

**La Salle Academy  
Lithgow  
Annual Educational and Financial Report  
2013**



*IN CHRIST WE CONQUER*

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## About This Report

La Salle Academy, Lithgow is registered by the Board of Studies (NSW) and is part of a system of schools managed by the Catholic Education Office (CEO), Bathurst. The CEO, Bathurst is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Educational and Financial Report for 2012 provides the school community with reliable and objective information about school performance measures and policies, as determined by the Minister for Education (NSW) in conjunction with requirements of the Minister for Education, Employment and Workplace Relations. This report is a legislative requirement under the Education Amendment (Non Government Schools Registration) Act 2004.

This Report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the implementation of the school's Annual Development Plan.

Accordingly, this Report demonstrates accountability to the school community and the CEO, Bathurst.

The information in this report is complemented by other college publications such as the college prospectus, newsletters and yearbook that may be obtained from the Academy. This report will be available on the school and CEO websites by 30<sup>th</sup> June 2014 following its submission to the Board of Studies.

Further information about the school or this report may be obtained by contacting the school on (02) 63512928 or by visiting the website at [www.lasalleacademy.com.au](http://www.lasalleacademy.com.au)

John Emms  
Principal  
30<sup>th</sup> June 2014

## Principal's Report

As with the end of any year 2013 heralds a time to reflect upon the challenges and the positives that have made this year such a successful year. We have faced many challenges along this year's journey and it has reinforced the notion that there are many people in our community, students, parents, teachers and relatives, who just go about their business in a quiet manner to make La Salle a better place. To everyone who fits into this category – well done. You are our shining light. Without you we would be not be able to progress with such rapidity.

This year was the year of the build. We have made many changes to the landscape over the past few years and this year was no exception. We now have a Multi-Purpose Hall and an elevator. The Hall is located on the old cricket net site. It will seat 500 and will be used for non-sporting activities. This will create opportunities that we have been hamstrung by in the past. The Learning Centre was re-located upstairs in the Admin block and as it is on the first floor of our Administration building. We were able to build a lift to gain access to this area. I want to congratulate our building committee for their input on this project and they can feel justifiably proud of their efforts. The committee was comprised of Mrs Hicks, Mrs Emms, Mrs O'Sullivan, Ms Barclay and Mr Picman.

We have also completed a new area in the gym and our chapel should be completed by the end of the year.

Our website has continued to undergo improvements and it has been in no small way that we say thank you to Mr Tracey for his enthusiasm and expertise that have seen our site come up with 52000 hits in 2013. It is surprising how popular the Delagram has become. One new feature of the website will be the introduction of surveys which will give everyone the opportunity to help us make decisions based on reliable evidence. The beauty of the system will allow us to have instant access to the data. We have also started to develop a digital La Salle handbook and Mr Coller will have it up and running by early term 1. Compliance and accountability are the two words being used in schools today and it is initiatives such as this that will add another dimension to the educational compliances of La Salle. Our student diary had some teething problems this year and they have been ironed out which should see it up and running by day 1 2014. It was a big job and I want to thank Mr Forbes for his efforts in this area.

Educationally we will be seeing many changes occur. ACARA will be proceeding with the Australian Curriculum and the School Certificate has now been replaced with an exit credential called the Student record of Achievement (RoSA). This credential will be available to students who exit prior to their completing the Higher School Certificate. The La Salle staff has been working on developing new curriculums in preparation for 2014 and accompanying this will be the development of new teaching strategies that will enhance the quality of student's learnings. To assist in this process our IT infrastructure has been dramatically improved by the introduction of new servers and a greater efficiency of our wi-fi network. We have also introduced into La Salle network interactive data projectors which should be completed by the end of this year. iPad and Tablet technology will be trialed in term 1 next year. We are very hopeful that the programme will be very successful. Mr Cam and the IT committee have the process well in hand. I congratulate all the teaching staff on their creativity this year. Without foresight and initiative schools can become stagnant very quickly. We are very fortunate to have people who are dynamic and this is reflected in the positive climate of La Salle, particularly the quality of teaching and learning. Testimony to this are the facts that significant teaching and learning strategies will be further developed. We will be embarking on a 12 month programme which is related to mindset of both students and teachers called Motivated Minds; the structure of the day will be examined to see if it best meeting the needs of the students; the new Australian curriculum will be introduced to years 7 and 9 with full implementation to years 8 and 10 in 2015.

The students at La Salle never cease to amaze me. There is so much talent in all spheres of life from sporting to cultural to social justice achievements that you cannot help but wonder if they have peaked. The answer is a definite no. When you reflect over the year we come to realize that we have talent in abundance. I'm not going to mention all of them as I would certainly miss something or more importantly someone. When you go through this yearbook you will see what I mean.

We will continue with our vertical streaming years 7 to 11 into house groups. Overall it has been very successful and I want to thank the Pastoral Committee and our former student leaders for this initiative. In 2014 our House system will achieve even greater prominence. Much planning and preparation has gone into ensuring the success of the House system and it is showing many positive side effects which will greatly benefit La Salle in future years.

