

Lasalle Academy Lithgow
Annual School Report to the Community
2015



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Principal

Mr John Emms

Principal's Message

When I reflect on the happenings of 2015 I do so with some pride. Much has occurred over a 40 week period and this year was no exception. The core business of La Salle is teaching and learning. Engaging students more fully in the learning process is an area being grappled by all schools. Our motivated minds project is aimed at putting theory into practice and our move to 60 minute periods along with the creation of learning spaces have been three significant achievements in achieving our aims. We have accepted the challenges and will continue to do so in the forthcoming years. We are continually striving to improve and this can only be achieved when parent, teachers and students work together. When you try and sum up a whole year of school life that is the ingredient that binds it all together. I want to thank all members of the teaching and ancillary staffs for their professionalism and going beyond normal expectations to ensure the quality of learning is at the highest level.

Parish Priest's Message

LaSalle Academy is a work of the Catholic Church in the Diocese of Bathurst. It seeks to assist Catholic parents in their task of passing on their Catholic faith to their children. La Salle Academy seeks to do this by providing a culture and environment informed by the person and work of Jesus Christ in which the students learn and grow. The students' growth and development is guided by the religious education and formation which is an everyday part of La Salle. Within the context of a Catholic school, religious education consists of two distinct but complementary dimensions - teaching people religion and teaching people to be religious. As the community of Lithgow we are lucky to have a facility such as La Salle Academy for our young people. We appreciate the dedication and professionalism of the staff at La Salle and are grateful for the maturity and collaboration of the students in making La Salle Academy an important contributor to the ongoing development of our young people.

Parent Body Message

La Salle Academy is an outstanding Catholic Educational facility within the Greater Lithgow area. The school has a very high level of academic results and an equally high level of pastoral care for all students. This combination is a strength every parent holds dear for their child's success now and in the future.

Parents are encouraged to play a strong contributing role within the school culture and the education of their child(ren). Research has shown that this interaction is vitally important to demonstrate to students the value parents place on education.

Throughout the yearly activities of La Salle Academy parents are encouraged to participate in Teaching and Learning activities as well as providing feedback for future directions of the school. This reinforces to the parent community that La Salle Academy is an inclusive school and values the voice of parents in the educational programs provided for student growth and success.

The Principal, Mr John Emms, encourages and welcomes parent feedback and suggestions for improvement within the school. The school structure allows for as much or as little involvement by Parents as Parents wish. Kerry Griffiths

Student Body Message

We would like to thank our Principal Mr. Emms. His guidance and enthusiasm has inspired us to grow from adolescents both academically and socially into mature young adults.

Throughout the year, ourselves and the leadership group have needed a lot of assistance with fundraising and future endeavours. Our year coordinator, Mr. Enever has done an outstanding job of looking after us all, we would like to give a huge shout-out and thank you. His extraordinary efforts helped us to successfully run various fundraisers such as the swimming carnival, Krispy kremes, and countless sausage sizzles, mufti days and cake stalls to raise money for our charity, which is Billy Blues.

Secondly we would like to give an extremely large thank you to all of our teachers, both past and present that have gone above and beyond to ensure that we excel in our studies. Although it hasn't always been a walk in the park, we really do appreciate the amount of effort you put into our education. In particular, those who went the extra mile by donating their spare time, even in the holidays! To help those completing major works- which is a very stressful time for all.

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 (304) comes mainly from the Greater Lithgow area Our two Catholic feeder schools are St Patrick's Lithgow and St Joseph's Portland. We also have established links with St Joseph's in Oberon. Our drawing area 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.

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 2015:

Girls	Boys	LBOTE*	Total Students
165	158	11	323

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2013, 89% completed Year 12 in 2015.

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 2015 was 87.07%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	90.05%
Year 8	88.05%
Year 9	86.95%
Year 10	80.85%
Year 11	87.00%
Year 12	89.50%

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.	34%
% 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, 2015 Graduating Class	68%	2%	27%	3%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
32	13	45

* This number includes 31 full-time teachers and 1 part-time teachers.

Percentage of staff who are Indigenous	3%
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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	Preparation for School Appraisal
Term 2	NAPLAN Analysis
Term 3	Fr Richard Leonard: Media in Education
Term 4	Preparation for PLC and MCCL in 2016

School Improvement is high on the agenda at La Salle. Many changes have occurred 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 have also worked 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 student leadership 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.	30
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.

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 3 we also had the staff from St Patrick's join us and Fr Richard Leonard facilitated the day on media and education. This is all part of our celebrating Catholic Education in Greater Lithgow.

Student Leaders and Staff Pastoral Team continued to develop the La Salle House System. We have continued to align ourselves with the CEO to participate in the student leadership day. This is a method to introduce our new student leaders for the next year.

We have now established firm links with the La Sallian Faith Formation team. This has enabled us to develop reflection days for students from years 7 to 12. We are planning to develop the Religious Coordinator's role by dividing it up into 2 positions, namely REC Curriculum and REC mission. The focus of attention being the further development of Catholic Life and Religious Education at La Salle.

Our social justice programme was highlighted last year by house targeting particular charities. This proved very successful and will continue in 2016. Student involvement and engagement in the activities offered by the school has been one of our main focal points. We have developed our assemblies as a means for students to develop and conduct activities on a whole school perspective. Teachers and students working together to achieve this aim is certainly a highlight.

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, altar servers and students acting as Catechists with a mentor in state schools. We have one catechist this year but the programme will be expanded to include 6 more students for 2016. All students will also be involved in the preparation of the liturgy to a much larger extent. This has been a continuing goal for 2015.

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)	
	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 5 period, 10 day cycle. Each period is 60 minutes in length. All subjects in all Years 7 to 12 operate either at or 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 recognised as 100 hour courses in the RoSA or completing the 2 courses over a 2 year period which would be recognised 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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	57.00%	29.00%	18.00%	19.00%
	Reading	25.00%	28.00%	13.00%	15.00%
	Writing	8.00%	16.00%	33.00%	29.00%
	Spelling	25.00%	31.00%	28.00%	16.00%
	Numeracy	7.00%	26.00%	20.00%	17.00%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	9.00%	17.00%	36.00%	29.00%
	Reading	19.00%	21.00%	26.00%	23.00%
	Writing	9.00%	13.00%	38.00%	39.00%
	Spelling	15.00%	24.00%	18.00%	22.00%
	Numeracy	17.00%	24.00%	10.00%	17.00%

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)					
	2013		2014		2015	
	School	State	School	State	School	State
Studies of Religion 1	1,000%	49%	1,000%	49%	29%	51%
English Standard	1,000%	6%	1,000%	8%	0%	8%
English Advanced	1,000%	53%	1,000%	60%	18%	57%
Mathematics	1,000%	49%	1,000%	54%	0%	53%
Legal Studies	1,000%	33%	1,000%	40%	0%	41%
PDHPE	1,000%	28%	1,000%	30%	0%	30%
Ancient History	1,000%	34%	1,000%	33%	0%	33%
Biology	1,000%	23%	1,000%	29%	0%	28%
Business Studies	1,000%	35%	1,000%	37%	0%	36%
Chemistry	1,000%	42%	1,000%	46%	0%	41%
Drama Studies	1,000%	44%	1,000%	42%	0%	42%
English Extension 1	1,000%	89%	1,000%	92%	100%	95%
English Extension 2	1,000%	88%	1,000%	77%	0%	82%
Mathematics Extension 1	1,000%	84%	1,000%	84%	100%	84%
Mathematics Extension 2	1,000%	87%	1,000%	87%	100%	86%
Mathematics general	1,000%	21%	1,000%	26%	13%	26%
Modern History	1,000%	47%	1,000%	43%	0%	44%
Music 1	1,000%	59%	1,000%	59%	0%	62%
Physics	1,000%	33%	1,000%	32%	0%	28%
Studies of Religion 2	1,000%	46%	1,000%	44%	7%	40%

Our HSC results in 2015 were highlighted by the Creative Arts and TAS KLA's. Approximately 69% of the total cohort gained entry into university. This result is on par with previous years. Of the remaining students 27% gained apprenticeships and 2% entered the workforce and a further 2% pursued further education at TAFE.

In 2015 the number of students issued with a RoSA	4
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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.

Our policy is being reviewed this year and will be completed in 2016

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 of initiatives that we adopt at La Salle to promote respect and responsibility.

- House groups

- The growing importance of our house system which encompasses all aspects of school life.
- Whole School Assemblies: are held every 2 weeks on a Thursday. Each admin class is allocated an assembly to organise and conduct the running of it.
- Community activities: Community based charity organizations usually involving the middle and senior students. This involves collections for Red Cross, Caritas, 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 2015

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. We are continuing our theme of promoting Catholic Education in Greater Lithgow by working more closely with our feeder schools.

Establishment of our links with the La Sallian community which is an integral element of our Catholic identity.

Our school appraisal has affirmed our quality of teaching and learning. The recommendations will be implemented in 2016.

The Motivated Minds Project has proven very successful as a means of engaging students more in the learning process.

Our works in improving our facilities is continuing with learning spaces being created and also our quadrangle area has been given a facelift. We received a gold report for our WHS contributions.

Development of a student social justice committee.

Development of our Creative Arts/TAS showcase evening which will now become an annual event

Development of our student media group

A movement from 43 minute to 60 minute periods which will enhance our focus of improved student engagement in the learning and teaching process.

Priority Key Improvements for 2016

Our priorities include:

Implement the recommendations of the school review panel from the 2015 school appraisal

Implementation of PLC and MCCL platforms. These will become our main thrusts for learning and teaching for future years. Advisory positions will be created to include the educational aspects of literacy, numeracy and differentiation

Develop more online learning strategies to assist students with different learning strategies such as Mathsonline, Wordflyer, Education Perfect, Zaption

Evaluating and implementing changes to the organisational structures within the school.

Preparing to implement Project Based Learning and Flip Classroom structures as a means of further improving student engagement and the quality of teaching and learning.

Evaluate the role of the REC by dividing the roles into curriculum and mission positions.

Evaluate the roles of teachers in light of the above points.

Examine effective Learning Management Systems in light of Google Platform.

Establish closer links between ourselves and the Lithgow Parish.

Reinforce our mantra of working more closely with our feeder school of Catholic Education in Greater Lithgow.

Establish closer links with St Joseph's Oberon

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 2015. 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. Two main factors of both parents working and the distance to which they have to travel to get to meetings is an issue and we will attempt to address in 2016. 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 2016. They are very pleased to be given opportunities to raise awareness and/or funds to help others in need.

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 2016.

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.

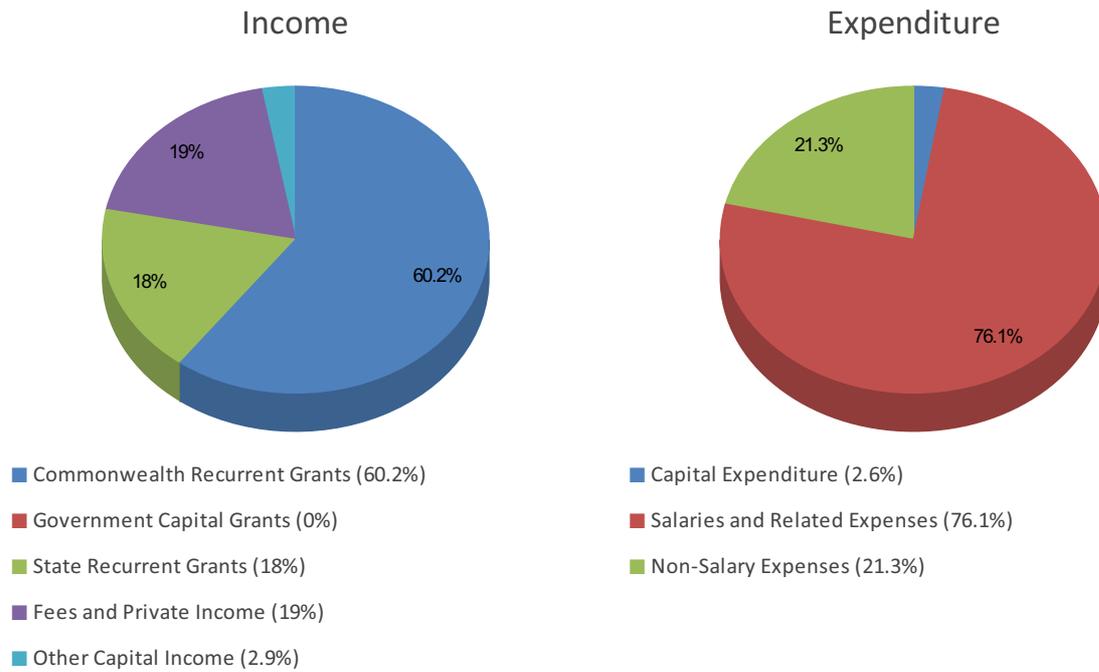
Some issues raised included developing a maintenance programme over the next 5 years. A report was commissioned by the Bathurst CEO to develop a preventative maintenance Plan. This plan will be implemented as of 2016.

Staff use of technology was another focus. At the conclusion of the 2016 lease in April 2016 this issue will be addressed. 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 Literacy Advisor was employed to meet this need.

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.