Student Performance in Tests and Examinations

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.

The NAPLAN assessment was cancelled for 2020.

The decision was made nationwide by the Education Ministers to assist school leaders, teachers and support staff in focusing on the wellbeing of students and the continuity of education during the COVID-19 pandemic. This means that those in Years 3, 5, 7 and 9 in 2020 will not have undertaken the assessment and hence, no results are available for the individual or the school.

Higher School Certificate (HSC) Diocese

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 may appear as 0%. Some courses no longer run and therefore will show as 0%.

92% of ATAR students received offers of University placement. 32% of marks were in the top two bands. 74% of the marks were in the top three bands.

Two students received an ATAR above 90. The Dux received an ATAR of 92. We received 10 mentions on the Distinguished List. The College had a student placed 10th in the State and 1st in the Diocese for Electrotechnology. 62% of all courses offered at the College were above the State average. In all there were 13 Band 6s and 83 Band 5s.

Ancient History, Electrotechnology, Legal Studies and Chemistry had 100% of students receive a score in the top 3 bands.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2018		2019		2020	
	School	State	School	State	School	State
Ancient History	-	-	8 %	36 %	63 %	33 %
Electrotechnology Exam	29 %	11 %	38 %	15 %	60 %	18 %
English (Advanced)	100 %	63 %	89 %	62 %	73 %	63 %
English (Standard)	38 %	15 %	12 %	12 %	14 %	12 %
Legal Studies	73 %	45 %	40 %	42 %	67 %	40 %
Mathematics Extension 2	100 %	33 %	50 %	86 %	60 %	84 %
Studies of Religion I	55 %	37 %	32 %	46 %	20 %	44 %

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2020, the number of students issued with a RoSA was 15.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#). This policy is underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

The Australian Student Wellbeing Framework (ASWF) provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The Australian Student Wellbeing Framework (ASWF) assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing.
- creating teaching and learning communities where all members of the College community are safe from harassment, aggression, violence and bullying. It also responds to new and emerging challenges for school communities such as ensuring cyber safety.

There were no changes made to this policy this year.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Student Management: Suspension, Transfer and Exclusion Policy](#). Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. 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. Further information about this and other related policies may be obtained from the College's website.

There were no changes made to this policy this year.

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

SCS is currently undertaking a review of all system wide policies, including the Anti Bullying Policy.

Complaints Handling 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 2020.

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

In addition to this policy, there is also a [policy and procedures for Responding to complaints and allegations related to child protection](#). Catholic systemic schools in the Archdiocese of Sydney are guided by a fundamental mission to provide a safe and supportive environment for each and every student entrusted to our care. These procedures reflect the legislative responsibilities of Sydney Catholic Schools (SCS) and demonstrate our commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

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 2020 in a range of faith formation areas. During 2020 our Lasallian Youth Leaders (LYL) and our Faith in Action groups had limited meetings due to Covid-19.

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.

School Improvement

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 College'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. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the College administrative office.

Key Improvements Achieved

Our new Lasallian Youth Minister has engaged with students online and at school to encourage awareness and knowledge of Lasallian Charism and other faith formation experiences such as NAIDOC Week and Reflection Days.

The Celebration of LaSalle's Feast Day (15th May) involved student and staff engagement in a variety of activities. Mission Action Day (MAD) celebrations in Term 3 involved and recognised the founder with a number of Online formats.

Staff and students engaged into the Charism with attendance at Twilight Reflections, Lasallian Leaders PDs, Lasallian Encounter Day and Reflection Days with the Lasallian Mission Services Team.

We engaged the expertise of Br John Cantwell to explore ways to integrate the life and teachings of De La Salle (and the brothers) throughout the 7-10 RE curriculum and SiCT syllabus.

Providing teachers with a greater understanding of Silence and Lasallian Prayer to encourage teachers to use prayer more effectively in their teaching practice.

