

2016 Annual School Report to the Community

Lasalle Academy Lithgow

96 Rabaul Street, Lithgow 2790
lasallelithgow@bth.catholic.edu.au
www.lasalleacademy.com.au
(02) 63 51 2928

Principal Mrs Joyce Smith



Principal's Message

La Salle Academy faced a year of many changes in 2016. Mr John Emms, Principal of La Salle for 10 years, was fondly farewelled as he entered the journey of retirement. Mr Chris Derwin and Mr Paul Menday served as Acting Principals for the remainder of the year, while the process to recruit a permanent replacement for Mr Emms commenced.

Despite the changes in leadership during the year, the staff continued to develop the school towards a Professional Learning Community through the Model of Christ Centred Learning. Plans were put into place to implement Academic Care into the timetable in 2017, which will further support academic programs and pastoral care at La Salle.

Students, staff and parents collaborated in a number of ways during the year, to continue to build community spirit within the school, parish and greater Lithgow area. The school Facebook page is testament to many activities and achievements of students and is a celebration of the spirit of La Salle Academy. These activities are essential supplements to learning activities presented in the classroom and link to student engagement and academic excellence through these achievements.

Parish Priest's Message

La Salle Academy is a part of the St Patrick's Parish in Lithgow and the Diocese of Bathurst. A high level of importance is placed upon the religious and spiritual formation of students. La Salle has vibrant and active liturgical experiences and the school places a high level of focus on social justice issues in society. The school seeks to work in partnership with parents and the parish to pass on the Catholic faith to students. La Salle Academy does this by providing a culture and environment that reflects the teachings and work of Jesus Christ. It is through this culture that students learn and grow in all learning activities provided by the school. The growth and development of students is supported by religious education and formation experiences, which are a feature in every school day. As a community of Lithgow, we are fortunate to have La Salle Academy as an educational option for our young people in the greater Lithgow area.

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 children. Research has shown that this interaction is vitally important to demonstrate to students the value that 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 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.

Student Body Message

We would like to thank Mr Emms, for his leadership as Principal at La Salle Academy. Best wishes for the next stage in your journey!

We would like to thank Mr Enever for his guidance and assistance throughout the year, as we tried to balance our study with organising activities and fundraising during the year such as the Taco Day, The Amazing Race, The Vinnies Sleepout, the Easter raffle, Jeans for Genes, Footy Colours Day, the Krispy Kreme fundraiser and Daffodil Day.

Congratulations to our debaters, who won the Catholic Schools Debating Association State Championship!

We would also like to acknowledge the support and assistance of all teachers at La Salle, who have worked very hard to provide the best classroom experiences and set us up for our futures. We appreciate how you have gone above and beyond the call of duty by giving up your spare time, including holiday time, to help us to achieve well in the Higher School Certificate Examinations. Thank you for all you have done for us!

SECTION TWO: SCHOOL FEATURES

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

Lithgow is an industrial city whose economic base is derived from the industries of coal and energy. Our student population comes mainly from the greater Lithgow area but extends to Wentworth Falls and Running Stream. Our main Catholic feeder schools are St Patrick's Primary School Lithgow, St Joseph's Primary School Portland and St Joseph's Primary School Oberon. An increasing number of students reside in townships within the Blue Mountains area. Students who are not Catholic may also seek enrolment at La Salle, provided they are willing to participate in the religious and liturgical life of the school and support its Catholic mission and ethos.

La Salle Academy was established in 1953 by the De La Salle brothers, as a Catholic school for boys. The Sisters of St Joseph joined in partnership with the De La Salle order. By 1995, the school was operated solely by lay staff. The Academy commenced its first Year 11 cohort in 1997. Over the years, a number of additions have been built, including a gymnasium, farm, Trade Centre and a new school hall. The school has a large oval and other dedicated areas for sport and recreation.

Parents are welcome and encouraged to assist in an educational partnership with staff. Parental involvement can range from volunteering in the school canteen, coaching sporting teams, providing transport to extra-curricular events, attending information meetings, parent/teacher nights, providing learning assistance, etc.

A high level of expectation is placed upon students to achieve to their full potential by effort, persistence and application to their studies. A wide variety of extra-curricular activities are offered to students at La Salle Academy that cater for the interests and skill development of all students. Students are encouraged to participate in as many community activities as practical, as this will foster a comprehensive approach to their spiritual, academic and social development.

Student Enrolment

The School caters for students in Year 7 to Year 12. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
152	150	8	302

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2014, 87% completed Year 12 in 2016.

The majority of students who begin their Secondary schooling at La Salle Academy remain until the conclusion of their Year 12 studies. For these students, engaging learning experiences and a vibrant community spirit are reasons cited for choosing to remain until Year 12.

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 2016 was 90.37%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	91.97%
Year 8	90.80%
Year 9	90.23%
Year 10	88.21%
Year 11	90.00%
Year 12	91.00%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. The School, 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, school staff, as part of their duty of care, monitor part or whole day absences.

School 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 School 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 Schools (or designated CEDB Officer) is provided with regular information about students for whom chronic non-attendance is an issue and for whom School 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.	38%
% 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 School 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, 2016 Graduating Class	38%	13%	32%	17%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
32	14	46

* This number includes 28 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous	3%
--	----

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 School 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 School held the equivalent of five staff development days this year with areas of focus as follows:

Term 1	Observation of the Flipped Classroom at Parramatta Marist
Term 2	MCCL and Academic Care implementation.
Term 3	Jeff Wait: Professional Learning Communities.
Term 4	Fr Richard Leonard: Staff Faith Formation Day.

The ongoing professional development of staff is critical for keeping updated with current trends in pedagogy and the delivery of curriculum to students. Professional learning can take many forms, such as whole school staff development days, cluster networking meetings, subject specific in-services, university study, conferences and a range of other professional learning programs provided by the Catholic Education Office in the Diocese of Bathurst. Teaching staff work towards the maintenance of their accreditation through the AITSL framework for professional standards.

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.	33
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 School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

Catholic schools have an important role in the mission of the Church, through evangelisation and education. Catholic schools work in partnership with the local parishes and parents, in the faith formation of students. This formation is supported by opportunities to participate in rich liturgical experiences, spiritual reflection days, prayer and activities that promote Gospel values and the teachings of Jesus. Links with the parish and Catholic feeder primary schools have been strengthened through the creation of avenues for staff and students to become involved in the Catholic life and culture of La Salle Academy and the local parishes.

The school delivers the Religious Education curriculum, which has been developed and approved by the Diocese of Bathurst. The curriculum delivered in the classroom is supplemented by a number of social justice activities, awareness days and fundraising drives for a variety of charities. These include Project Compassion, Catholic Mission and St Vincent de Paul. School assemblies are also used as a platform for students to develop and promote activities to raise awareness of social justice issues and needs of others less fortunate than ourselves.

The role of the Religious Education Coordinator has been divided into two positions. The REC Curriculum has a focus on the classroom teaching programs for Religious Education. The REC Mission is responsible for faith formation programs for staff and students. Both staff members allocated to these roles work together to ensure the comprehensive delivery of Religious Education at La Salle Academy.

The school has also developed links with the Lasallian Faith Formation team, who have presented faith reflection days for all students in Years 7 to 12. The school seeks to inform students of the rich history and culture of the La Salle brothers, which has served as the foundation of the mission of La Salle Academy.

The La Salle House System also works toward activities that support the Religious Education programs and provide activities which fosters the building of a sense of Catholic community in the school. This is closely linked with the work of the student leadership of La Salle Academy.

All students in Year 8 undertake the annual Religious Education Test, facilitated in all schools within the Diocese of Bathurst. This examination consists of fifty multiple choice questions. Student results provide useful data, which informs teachers in their approach to deliver an excellent standard of teaching and learning in Religious Education classrooms at La Salle Academy.

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	23.57

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 School 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.

La Salle Academy provides learning experiences that are engaging and encourage every student to improve their knowledge and skills. The school follows the BOSTES syllabus requirements in every course of study, as required for Registration and Accreditation under the Education Act 1990 (NSW). It works in partnership with the Catholic Education Office in Bathurst to ensure that the standard of teaching and learning at the school employs the highest levels of educational excellence.

The teaching staff displays a wide breadth of experience and has access to relevant Professional Development. This assists them in maintaining the highest standards of teaching practice and pedagogy, which reflects current educational research and developments in the delivery of curriculum.

The school operates on a five period, 10 day cycle. Each learning period is 60 minutes in length. All subjects in Years 7-12 operate either at or above the indicative hours recommended by BOSTES. In conjunction with their other subjects, all students attend Religious Education classes.

Students who need learning support are also catered for at La Salle Academy. Through a program of integration, identified students may access tailored learning plans to support their learning needs. Students who display a high level of skill or aptitude also have opportunities to be further challenged to improve their knowledge and abilities through engaging extension activities.

All students are encouraged to become involved in community events, excursions and extra-curricular activities, as these are important avenues for learning outside of the classroom. They are an extension of the learning and skill development that students experience in the classroom.

Students in Stage 4 are not streamed by ability, except for Year 8 Mathematics. Students also have access to a Digital Citizenship course in Year 7 that is school based over 90 hours. In addition to the other compulsory courses of study during Years 7 and 8, History and Music are delivered during Year 7. Visual Arts and Japanese are completed during Year 8. For these subjects, this approach allows for greater depth of study in each course during Stage 4.

Students in Stage 5 and 6 have access to a wide range of elective choices, which include Vocational Education through the school Trade Centre or local TAFE. These courses are offered in the frameworks of Construction, Metal, Human Services and Hospitality. Stage 6 students have access to Extension courses in English (1 and 2), Mathematics (1 and 2), Music and History. The school also supports students undertaking programs of study through Distance Education courses delivered by the Diocese of Lismore, for subjects not timetabled during the school day.

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 School 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 School 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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	28.00%	28.00%	34.00%	20.00%
	Reading	24.00%	26.00%	27.00%	17.00%
	Writing	8.00%	16.00%	30.00%	27.00%
	Spelling	14.00%	28.00%	26.00%	18.00%
	Numeracy	14.00%	30.00%	18.00%	15.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	21.00%	16.00%	19.00%	27.00%
	Reading	26.00%	21.00%	19.00%	21.00%
	Writing	11.00%	12.00%	34.00%	38.00%
	Spelling	13.00%	22.00%	34.00%	23.00%
	Numeracy	13.00%	23.00%	17.00%	18.00%

Higher School Certificate

The results of the School'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)					
	2014		2015		2016	
	School	State	School	State	School	State
Studies of Religion 1	6%	49%	29%	51%	7%	50%
English Standard	4%	8%	0%	8%	7%	13%
English Advanced	38%	59%	18%	57%	31%	62%
Mathematics	33%	54%	0%	53%	33%	53%
Legal Studies	0%	40%	0%	41%	14%	43%
Personal Dev, Health & PE	8%	31%	0%	30%	0%	35%
Visual Arts	83%	49%	0%	0%	25%	55%
Chemistry	25%	46%	0%	41%	17%	41%
Industrial Technology	0%	29%	0%	0%	100%	26%
Info Process & Technology	0%	29%	0%	0%	20%	28%
Mathematics Extension 1	100%	85%	100%	84%	25%	80%
Metal & Engineering Exam	8%	10%	0%	0%	20%	13%

Higher School Certificate (HSC) results for the Year 12 candidature for 2016 are detailed in the accompanying table. There were a number of highlights in the HSC results.

Student Welfare Policy

Our school community is Christ centred and reflects His teachings and values. We seek to use Jesus as an example in our words and actions. The wellbeing of all students is important and students who are experiencing difficulty in their lives are encouraged to access avenues of support and assistance at La Salle Academy.

Pastoral care forms the foundation of how the school community provides support to all its members. The aim of La Salle Academy is to recognise and meet the needs of each student. All students have the right to feel safe and are obligated to acknowledge and respect that others also have this right. Pastoral Care takes its shape in many ways, through both formal and informal processes that cater for the needs of each student.

The formation of positive relationships between staff, students and parents is very important. It helps to foster an environment where students feel they are an important part of the school community. It is through this partnership that students are more likely to engage in school activities and achieve improvement in their academic results.

No changes were made to this policy in 2016.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

Discipline Policy

The Discipline Policy for La Salle Academy is embedded within its Behaviour Management Policy. The fundamental philosophy of the policy is to support students in the modification of behaviour through procedural fairness. Strategies for behaviour management are linked to pastoral care and Jesus' example of reconciliation and forgiveness. Parents are also asked to work in partnership with the school in matters of behaviour, so that we can work towards the best resolution to issues that may arise.

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

- We live by the motto that proclaims Christ's teachings.
- We learn to live with each other by accepting and celebrating our similarities and differences.
- We create a safe and secure environment which has clear boundaries and expectations for all members of the school community.
- We communicate with parents to produce a respectful climate of partnership that is focused upon positive and proactive solutions.
- Promotion of self-discipline for each student, that provides a positive school learning environment.

No changes were made to this policy in 2016.

The full text of the School's Student Discipline Policy may be accessed on the School'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 at La Salle Academy which promote a culture of respect and responsibility. Some of these include:

- A vibrant house system which encompasses all aspects of school life.
- Whole school assemblies which are held each fortnight. They are facilitated by students, for students.
- Community activities are organised by students and staff for a number of causes, including fundraising for charities such as Red Cross, Caritas, St Vincent de Paul, Cancer Council and other organisations.

- Implementation of units within the school curriculum which relate to anti-bullying, digital citizenship and cyber safety.
- Encouragement of students and teachers to attend local ANZAC Day ceremonies and marches.
- Different avenues of leadership experience for students, such as school captains, house captains and peer support.
- Promotion of respect for the school resources, environment and uniform.

SECTION NINE: QUALITY CATHOLIC EDUCATION

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

Key Improvements Achieved in 2016

La Salle Academy implements the Quality Catholic Education Framework and Model of Christ Centred Learning Framework (MCCL) from the Catholic Education Office Bathurst. These frameworks outline the structures to create a culture and practice of continuous improvement and excellence in teaching and learning, through the mission and values of the Church. The school develops an Annual Improvement Plan, which is drawn from the school's Strategic Improvement Plan. In collaboration with the Catholic Education Office School Consultant, the school uses evidence collected annually, which is collated from a number of sources. This data is evaluated to determine the level of school effectiveness and improvement.

Key Improvements Achieved in 2016:

Movement of teaching staff to one shared staffroom to further facilitate our Professional Learning Community

Continued development of the school implementation of the Model of Christ Centred Learning

Greater structure given to the analysis of NAPLAN and HSC data

Development of Flipped Classroom pedagogy

Stronger partnerships with the Lasallians to promote an awareness of the history and culture of La Salle Academy

Priority Key Improvements for 2017

Priority Key Improvements for 2017:

Implement strategies for enhanced teaching and learning that were determined from the analysis of NAPLAN and HSC results in 2016.

Prepare for the new changes to the HSC and NAPLAN, with a particular focus on improved literacy and numeracy levels for students.

Continue to develop our Professional Learning Community team structure and Model of Christ Centred Learning (MCCL) platforms.

Review and update the school website.

Re-establish the Parents and Friends Association.

Continue to develop community networking to promote the school and ensure continuity and growth in enrolments.

Improve existing school facilities.

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 School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

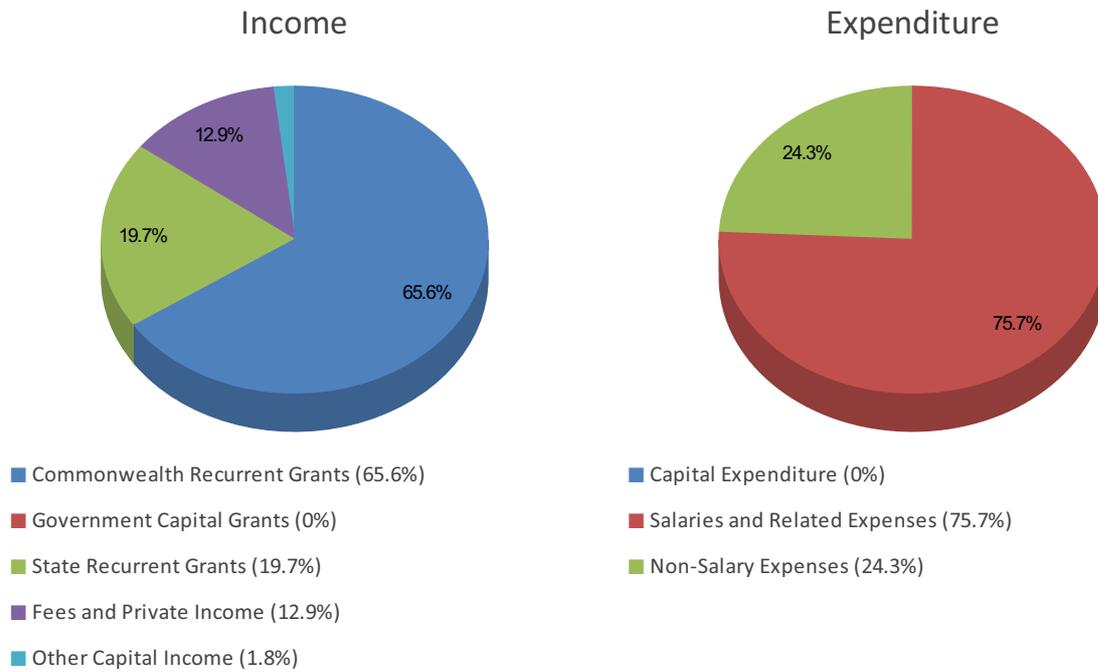
The opinions of parents are highly valued and evidence is gathered from parent/teacher evenings, information nights, canteen, school events and letters received. Feedback has indicated that parents are happy with the high level teaching and learning standards at La Salle Academy. Students have supplemented their learning with excellent online resources, which add interest and relevance towards student achievement. Parents indicate that they find the school newsletter and Skoolbag phone app to be useful sources of information on what is happening at school. Parents have acknowledged the school for its involvement in the community and for initiatives in addressing social justice issues. Parents have indicated they are satisfied with their access to staff and opportunities for parent involvement.

Student Satisfaction

Students have indicated a positive attitude towards the school and have accessed their leaders to voice opinions or offer ideas. They have enjoyed participating in school events, especially regarding days which raise awareness of social justice issues. Students have provided input into improving facilities in the school. There were some welcome additions to the uniform and appreciation towards the increased flexibility this offered to students, especially in warmer weather.

Teacher Satisfaction

The teaching staff at La Salle Academy have worked hard to facilitate changes in curriculum, leadership and school structure during the year. Despite these changes, teachers remained positive and the development of Professional Learning Community teams has facilitated greater communication, collaboration and collegiality of the staff. Teachers have continued to be successful in delivering a high standard of education and planned a number of extra-curricular learning activities during 2016. This dedication to their students indicates a high level of teacher engagement and satisfaction in our school. In addition to the recent refurbishment of the staff common area, the last days of term in 2016 involved the movement of staff to one shared staff study in the main Administration building.



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.