Our school leaders in 2013 displayed a sense of leadership that was infectious to the whole group. I took great delight in watching them enjoying being a leader. They have been outstanding. Each year the student leadership groups get better and better and they have provided an impetus for continuing our House journey. So to our 2013 leadership group may I thank each and every one of you on doing such a fine job for the La Salle community

Rhiannon Gillmore and Hayden Boyd-Skinner were our school captains and they led by example



La Salle Girls Captain  
Rhiannon Gillmore



La Salle Boys Captain  
Hayden Boyd-Skinner



Benildus Girls  
Brittany Fordham



Benildus Boys  
Lachlan McMahon



MacKillop Girls  
Constance Murphy



MacKillop Boys  
Hamish Kelly



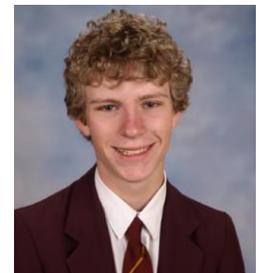
Solomon Girls  
Caitlin Foley



Solomon Boys  
Chris Ford



Tenison Girls  
Chelsea Noon



Tenison Boys  
Brad Sullivan

In the middle of term 3 we welcomed in our new school leaders and they have a lot to live up to and judging by their efforts thus far they will continue to maintain the high standards of previous leadership groups. The two La Salle Captains for 2014 are:



La Salle Girls Captain  
Maddison Bender



La Salle Boys Captain  
Saxon Farqhar

The House Captains for 2014 are:



Benildus Girls  
Reagan Wyer



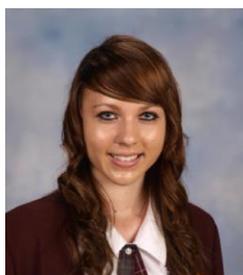
Benildus Boys  
Craig Holder



MacKillop Girls  
Hannah Scott



MacKillop Boys  
Curtis Young



Solomon Girls  
Shantelle Weir



Solomon Boys  
Thomas Stapleton



Tenison Girls  
Hilary Pilbeam



Tenison Boys  
Luke Walsh

Academically, the pinnacle for any student is to become the Dux of the Academy. This years honour went to a young lady whose work ethic for her six years here has been nothing short of outstanding. A lesson for all students is to model yourselves on her. You'll go a long way, be assured of that. Congratulations go to Chelsea Noon, who was named the Dux of the Academy. Hayden Boyd-Skinner was second and Brooke Larkins was third. Both Hayden and Brook have been outstanding throughout the six years and have been a pleasure to have at La Salle. Special thanks must go to their families who have shown strong support throughout their time with us..

The strength of any community lies in the quality of time its members contribute to ensure the community thrives. The number of people who have contributed in ensuring our students have the opportunity to further development their talents and explore new opportunities have my sincere thanks. A case in point is the canteen. Lyn Doonan, Judy Ornsby and Sister Anne are there every day serving breakfast, recess, lunch and greatly assist in our special occasions. I want to particularly thank Judy for her outstanding efforts as she will be retiring this year. So to you Judy, on behalf of the whole community thank you for your selfless contribution. Assisting them the ladies and gentleman who give up their time to work in the canteen. They are parents, grandparents, aunts, uncles, teachers and senior students and all have made not only a positive contribution towards La Salle but also they have provided a very valuable lesson to all of us. There is no substitute for giving up your time to help people. I've always believed that to belong to a community, you either barrack for the place or play for it. Indeed, we are blessed to have an abundance of people who do just that. Special thanks also to all the parents and relatives who helped out with transporting of students to events or excursions all over the state, helping with the sporting events, the parents who helped with the BBQ's and parents who coached some of our sporting teams. We have had a lot of support from the Lithgow community, in particular the Mercury for all the photos and articles they wrote about La Salle throughout the year. C&W Printing for their work with our printing and any emergency jobs we required. Also, the donations companies such as Delta Electricity and the various local organisations such as the Catholic Womens League made throughout the year. To everyone who gave up their time to assist in any way – great job. Everyone benefited by your willingness to help out and your generosity.

Our secretarial and ancillary staff do a wonderful job every year. Schools first point of contact is the office and I am very thankful for the efforts of Cathy Campbell, Wendy Simmons, Jo Connor and Kathy Staines for the tremendous amount of work they do beyond their normal duties. In 1991 22<sup>nd</sup> April we were fortunate to employ the services of one of our past students in the office to act as a bursar. Her name was Wendy Simmons and for the next 23 years Wendy performed the role with dedication and in her own unique way. Wendy kept the school running financially with our computer system and her red book. She did a fantastic job and the auditors reports each year recognized the accuracy of her accounting skills. I'm sure you join me in wishing her all the best in her retirement and we wish you and Ronnie all the best in your future years.

Also to the ancillary staff for the manner in which they perform their duties and the time they give to make sure the job is done well. So to Peter Schwarz, John Nytrai, Margaret Doohan, Anne Griffin, Jo Felton, Robyn Cronin, Karen Holder. Joanne Connor, Karen Brown and Jenny Donnelly, many thanks again for your efforts this year. On a special note we bade farewell to Kevin Morris who has retired after 16 years of service to the La Salle community.

On a final note I want to particularly note that our success this year is directly attributable to the quality of the people who belong to our community. My job is made so much easier when we have a community that wants to move forward. Thank you to everyone and I hope that you have a Merry Christmas and Happy New Year and 2014 will be even more fruitful.

## Chaplain's Report

2013 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 to God for another year when we 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 this Holy Season of Christmas and may you travel safely and carefully.

With every blessing  
Fr Owen

## School Captains' Report

How do you start a speech like this when it attempts to summarise our past six years here? How do you speak of something in terms of goodbye, when it has been such a big part of your life for so long? We've counted down the years, months, days, minutes, seconds... and now it has arrived – The end but also the beginning.

The first days of high school were the scariest days. You had no idea what was ahead of you, besides maybe Chris who would run ahead to each class in excitement. As Year Seven students we thought we had grown up instantly ..... we still aren't.

Year Seven was like living in another world comparable to that of a fantasy novel. Us boys were warriors on a battleground formed by handball squares. If successful you would feel unmatched unless you encountered a strange bearded creature called a senior. It was foretold that one day we too would be seniors. It still really doesn't feel like it.

We suddenly realized that we were no longer the babies of the school in year eight. Too cool for school we all thought. We must have been the nightmare year for most of our teachers. However, for most of us Year Eight will be remembered with four words, Marbles with Miss Mills.

Year Nine placed us under the care of Mr Enever. People began to get piercings and coloured hair, perhaps resulting in the loss of his. We were told that it was time to start taking things serious, after all the school certificate was only a year away. With the passage of time the cyclical nature of schooling revealed itself, as another year came in and another left, and with our own growth, independence and responsibility was within our grasp.

Year Ten was a rollercoaster year. Our teachers constantly on our cases to knuckle down and start studying for The School certificate, even though we were the last year undertaking the first formalized

test. Studying wasn't a new word to us but actually studying was a whole new ball game. Leadership became a new area during year ten as a lot of us took responsibility as peer support leaders in guiding and helping the new Year Sevens. As leaders of the junior school it suddenly hit us that within a short period of time we were going to become seniors, or apprentices, or other members of the workforce. Our rather big year group turned into a rather small year group as we said goodbye to some of our friends. Year Ten was a turning point in our growth and maturity for our year as we headed into the senior world of Year Eleven.

We selected our subjects for Year 11 and were enthused to begin the year. The workload was heavier than before and things became rather serious as we had very little time. Next thing we knew, after three terms Year 12 was thrust upon us, and we were faced with responsibilities for both the school community and ourselves.

The challenges of Year Twelve were overwhelming but as a year group we bonded together like we never have before. Whether exams or certain other encounters that we faced, we, as a group survived. However this wasn't possible by ourselves, we'd like to say thank you to teachers and the staff as a whole for helping us get through this year. Specifically Mrs Lynne Doonan in the canteen, who consistently provided assistance with anything that was needed, whether a laugh or fundraising activities. Speaking of which, fundraising was a large component of our Year 12 responsibilities. Unfortunately not all of the funds have gone to the intended purposes, being largely the *House With No Steps* charity. However as our year group has always done – we survived and continued on to achieve a positive result. Now we have a big challenge ahead of us, the HSC exams.

We'd also like to especially thank Mr. Enever for the time and work that he has put into helping us. He goes beyond the normal role of a year coordinator to make our time at school better, and it was always comforting to know that he would support us and guide us with our decisions. We have thrown him some ridiculous ideas and in true Mr. Enever's style he has helped us in anyway possible.

La Salle has given us the greatest possibility in achieving the very best education. Being a small school has provided advantages for every student in so many ways. Like Mr. Emms says "quality, not quantity." Our outstanding results and the enjoyment we have all experienced while at school has been largely from the continuous support from all our teachers. Without them pushing, supporting and helping us in every way possible, we could never have achieved such remarkable results. Every lunchtime, recess, after school and free period that every teacher has given up to help us will never be forgotten. Throughout our six years at La Salle, there have been so many opportunities provided in allowing each of us to extend ourselves in so many ways.

The past year has been a rollercoaster of feelings for us all, but as a whole we have all bonded and pulled through. When Mr. Emms said to us at the start of year twelve that the HSC was a time for teamwork and family strength, he wasn't wrong. This year has been a test for so many of us, the late nights, the tears, the deadlines, the stacks of homework and the days we just don't want to get out of bed. It is not until now that we have all realized how sudden and precious the time at high school is. Six years has gone by so quickly. The memories we all share as a student and as a member of the La Salle community will stay with each of us as we start the next chapter to our lives.

To conclude, I'd like my last message to the students of La Salle Academy to be one of advice, especially for those coming into positions of responsibility or pressure; loosely paraphrased from the late Christopher Hitchens:

*Beware the irrational, however seductive. Do not be afraid to be thought of as different, as those who are unique will often lead unique lives. Picture all those who doubt you as mammals. Never be a spectator of unfairness or stupidity. Seek out conversation and debate for their own sake, within reason; the grave will provide plenty of time for silence. Suspect your own motives and all excuses. Listen and learn when appropriate, as it is fundamental to a good education, but do not be afraid to take the risk of thinking for yourself, as more happiness, truth, beauty and wisdom will come to you that way.*

Thank you everyone, and on behalf of Year 12, 2013, thank you La Salle Academy.

Mr. Enever has been our stage co-coordinator for the last four years dealing with all our troubles and the trouble we got into, and putting up with all our outrageous fundraising ideas. His undying support and care for each and every one of us will never be forgotten. Mr. Enever, this gift is a small thank you from all of Year Twelve for all your hard work and patience.

The support of the La Salle community over the past six years has given us all the best start for the next chapter in our lives. We would like Mr. Emms to accept our gift on behalf of the school, as a thank you for the wonderful support over the past six years.

Rhiannon Gillmore and Haydon Boyd-Skinner

## Catholic Identity

### Mission Statement

La Salle Academy seeks to provide a Catholic Education environment, which is Christ centred, which aims for academic excellence and which promotes justice for all.

### Vision

**As a school community, we stand for:**

- The centrality of Jesus Christ in all aspects of life at La Salle
- Faith development and the building of a faith community through the celebration of prayer, liturgies and sacraments and an acknowledgment of the contribution of students, parents and teachers in the development of La Salle as a Catholic community
- Justice. In doing this, we emphasise the dignity of the human person and his or her rights as a member of the school community
- The development of the whole person by providing opportunities for each person to excel in a wide variety of fields

- A curriculum that provides the opportunity for each student to develop his or her academic abilities in a Christian atmosphere which is exemplified in the nurturing of emotional, spiritual and the social values and which aims for academic excellence
- The development of self-discipline and responsibility in a climate of co-operation, care and mutual support in order to allow each individual to have a positive effect in a changing society
- Respect for self, others and the environment in a caring and supportive atmosphere
- Open and effective communication with parents and the wider community.

## Our Beliefs:

La Salle Academy is a Catholic co-educational secondary school located at Lithgow and serving the parishes of St Patrick's and St Francis Xavier in Lithgow, St Vincent's in Portland/Wallerawang, We have a drawing area that extends from Hazelbrook in the east to Running Stream in the west.

We have as the foundation of our Catholic ethos the traditions established by our founders the De La Salle Brothers 1953 and also the Sisters of St Joseph who came to us in 1968 when the Academy changed its identity from a boys school to being co-educational.

As a consequence we are living witnesses to the teachings of Christ and actively cultivate and promote the rich heritage and traditions of the universal Roman Catholic Church. We have established strong links with our parish as we acknowledge that we are an integral component of the St Patrick's and St Francis Xavier Parish. As a Catholic community we recognise and promote the partnerships that exist between students, parents and staff and as a consequence we acknowledge that the parents are the first educators of the student.

The Academy prides itself upon creating an environment that is conducive to best practices of teaching and learning. Through a wide curriculum, extra curricular activities, social justice and pastoral care programs we strive to create a learning environment which challenges each individual to achieve to the best of their abilities. At the same time we take pride in our students becoming worthwhile members of the world community.

## Religious Education

The percentage of students who are Catholic is 64%. The Academy offers the core units of *the Bathurst Diocesan Program* for Stages 4-5, following the scope and sequence provided by the diocese. In addition the school has developed the enrichment units relating to Social Justice, 'Catholic Beliefs and Practices' and 'Religion and Ethics'. In Stage 6 the students are offered the NSW Board of Studies courses: *Studies of Religion I*, *Studies of Religion II* and *Catholic Studies*.

The Religious Education staff is constantly linking units of work to the religious life of the school. The Sacrament of Reconciliation is offered to the students with the support of the Father Owen Gibbons, our Parish Priest. The students actively design and participate in the Eucharist in class, year and full school Masses.

The Religious Education staff has been involved in designing and conducting assessment tasks, which has also been a valuable professional development opportunity. The RE department is also preparing units relating to indigenous education which is one of the main focal points in both a pastoral and curriculum initiative. All RE staff specialize in the teaching of Religious Education and have the appropriate Religious Education qualifications. We also have a number of staff who don't teach RE but are either completing or have completed their Certificate of Religious Education. Non teaching RE staff participate in the Liturgical life of the school by involving themselves in the Reflection days, Year 12 retreats, introducing the Mass, members of our band and/or choir, distribution of the Eucharist and preparing a prayer at each Tuesday's briefing.

Prayer and Liturgy are significant components of La Salle's Catholic identity. Prayers are said by each class every Monday and at the commencement of periods 1, 4 and 6 each day. Participation in all celebrations is encouraged by all sectors of the La Salle community. We have very good relations with our Parish Priest and as such the REC and PP provide many and varied opportunities for both staff and students to be involved. Students and staff are encouraged to participate in all aspects of the religious dimension of La Salle. These include:

Staff:

- pray together at our weekly Monday briefings
- pray with the students each Monday morning during the administration period
- commence periods 1, 4 and 6 with a prayer.
- devote a staff development day to the religious dimension at La Salle Academy
- administer the sacrament of the Eucharist at our Masses
- are members of our choir and band.
- involve themselves in fundraising for charities and causes throughout the year.
- all teachers of RE have appropriate qualifications and some are undergoing further studies via the catholic University or through Newcastle University via the Diocese of Broken Bay

Students:

- pray together each Monday morning
- help organise and participate in each year's respective Social Justice and Pastoral programs
- from all years are invited to complete the readings, introduction and reflections at each mass. Students also participate in the offertory and in some instances will act out the Gospels.
- participate in Reconciliation
- attend the Reflection Day for each year where possible.

The La Salle community, along with our 2 main feeder schools, namely St Patrick's in Lithgow and St Joseph's in Portland, are actively involved in the promotion of Catholic Education in Greater Lithgow.

**We have very close links to our Lithgow Parish. The details include:**

**Parish Priest:** Father Owen Gibbons

**Other member of Parish team:** Sister Anne Houston

**Residence:** 69 Lett St Lithgow NSW 2790

**Phone:** 6351 3092

**Fax:** 6351 3072

**email:** [stpatspr@lisp.com.au](mailto:stpatspr@lisp.com.au)

## [School Features](#)

La Salle Academy is a Year 7 to 12 co-educational Catholic high school located in Lithgow. Lithgow is an industrial city whose economic base is derived from the coal and energy industries.

\* Student Population (364) comes mainly from the Greater Lithgow area but includes students from Wentworth Falls in the east to Running Stream in the north-west. There are 271 students in Year 7 - 10 and 93 students in Years 11 and 12. We have an indigenous population of 19 and this number is expected to increase over the next few years. An increasing number of students come from the Blue Mountains townships. The composition of the population as at September 2013 was as follows:

Gender	Year 7	Year 8	Year 9	Year 10	Year 11	Year12
Male	40	26	26	33	24	20
Female	37	42	34	31	30	19

\* 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. However, the school has a percentage of non-Catholic students.

\* 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 ([www.lasalleacademy.com.au](http://www.lasalleacademy.com.au))

### History of the Academy

Coerwull Academy was founded in the 1880s as a Presbyterian School for boarders and day students. It was attached to St. Andrew's College, Sydney University and was one of the first G.P.S. Schools in NSW. It closed after World War I.

LA SALLE ACADEMY takes its name from the original Coerwull Academy, replacing "Coerwull" by "La Salle". This latter honors the memory of St. John Baptist De La Salle, a French priest who established the teaching order of Brothers, named after him, over three hundred years ago. Since his death in 1719, his brothers, who now are of many different nationalities, have established educational institutions in many countries throughout the world.

The Brothers first came to Australia from Ireland in 1905.

In 1953 the Catholic Archdiocese of Sydney purchased the property and the De La Salle Order was invited to start a Catholic School for boys. In 1968 the Academy became a co-educational junior secondary school. The De La Salle Brothers conducted the school until 1995 when full lay administration was commenced. Apart from the Lithgow District, the school serves families from the upper Blue Mountains to Capertee. Its enrolment is projected to increase to well above 400 students in the next few years.

Year	Event
1882	The original double storied sandstone building was designed and built by Andrew Brown to serve as a boarding school for young Presbyterian boys, some of whom it was hoped, might go into the ministry. It was known as Coerwull Academy (This is the origin of the "Academy" part of the title to be later used by the Brothers, a title which is generally not used in Australian educational establishments).
1883	Coerwull Academy opened with, initially, one student.
1916	Teaching staff enlisted to fight for the colours in World War One. The old building was sold and used as a private dwelling for various groups. It fell into disrepair and the grounds became overgrown.
1953	It was bought by the Catholic Archdiocese of Sydney, of which LITHGOW was then part, to serve as a day school for the Catholic boys of LITHGOW, who until then had been cared for by the Sisters of St. Joseph at St. Patrick's in town. The new venture now called La Salle Academy, was to be conducted by the De La Salle Brothers in the School's colour, purple and gold.
1968	With the inauguration of the so-called Wyndham Scheme, and the relatively small numbers

	<p>of Secondary boys at La Salle and the girls at St. Pat's, it was decided with some of the Nuns coming to join the Brothers on the staff of La Salle. In addition, the secondary department of St. Joseph's School, Portland, was amalgamated into La Salle.</p> <p>Four new classrooms were built, together with two Science rooms and an Administration block. The school colours were changed to maroon and gold.</p> <p>Carmel Allen and Denis O'Brien elected the first school captains of the co-educational college</p>
1977	Four more classrooms were added to the present complex.
1980	The Sisters of St. Joseph who had been members of the La Salle staff since 1968 withdrew at the end of 1980, so that La Salle is now staffed by De La Salle Brothers and Lay teachers, and is under the direction of the Catholic Education Office of the Bathurst Diocese. Varying roll numbers over the past few years have caused certain classes to increase from two streams to three in Year 7 to 10.
1985	Because of the growing student population and the desire to increase number of subjects available to students, a new Library and Staff rooms were added to replace inadequate facilities.
1991	During this year some 100 desks have been purchased, a sprinkler system has been laid on the oval, some 500 square metres of roadworks have just been completed, and a multi-purpose hall, with space for a basketball court and other indoor sports is under construction.
1992	This year has seen further building improvements with a much-needed and now well-used multi-purpose hall. The surface is prepared for indoor basketball, netball, tennis and volleyball. The computer facilities have been upgraded with the purchase of ten new Apple Macintosh computers together with a laser-printer.
1993	Among the physical improvements this year, sixty desks and one hundred chairs have been purchased, as well as two more computers. The drinking facilities have been upgraded by replacing two bubbler systems with five independent bubblers.
1994	Physical improvements - painting of roof of original building. A further sixty desks and one hundred chairs purchased. At the end of academic year, De La Salle Brothers' community was withdrawn from Lithgow.
1995	The first lay Principal, Mr Brian Morrissey was appointed. The school started on a Strategic Plan to accommodate the Bishop's decision to proceed into Years 11 and 12. The Bathurst Diocesan Trustees approved the funds for building works to start in a major upgrading of the Monastery to provide modern administration and educational facilities. Architectural plans were drawn up to redevelop school facilities for the Year 11 and 12 extensions to commence in 1997. The school community developed a new Vision and Mission Statement.
1996	Major curriculum planning for H.S.C studies. Building additions and refurbishment of school in a \$1.05 million Stage 1 Program.
1997	First Year 11 commenced. Language courses introduced, the first being Indonesian.
1998	First Higher School Certificate class. Introduction of Agriculture - Stage 1 development of Good Luck Hollow land. Completion of Stage 2 Refurbishment Program. Samantha Haddin and Luke Cummings elected first school captains of La Salle as a Years 7 to 12 school.
1999	Development of land on southern side of Good Luck Hollow Creek for Agriculture and the development of an environment centre.
2000	Planning Brief to examine future school facilities in view of large increases in enrolments especially in the Upper Blue Mountains.

2002	Strategic Plan 2000 - 2003 developed. Major Computer network installed linking the entire school. Computer laboratories revamped. Planning and construction begins involving a \$1.05 million program for a new Library and Canteen, to be followed by our new classrooms in 2003.
2004	New Library opened. Old Library redeveloped for a Drama Centre. Environment Centre expanded. Sheep yards established to complement Cattle Yards.
2005	New Senior Classroom block opened adjacent to New Library. Strategic Plan 2005 - 2008 developed. Extensive environmental improvements on Oval.
2006	Construction of new maintenance shed, garage for the bus and concrete surrounds Phase 1 of new entranceway completed New computer laboratory to increase our capacity to 4 laboratories Sporting committee and Uniform committees formed from parents, teachers and students
2007	Phase 2 of new entranceway completed Night animal enclosure built in Agriculture Centre Emphasis on new IT technologies. A three year program aimed at having data projectors and interactive teamboards installed in all classrooms.
2008	Construction of water tanks system which will make La Salle 60% self sufficient Addition of more VET subjects to the curriculum New IT leasing agreement signed for a 3 year period Office area refurbished
2009	Construction of boys' toilets Complete makeover of Visual Arts rooms Commencement of broadband installation Continuance of IT programme directed at installing data projectors and interactive team boards installed
2010	Approval given by the Capital Works committee to proceed with plans for a new Multi Purpose Hall. Trade Training Centre submission approved with work to commence in late 2011
2011	Trade Training Centre New Multipurpose Learning Centre given approval for planning stage New lease of IT equipment Proposal for refurbishment of a Chapel, Senior Visual Arts Centre and Learning Centre Memorandum of Understanding signed with the de La Salle Brothers for the purpose of maintaining the La Sallian Charism.
2012	Trade Training Centre completed Development of our new Learning Centre premises – Stage 1 completed Senior Visual Arts Centre completed Chapel development commenced and will be completed by mid year 2013 Creative Arts Centre completed with the Music Department being relocated to Creative Arts Centre Multi Purpose Hall now at tendering stage and will be commenced early in 2013 Elevator approval has been given and will be completed in conjunction with the Hall Gymnasium completed
2013	Multi Purpose Hall near completed Elevator to the Learning Centre near completed Gym completed

## Enrolment Policy & Profiles

Catholic Schools exist to educate Catholic children in a Christian environment where, in addition to the provision of a good education, there are opportunities for the expression of the Church's Pastoral Ministry.

In doing so La Salle Academy

- recognises that parents and teachers work in partnership for the development of their children.
- recognises the need to develop mutual support, trust and collaboration among students, staff, pastors and the broader community.
- establishes and nurtures a school climate which is faith centred.

The essential requirement for enrolment at La Salle Academy is that a student and his or her family are prepared to support these principles in practice. There is no entrance examination (except possibly for diagnostic purposes so that any appropriate help may be given) nor any requirement that a student be of exceptional academic ability. While priority must be given to children from families who are actively Catholic, or who have already shown a commitment to Catholic schooling, we welcome families of other religions or denominations, especially when they are committed members of their own church community, and we value their contribution to our growth as a Christian community.

Parents who are thinking of applying for the enrolment of their children at La Salle Academy are invited to consider the following questions:-

1. Do I support the Christian values the school attempts to teach?
2. Am I prepared to support the school by communicating to my child the importance of effort and show enthusiasm for what my child is learning and is involved in at school?
  - Am I willing to:
    - Become involved in the school?
    - Participate in school activities?
    - become a member of the P & F
    - attend school functions
    - Develop good communication with the school and keep yourself informed about what goes on at school and meet with your child's teachers before problems arise?
3. Can I convey to my child my conviction that a study of religion is an important part of education?
4. Am I able to support the policies of the school? E.g. Uniform, Discipline and Student Welfare, the Catholic nature of our school, especially in regard to participation in liturgical activities and retreats.
5. Mindful that the School's running expenses and funds for capital development come almost entirely from parish funds and school fees, am I prepared to give priority to the regular payment of required fees and levies and negotiate immediately with the Principal where there are difficulties?

## Determining Preference

Specific preference is given to students attending our two Catholic Primary Schools - St. Patrick's, Lithgow and St. Joseph's, Portland where enrolment applications are submitted by the due date.

General applications for enrolment preference will be given to those who can show that they are able in their own way to respond and contribute, to all that La Salle Academy offers as a Catholic school and a Christian community.

## **ENROLMENT PROCEDURES**

### **A. YEAR 7**

1. For students in Year 6 at St. Patrick's, Lithgow and St. Joseph's, Portland this Policy and application forms will be made available at their own schools. Parents are asked to read the Policy, complete the application form and to return it to the child's Principal, who will forward it to La Salle Academy.

It is not essential for parents of students at these schools to seek an enrolment interview with the Principal of La Salle Academy. They are very welcome to do so, and may be invited to an interview if, for example, the Principal of the child's present school indicates a need for it.

2. For students attending schools other than those mentioned, it is requested that parents first collect and read this Enrolment Policy, complete the Enrolment Application Form, forward it to the Principal of La Salle Academy together with any recommendation and reports, and (after a few days to allow for the application to be processed) to telephone for an interview. It is not necessary for the child to be present for the initial interview, though such an arrangement may be made subsequently.

3. There will be a Year 7 Information Evening for prospective parents in September and an Orientation Day for enrolled Year 6 students in December.

### **B. Years 8-12**

Parents are asked to collect and read the Enrolment Policy, complete the Enrolment Application Form, forward it to the Principal at La Salle Academy together with any letters of recommendation and reports, and (after a few days to allow for the application to be processed) to telephone for an interview. The student may attend the interview if convenient; otherwise, a later interview with the student can be arranged.

Please note that for enrolment in Years 11 and 12, a requirement beyond those already indicated, is that the student is able to demonstrate a capacity for coping with senior studies.

We monitor student progress as carefully as possible, providing regular reports to parents in the form both of brief indications of effort and achievement, and of more comprehensive reports following Half-Yearly and Yearly Examinations. Parents are always welcome at the school, and should not hesitate to inquire about their children's progress at any time, either in person or by telephone. In this regard parents should contact their child's Stage Co-coordinator.

### **Enrolment Interviews**

The enrolment interview serves a number of purposes. It enables parents to meet the Principal, to seek further information about the school which may not be covered in the Enrolment Handbook, and thus to satisfy themselves that La Salle Academy is the appropriate school for their child. It also enables them to make a case for their child's enrolment in the light of the principles according to which we try

to work, and the 'Questions for consideration' outlined above.

From the school's point of view, the interview provides an opportunity for the Principal to meet one or both of the parents, and to discuss the reasons for which they are interested in the school, their preparedness to support its values and policies, any special needs their child may have, and their intentions regarding the payment of fees and levies.

## Student Attendance, Retention and Post School Destinations

### Attendance Rates – Students

The average student attendance rate for the Academy during 2013 was 92.5%.

The average student attendance rate for each year cohort in 2013 was as follows:

<b>Year Group</b>	<b>Attendance Rate</b>
<b>7</b>	<b>96</b>
<b>8</b>	<b>96</b>
<b>9</b>	<b>94</b>
<b>10</b>	<b>90</b>
<b>11</b>	<b>90</b>
<b>12</b>	<b>89</b>
<b>Whole School</b>	<b>92.5</b>

This average was on par with previous years. At La Salle we use MSN service. Messages are sent at 11:15am each day. Parents respond to these messages via a text that acts as an official note of absence. Students are also required to log in and out of school via the office. Students away 2 consecutive days without explanation will have the Stage Co-dominator contact the parents by telephone.

### Retention Rates – Students

Of the 2013 Year 12 enrolment of 37 students, 35 of those students have been at the school from Year 10. In 2011 we had a Year 10 enrolment of 66, giving a retention rate of 73%. Of the 66 Year 10 students enrolled in August 2011, 4 transferred to other schools in New South Wales to continue their studies, 6 left to attend TAFE and 11 left to move into employment at the end of 2011. Consistent with previous years, is the large numbers of boys who gain apprenticeships in the local region and metropolitan area. This is a unique feature of the economic culture of Lithgow where there are a high proportion of tradespeople.

The retention rate of those who started Year 11 in 2012 and completed the HSC in 2012 is 65%. This discrepancy again reflects students gaining apprenticeships or traineeships during Years 11 and 12. Over the past 10 years La Salle has proven to be very successful in assisting students gain apprenticeships from Years 10 to 12. The employability of our students is a notable feature of La Salle.

The retention rate of students from Year 7 to 10 was 86%.

Actual retention rates reflected a slight downturn in the Lithgow economy with some families moving permanently to other coalfield areas in NSW and Queensland. However, the number of apprenticeships actually increased in the mining and electrical power station apprenticeships.

### Post School Destination

Of the 2013 Year 12 cohort of 37 students, 25 students applied for entry into university and all were accepted. This represents a 100% acceptance rate. Of the remaining 12, 10 gained apprenticeships in the automotive, power, construction and mining sectors. Two students entered other sectors of the workforce.

### 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.

The following tables outline the subjects offered in each year:

#### STAGE 4

<b>SUBJECTS UNDERTAKEN Year 7</b>	<b>SUBJECTS UNDERTAKEN Year 8</b>
Religious Education	Religious Education
Computer Studies – School based course	English
English	Geography
History	Japanese
Mathematics	Mathematics
Music	Personal Development/Health/Physical Education
Personal Development/Health/Physical Education	Science
Science	Sport
Sport	Technology
Technology	Visual Arts

Also incorporated into this curriculum of stage 4 is a compulsory Computer Studies 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.