Some Learning Support Staff have been trained in Ravens and K-bit tests, some students have been looked at in regards to twice-exceptional. Some new arrivals have been identified and moved to Newman classes because of these tests.

Formal assessments due to Covid were well thought out and engaging in both submission and students presentations.

KLA Coordinators' meetings have had presentations on effective differentiation of learning tasks and assessment tasks. Some KLAs have presented this to their departments.

HSIE department were on the highly effective KLA program this year and have managed to rewrite many of their programs concentrating on differentiation with NEWMAN extension activities and modified activities embedded in the program.

The Newman staff have met and have discussed and employed Pretesting. Newman staff have demonstrated how pretesting was done and how they used the result to modify their teaching of the program.

Priority Key Improvements for Next Year

Implementation of a step by step whole school approach to better writing. Targeting each year group across all KLAs and building on paragraph and essay structure.

Implement new courses complimentary to CO-ED. Development and implementation of new vocational courses. eg Nursing, Business Services and Textiles and Design. Provide students with vocational courses that enhance employability.

Gifted strategies are to be embedded as we move to full Newman Accreditation in 2021. Programs are being targeted for differentiation. We will continue GEO 1 and 2 uptake & support for Executive Gifted Committee.

Engage in Catholic, SCS and Lasallian outreach programs for students and staff to engage the Lasallian community in the mission of the wider church. Engage staff in SCS and Lasallian PD opportunities focused on spirituality and particularly Lasallian spirituality and mission.

Ensure a large group of students attend the Lasallian Youth Gathering in June to engage with the wider Lasallian Catholic community. Continue the tradition of engaging with international charities and aid organisations to develop our staff and students as global citizens. Using MAD celebrations to raise awareness and support of our sister school in Pakistan.

Continue to build teacher capacity to support the wellbeing of students through BeYou. Year Coordinators to complete BeYou resource modules and further incorporate into pastoral programs. Connect with BeYou consultant to help support College along the BeYou journey. Create a BeYou Action team to coordinate an Action plan in terms of BeYou within the College.

Community Satisfaction

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 3 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 considering that Covid 19 pandemic changed the circumstances of learning to Online Learning and that pastoral issues were difficult to monitor whilst students were at home.

LaSalle parents also rated the school highly in the areas of feeling welcome when visiting the school and being informed about events. They felt the school is managed adequately and effectively. New parents felt that their child was supported and that teachers knew their child even though Covid 19 had impacted on the physical attendance at school.

Student satisfaction

Students from LaSalle Catholic College Bankstown completed the Tell Them From Me Survey from the Learning Bar. 323 students participated in the survey. Students feel that the staff emphasise academic skills and hold high expectations for all students to succeed. Students felt that most of the teachers cared for their wellbeing. They felt safe and grateful for the opportunities and the variety of learning.

Students said that they liked teachers as they tried to get the best out of every student. Students reported that school was fun and they liked to learn new things. They made lots of friends.

Teacher satisfaction

39 teachers responded to the Learning Bar's 'Focus on Learning' Teacher Survey. Teachers were generally pleased with the overall running of the school. 2020 was a Covid year, many teachers would have preferred closer contact with their students other than via online

learning. This became difficult to assess students and adequately attend to their pastoral care needs as in previous years.

Teachers felt because of lack of professional development opportunities due to Covid, that this impacted on the quality of their teaching. They felt students were disengaged as the quick turnaround to online learning was very different to the teaching strategies that we had developed over time at LaSalle which our type of students most benefited from i.e. teacher direction, specific class strategies and feedback.

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 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$9,715,882
Government Capital Grants ²	\$855,285
State Recurrent Grants ³	\$2,798,105
Fees and Private Income ⁴	\$2,685,356
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$372,154
Total Income	\$16,426,782

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$8,706,353
Salaries and Related Expenses ⁷	\$11,348,210
Non-Salary Expenses ⁸	\$3,744,259
Total Expenditure	\$23,798,822

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT