

Lasalle Academy Lithgow
Annual School Report to the Community
2014



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Principal

Mr John Emms

Principal's Message

The year 2014 can be best characterised as one of school improvement. We have undergone a process of change with our vision firmly entrenched on improving the quality of teaching and learning at La Salle. It is a sign of a healthy community that is looking for ways to improve. We dedicated the year to planning for 2015. The fruits of our labours will see our structure of the day changing from 43 minute periods to 60 minutes. This will require teachers to rethink their role as a teacher in the 21st century because our students now are 21st century learners. We have embarked upon a number of programmes such as our Motivated Minds Project. The emphasis was to develop ways that each KLA was going to provide meaningful feedback to students. This culminated in a showcase between the 3 schools in Greater Lithgow coming together to celebrate the work achieved by the La Salle staff. Further programmes to come out of this included the creation of learning spaces, academic care programme, a fully integrated IT network and all students using iPad technology in the classroom. Also we have aligned ourselves with PLC's, QCE's to further enhance our core business of teaching and learning.

Parish Priest's Message

2014 has been another great year for our school. We have celebrated education, learning and life, on many levels throughout the year. There have been many happy and joyful events there have been some challenging times and some sad events, impacting our school community. Our faith and prayer and the support of others has sustained us through those times.

I give thanks for another year when we have all had the opportunity to grow in knowledge, wisdom, faith and friendship at La Salle. May the coming Christmas holidays be a source of renewal and refreshment for us all as we recall God's eternal love for us in Jesus.

God bless you and your family over the Holy Season of Christmas.

Fr Owen

Parent Body Message

Parents agreed that having a P&F Association was not a viable proposition due to two main factors of both parents working and the distance to which they have to travel to get to meetings. They were happy with the aims of involving parents in areas such as our uniform committee, sports committee, canteen, bus driving, parent/teacher nights and educational issue forums such as boys' education, Computer Technology and information nights for such areas as Rosa and Stage 6 entry.

Our new IT Network has enabled parents to have more access to the school with the development of our SMS system for absenteeism, the eDiary and the trialling of iPad technology.

The anecdotal evidence offered by the community throughout the year, from parent/teacher nights, information nights, canteen, school events and letters received to name but a few, supports the Catholic ethos and aims as set out by the School.

Student Body Message

Our time here at La Salle Academy over the past 6 years has been a roller coaster of emotions. We were faced with good times, bad times and times of difficulty, the writing of this speech being one of the latter. I think we can speak for all of us when we say year 7 was an experience. We were placed in the 'safe' hands of Mr Gibson and it wasn't long until we were the rulers of the handball courts. If year 7 was an experience for us then the next two years were definitely an experience for the teachers. Suddenly we became "too cool for school" and the fear of a parent signing off on a week of bad comments became more and more widespread. Year 10 was a challenging year. Leadership was a new thing for us, and we took on many roles and responsibilities. Year 10 was a time of growth, preparing us for our senior years. Mr Emms has always emphasised the importance of family during the HSC, and we as students created one of our own. We couldn't have done it without friends and family supporting us throughout our hardest years. We move forward into the future with sadness, but also with anticipation. These years are ones we will always remember, and the people who have shared them with us.

SECTION TWO: SCHOOL FEATURES

Lasalle Academy is a Catholic systemic Co-educational College located in Lithgow.

Lithgow is an industrial city whose economic base is derived from the coal and energy industries. Our student Population (334) comes mainly from the Greater Lithgow area Our two Catholic feeder schools are St Patrick's Lithgow and St Joseph's Portland. but includes students from Wentworth Falls in the east to Running Stream in the north-west. There are 248 students in Year 7 - 10 and 86 students in Years 11 and 12. We have an indigenous population of 12 and this number is expected to be maintained over the next few years. An increasing number of students come from the Blue Mountains townships. La Salle has been in existence since 1953. Initially it was a single sex boys school and in 1968 became co-educational. The Josephite order then joined with the de La Salle order. In 1995 the school became a completely lay staff. The Academy commenced its first Year 11 cohort in 1997.

Whilst we do not have a P&F. Parent involvement relates to canteen, coaching sporting teams, driving students to extra-curricular events, attending information sessions relating to apps usage for communication; parent/teacher nights; assisting in programmes such as Quickstart. We encourage parental involvement in as many areas as possible.

Our extra curricular activities are extensive including sport pathways Australian representation, academic competitions such as the Mathematics and English competitions, activities such as debating and chess. Involvement in these activities are encouraged as it enhances student involvement in the La Salle community.

The essential requirement for enrolment and continuing enrolment is adherence to school policies and full participation in the Catholic practices of the school.

Priority in enrolment is given to students from Catholic schools. Our order of intake is St Patrick's Primary Lithgow and St Joseph's Portland that represents Catholic Education in Greater Lithgow. However, the school has a percentage of non-Catholic students. However, this order of intake is only applicable prior to the due date for enrolment. Parents wishing to send their son/daughter to La Salle who aren't enrolled in our feeder schools will be required to have an interview with the Principal.

We offer an extensive range of subjects across stages 5 and 6 which meets the needs of all of our students.

Our pastoral care programme promotes the Catholic values which enrich the student's life at La Salle. We also encourage students to be involved in social justice programmes.

Between curriculum and pastoral care we create in the students a growth mindset of excellence in all their endeavours.

We pride ourselves on being large enough to matter and small enough to care.

A full copy of the enrolment policy is available from the school office and appears on the school website.

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 2014:

Girls	Boys	LBOTE*	Total Students
170	164	13	334

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2012, 88% completed Year 12 in 2014.

Over the years the downturn in the economy have enabled students to continue on to stage 6. Employers in the mining and energy industries are employing students who have a HSC as their educational credential. We have a vision that our students will either attend university or gain an apprenticeship.

Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish 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 Diocesan school fee, the Diocesan Family Building Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office.

Student Attendance Rates

The average student attendance rate for 2014 was 90.49%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	93.30%
Year 8	89.32%
Year 9	89.34%
Year 10	90.98%
Year 11	91.00%
Year 12	89.00%

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 Executive Director of Catholic Schools or designated Catholic Education Office Bathurst 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 2014

% of students undertaking vocational training or training in a trade during the senior years of schooling.	20%
% 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, 2014 Graduating Class	68%	12%	15%	5%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
32	15	47

* This number includes 32 full-time teachers and 0 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 the Catholic Education Office Sydney. The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

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

Term 1	Introduction Day
Term 2	Professional Learning Community
Term 3	Professional Learning Community/Motivated Minds Project Presentation
Term 4	NAPLAN Analysis and Staff Faith Formation day with St Patrick's Primary

School Improvement is high on the agenda at La Salle. Many changes will occur in 2015 and we have devoted this year in preparation. There are three key elements to our professional development programme. The Professional Learning Community initiative, Motivated Minds Project which we undertake in partnership with CSU and CEO, Improved Data Analysis as our main thrusts. We are also focusing on staff faith formation as a means to enhance the Catholic culture at La Salle. We have staff completing courses in RE. In pastoral Care area we focus on cyber safety issues and digital responsibility.

Teacher Standards

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

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	31
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The College follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

Our links with the parish and our feeder schools have been strengthened as we embark on a programme of creating avenues for staff and students to become more engaged in the Catholic life and culture at La Salle. We have created a chapel as a central area where staff and students are invited to pray. A goal for 2015 is to establish twice a term for staff to prayer together in the Chapel. Some of the initiatives

Focus on Faith Development Programs via staff reflection days and a change in prayer structure at briefings. At our staff reflection day held in term 4 we also had the staff from St Patrick's join us. This is all part of our celebrating Catholic Education in Greater Lithgow.

Student Leaders and Staff Pastoral Team to continued to develop the La Salle House System. We have introduced vertical streaming for our admin groups based on the student's houses.

We have continued to examine our reflection days for students at each stage. The issues such as availability of spiritual formation teams and cost per student will still need to be resolved. We have aligned ourselves with the CEO to participate in the student leadership day.

Our social justice programme was highlighted last year with our raising funds for the Connor Shiell appeal. This involved parents, students and staff shaving their heads. This was a student initiative and I congratulate them on the initiative. This is a Catholic culture that is living.

The REC and Parish Priest to commence programmes to further involve both students and teachers in the life of our Parish, via programmes of Eucharistic Ministers, acolytes, alter servers and students acting as Catechists with a mentor in state schools. All students will also be involved in the preparation of the liturgy to a much larger extent. This will be a continuing goal for 2015.

Commissioning of Chapel and opening of the Bishop Patrick Dougherty Hall was completed and these areas will provide areas where students can practice their faith.

We have continued working with the La Sallian organization as a means to enhance the communities faith journey. They will have established a religious faith formation team in 2015 and we will be seeking ways to have them involved. Relationship building has been one of our focal points and will continue to be so as this is at the heart of our community. Some initiative have included the refurbishment of the staff common area, afternoon tea prior to staff meetings, staff faith formation days and the development of a culture that promotes a professional learning community. These are very important initiatives as we have to overcome the feature that staff are located in 10 different areas around the school, so it is very important to establish times when staff can come together both formally and informally.

Students in Years 6 and 8 in Catholic schools in the Diocese of Bathurst undertake the Diocesan 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	24.20

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

SECTION SIX: CURRICULUM

The College follows the BOSTES syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Education Office Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEO personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The school currently operates on a 7 period, 10 day cycle. Each period is 43 minutes in length. All subjects in all Years 7 to 12 operate above the indicative hours as recommended by the Board of Studies. Also incorporated into this curriculum of stage 4 is a compulsory Digital Citizenship course in Year 7 that is school based over 90 hours. Within the Mathematics and English curriculums we offer extension Mathematics and English units to each class. Students are chosen on the basis of their performance of each unit. Our History and Music curriculums in Year 7 and Visual Arts and Japanese in Year 8 are completed over the whole year rather than a semester basis. This allows for greater depth of treatment in each subject. Students are not streamed in Years 7 and 8. However we do stream Mathematics in Year 8 to cater for the needs of the students in relation to the 3 stage 5 courses on offer.

As of 2012 we have entered students who wish to attain Certificate III courses by the end of year 12. There are a number of significant advantages associated with this pathway. Firstly students who complete such courses are also eligible to sit for their HSC examination in that subject at the end of year 11. This relieves the pressure of undertaking their HSC studies in year 12 as they now have two units completed. Students undertaking this pattern of study substitute this subject for one or two of their elective offerings. In 2013 we had 8 students undergo the Hospitality HSC Examination whilst in Year 11.

Students who show a very high degree of aptitude in Catholic Studies are eligible to commence their Studies of Religion II course in year 10. The advantage is for these students to undertake their HSC Examination in year 11. Students in this category are expected to achieve in Extension Courses in year 12. In 2013 we had three students undergo the Studies of Religion HSC examination whilst in Year 11.

In Stage 5 students complete the core course and either 2 of the elective subjects on offer or commence Certificate I VET course. Students have the option of completing elective course in Year 9 only and re-choosing in Year 10. These subjects would be recognized as 100 hour courses in the RoSA or completing the 2 courses over a 2 year period which would be recognized as 200 hour courses in the RoSA Certificate.

In stage 6 we offer 22 subjects under the category of Board Developed Courses We also offer the Extension Courses in English (1 and 2), Mathematics (1 and 2), Music and History . We do cater for the needs for students who possess some degree of learning difficulties as they can achieve a HSC via the Life Skills pathway. VET courses are also offered in the frameworks of Construction, Metal, Human Services and Hospitality.

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE 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. 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 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	27.00%	30.00%	22.00%	19.00%
	Reading	30.00%	29.00%	16.00%	16.00%
	Writing	16.00%	16.00%	33.00%	28.00%
	Spelling	24.00%	31.00%	22.00%	17.00%
	Numeracy	30.00%	29.00%	16.00%	17.00%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	23.00%	20.00%	37.00%	27.00%
	Reading	25.00%	22.00%	24.00%	23.00%
	Writing	20.00%	15.00%	34.00%	38.00%
	Spelling	14.00%	24.00%	26.00%	23.00%
	Numeracy	22.00%	24.00%	25.00%	21.00%

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	Percentage of students in top 2 bands (Bands 5 and 6)					
	2012		2013		2014	
	School	State	School	State	School	State
Studies of Religion 1	22%	41%	0%	49%	6%	49%
English Standard	0%	16%	0%	6%	4%	8%
English Advanced	21%	53%	29%	53%	39%	60%
Mathematics	0%	52%	0%	49%	34%	54%
Legal Studies	33%	41%	38%	33%	0%	40%
PDHPE	0%	33%	17%	28%	8%	30%
Business Studies	11%	35%	11%	35%	66%	37%
English Extension 1	80%	87%	100%	89%	100%	92%
English Extension 2	100%	79%	100%	88%	100%	77%
Mathematics Extension 1	25%	85%	84%	84%	100%	84%
Music 2	0%	85%	0%	85%	100%	87%

Our HSC results in 2014 saw an increase in the number of band 6 results from 2013. As a group overall students who applied for university 25 applied out of 33 and all gained entry. This represented approximately 70% of the total cohort. This was an increase of 2% from 2013. Of the remaining 30% of students 90% achieved an apprenticeship 5% continued on at TAFE and 5% entered the workforce. Overall a very solid effort by the group. Our new feedback

strategies proved very successful, particularly in the area of critical thinking. Also advanced searching techniques enhanced student performance.

In 2014 the number of students issued with a RoSA	12
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Student Welfare Policy

Our school community is a place where Christ reigns and reflects the love He has for each one of us. Imitating Christ and the Church, we seek to radiate His love for the less privileged and those in need. Whilst ensuring that the welfare of all is safeguarded, special attention is given to students who are experiencing difficulties in their lives. La Salle is part of the Church's pastoral ministry and shares in its mission to proclaim the good news.

At La Salle pastoral care forms the basis of how the school community provides support to all its members. Caring for the individual student permeates every aspect of La Salle's life as a school. The aim is to recognise and meet the special needs of each student. We believe that all students have the right to be safe and happy and have an obligation to respect that others have the same right. Pastoral care involves both formal and informal processes that cater for the varying needs and rights of the students.

We aim to create and foster an environment in which students can develop productive, positive and enjoyable relationships between staff, students, parents and the wider community. No changes were made to the 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.

Discipline Policy

Our Discipline Policy is contained within our Behaviour Management Policy. The policy is directed towards the ideals of procedural fairness and is intrinsically linked to our pastoral care initiatives. All members of staff are an integral part of the policy procedures. We also communicate quickly with parents so that together we are all part of the solution. Communication is done via the phone or the student's ed diary.

Our discipline policy is characterised by a number of important elements:

- We live by the motto that espouses Christ's teachings:
- Learn to live with each other by accepting that each one of us is unique.
- Accept individual differences
- We create an environment which is characterised by a consistent set of ground rules for which all the community adheres.
- Communication between the school and parents is the most critical element as this sets a climate conducive to solving problems in their early stage rather than later.
- Promotion of self discipline for every student.

The expectation therefore is simple: We expect teacher's to be able to teach and student's to be able to learn.

No changes were made to the policies in 2014. However, they are reviewed each 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 Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. 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. The Catholic Education Office (CEO) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. 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. The Catholic Education Office (CEO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

Initiatives Promoting Respect and Responsibility

There are a number initiatives that we adopt at La Salle to promote respect and resp

- House groups

- The growing importance of our house system which encompasses all aspects of school life.
- Whole School Assemblies: These are held each Monday morning and are designed to get the week off to a good start by being together as a community each week. Awards are given out and information for the week is disseminated.
- Community activities: Community based charity organizations usually involving the middle and senior students. This involves collections for Red Cross, Salvation Army, St Vincent de Paul, Amnesty International, Cancer Council and other organizations. We have periodic mufti days so as all students get a chance to be involved. In line with these activities our choir participates in musicals at different venues in Lithgow and drama productions are also held.
- PDHPE, RE and Computer Technology units relating to bullying, cyber bullying and respect for each other have been implemented.
- Students and teachers are encouraged to attend the ANZAC Day Mass and March
- Students leadership groups cover a number of areas such as school and house captains as well as peer supports leaders.

SECTION NINE: QUALITY CATHOLIC EDUCATION

The College implements the Catholic Education Office Bathurst Quality Catholic Education Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan. The College engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the School Consultant.

Key Improvements Achieved in 2014

Our plan for a yearly staff reflection day and the organisational preparation for greater student involvement in the Catholic Life of La Salle has continued. This enhances the continuation of enhancing Catholic Education in Greater Lithgow

We have moved well into the Technological arena. All classrooms now have interactive data projectors which will allow for greater student involvement in the learning process. Students now have ipads which has been well received by the community. Construction work was high on the agenda with the completion of the following projects: New Hall, installation of an elevator, refurbishment of our new chapel, senior art room and the staff common room. All works have enhanced our vision of school improvement. We have also installed a new phone system to improve the quality of communication around the school.

Our WHS strategies have proven very successful with our gaining of a gold award report.

The Motivated Minds Project has proven very successful as a means of engaging students more in the learning process. Twelve projects based on improved student feedback were undertaken and the results were very impressive. This culminated in a showcase in October.

Priority Key Improvements for 2015

The Parish Priest, REC and the La Sallian faith formation team will be involved in undertaking courses for students as a means to increase their involvement in the Catholic life of the community. This will involve areas such as staff and student reflections days, student leadership and liturgy preparation.

Our Motivated Minds project will go into stages 2 and 3. Emphasis will be directed towards putting the project into practice. We will move to a 60 minute lesson next year as a means of improving student engagement in the learning process. The teaching and learning of students will change as we move towards creating learning spaces. This will involve some construction, new carpet, painting and furniture.

We will also address some issues from our maintenance report. This will include raising the perimeter of the quadrangle and the installation of handrails; installation of a security camera network; upgrade of IT Network and the concreting of a roadway.

We will also be preparing for a number of compliance assessments involving full school appraisal and a financial audit.

Policy review will involve the areas of financial; behaviour and management and our mission and vision statement.

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

The anecdotal evidence offered by the community throughout the year, from parent/teacher nights, information nights, canteen, school events and letters received to name but a few, supports the Catholic ethos and aims as set out by the School. All sections agreed that the standards of teaching and learning were good and in particular students had ready access to the computer technology available throughout the school. This was further confirmed by the parent survey conducted in October 2014. We also held information sessions on apps usage for parents.

The Pastoral Care programs offered by the school are well supported by the community, in particular the preparedness of the school to involve itself in social justice issues and community activities.

Parents were satisfied with access to the school and the opportunities offered to them to involve themselves in the life of the school. Parents agreed that having a P&F Association was not a viable proposition due to two main factors of both parents working and the distance to which they have to travel to get to meetings. However, we are continually seeking alternatives to involve parents in the life of the La Salle community.

Student Satisfaction

Students have indicated that they are very positive about the future directions La Salle is taking. The use of iPad technology has been well received and they are appreciative of the electronic forms such as the e-diary and the handing in of assignments electronically we have instigated. Our wanting to focus our attention in engaging students more in the learning process is gradually taking effect. They are positive about the changes we are taking in 2015. They are very pleased to be given opportunities to raise awareness and/or funds to help others in need. The Connor Shiell appeal was a very good case in point.

The students have raised concerns about the upgrading of some areas around the school and these will be addressed in 2015 following the commissioned maintenance report. We will be focusing on developing our undercroft area to provide a venue for students during winter. Students also want to develop a meaningful SRC in the school and the pastoral care team will be responsible for ensuring this goal is met.

The PE uniform will be evaluated by staff, students and parents as they feel it is not meeting our current needs. A committee will be formed in 2015.

Teacher Satisfaction

The directions we are moving towards in 2015 has required a significant amount of preparation time. Staff have indicated that our core business of teaching and learning is changing to meet the needs of the students.

Some issues raised included developing a maintenance programme over the next 5 years. A report was commissioned by the Bathurst CEO to develop a preventative maintenance Plan. This plan will be implemented as of 2015.

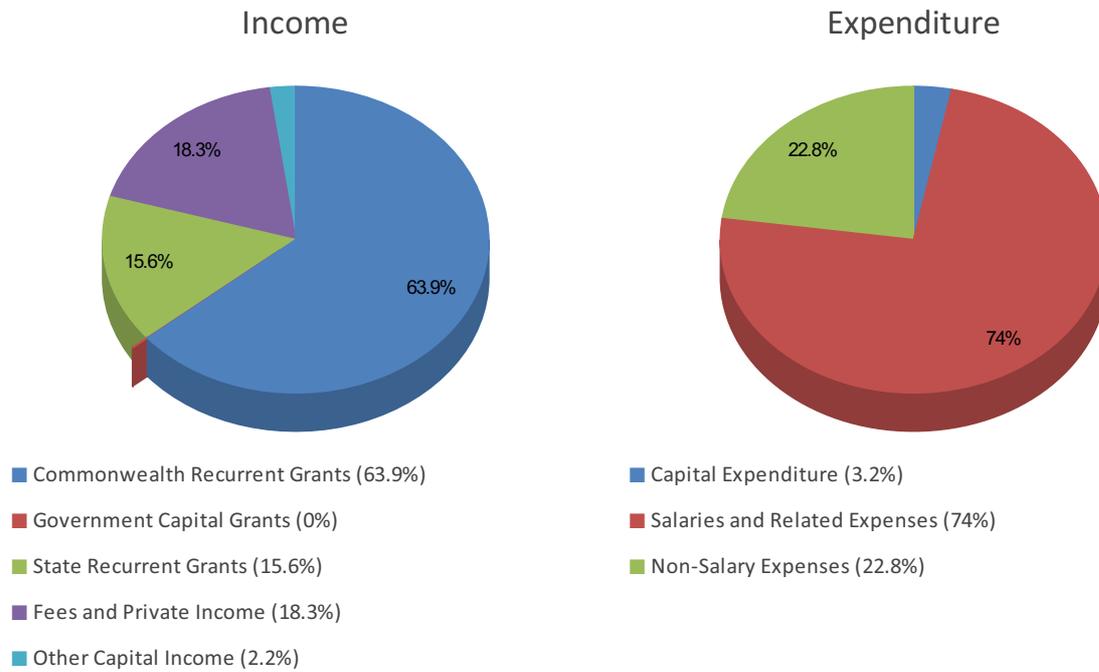
Staff use of technology was another focus. To meet this need we have employed a full time IT Technician assist staff in this area.

We have also developed a comprehensive programme for implementation, commencing 2015 to ensure our meeting structure addresses the important issues in the school.

Teachers were affirmative of the Motivated Minds Project and 12 projects were developed in 2014, Staff are very positive towards phases 2 and 3 of the project as our mantra will be moving from project into practice.

Literacy was identified as an area we need to more fully develop. A position for a Literacy Advisor to meet this need will be created in 2015.

Our staff area has been refurbished and we will now look at ways of having more quality time for gatherings.



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Notes

1. Commonwealth Recurrent Grants include 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 and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include 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.