## STAGE 5

<b>CORE SUBJECTS UNDERTAKEN Year 9</b>	<b>CORE SUBJECTS UNDERTAKEN Year 10</b>
Religious Education	Religious Education
Australian Geography	Australian Geography
Australian History	Australian History
English	English
Personal Development/Health/Physical Education	Personal Development/Health/Physical Education
Mathematics – 5.1, 5.2 and 5.3	Mathematics – 5.1, 5.2 and 5.3
Science	Science
<b>ELECTIVE SUBJECTS UNDERTAKEN Year 9</b>	<b>ELECTIVE SUBJECTS UNDERTAKEN Year 10</b>
Agriculture	Agriculture
Commerce	Commerce
Drama	Drama
Graphics Technology	Graphics Technology
Industrial Technology-Metal	Industrial Technology-Metal
Industrial Technology-Wood	Industrial Technology-Wood
Information & Software Technology	Information & Software Technology
Music	Music
Physical Activity and Sports Studies	Physical Activity and Sports Studies
Visual Arts	Visual Arts
<b><u>VET Industry Framework Certificate I Courses Year 10</u></b>	
<p>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.</p> <p>The subjects, in this category, on offer in year 10 include</p>	
<b>Subject</b>	<b>Delivery</b>
Construction	La Salle
Metals and Engineering	La Salle
Hospitality	Lithgow TAFE
<b><u>Acceleration Courses</u></b>	
<p>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.</p>	

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 School

Certificate or completing the 2 courses over a 2 year period which would be recognized as 200 hour courses in the School Certificate.

## STAGE 6

<b>Board Developed Courses Offered in Year 11</b>	<b>Board Developed Courses Offered in Year 12</b>
Studies of Religion 2 unit	Studies of Religion 2 unit
Studies of Religion 1unit	Studies of Religion 1unit
Agriculture	Agriculture
Ancient History	Ancient History
Biology	Biology
Business Studies	Business Studies
Chemistry	Chemistry
English - Extension 1	English - Extension 1
English – Advanced	English - Advanced
English – Standard	English - Standard
Geography	Geography
Industrial Technology-Timber Products	Industrial Technology-Timber Products
Information & Processes and Technology	Information & Processes and Technology
Legal Studies	Legal Studies
Mathematics - Extension 1	Mathematics - Extension 1
Mathematics 2 unit	Mathematics 2 unit
Mathematics - General	Mathematics - General
Music - Course I	Music - Course I
Music - Course II	Music - Course II
Modern History	Modern History
Personal Development/Health/Physical Education	Personal Development/Health/Physical Education
Physics	Physics
Software Design & Development	Software Design & Development
Visual Arts	Visual Arts
<b>VET Courses offered in Year 11</b>	<b>VET Courses offered in Year 12</b>
Construction Framework	Construction Framework
Hospitality Operations	Hospitality Operations
Information Technology	Information Technology
Metals & Engineering	Metals & Engineering
Allied Health Services - Nursing	Allied Health Services - Nursing
Child Care	Child Care
<b>Board Endorsed Course offered in Year 11</b>	<b>Board Endorsed Course offered in Year 12</b>
Catholic Studies	Catholic Studies

Also on offer in Stage 6 Year 12 are:

Extension 2 Mathematics

Extension 2 English

History Extension

Music Extension

Extra units 1 or 2 in the VET courses offered

We also cater for students who wish to undertake the Life Skills options in Years 11 and 12.

### Additional teaching and learning programs

We have a number of programs available that focus their attention of Literacy and Numeracy and our results reflect the success of these programmes.

Initiatives include:

- DEAR (Drop Everything And Read) which all students do each morning from Wednesdays to Fridays
- DEAN (Drop Everything And Numerate)
- One teacher has been allocated time to work with students who are experiencing difficulties in Numeracy and Literacy
- A homework centre operates each Thursday to assist students
- Computer access for students is at substantial levels with an average of 1 machine per 0.9 students. However this figure will change next year due to the introduction of iPad technology.
- We have developed a Computer Studies Course in Year 7 to ensure all students are operating at a very high level from Year 7 onwards. This is reflected in our well above average results in the School Certificate. This course also addresses networking issues such as cyber safety.
  - The Academy has a strong Learning Support program, offering help in learning to students are experiencing learning difficulties
  - We have a teacher who is specifically allocated to develop enrichment programmes for those students who are Gifted and Talented.
  - We have developed a comprehensive online study skills program that will be implemented by our librarian for all years.
  - We cater for the high achievers by offering students from Years 7 to 10 more advanced work in both Literacy and Numeracy for 3 periods per 10 day cycle. These courses are aimed at developing the students' critical thinking skills.
  - We have programmes in place to support those students who can be accelerated in Board Developed Courses in Stages 5 and 6.
  - We have VET courses in place to support those students in year 10 who wish to pursue Certificate III credentials.

### Transition programs

The Year 6 to Year 7 transition program supports students as they move into high school and is followed up during Year 7 by the Peer Support program, where students work with a buddy from Year 10. This program culminates in the Year 7 outdoor adventure camp in March.

The transition program from Year 10 to Year 11 is called HSC In Focus, and aims to help students move to the more independent learning appropriate to senior studies. This program begins with a meeting of students and parents in July of Year 10, and continues throughout Year 10 to finish with the Year 11 Reflection Day in April.

### Co-curricular activities

La Salle is involved in many co-curricular activities.

- Years 7 and 8 have a designated sports allocation once every cycle.
- Competing in the Bathurst Diocesan Secondary Sports Council representative sports and carnivals, and beyond that to representative status at Diocesan, state and national level
- Involvement in many other knockout sporting competitions
- The Music Tutor program, with involvement in the College Band
- The Agricultural and Environmental Group
- Opportunities for participation in community leadership programs such as Lithgow Youth Council
- Many opportunities for involvement in social justice activities
- Involvement in the Catholic Schools Debating Association's public speaking and debating

competitions

## VET PROGRAMMES

Name of Programme	% of Year 12 involved	% attaining certificate or VET qualification
<b>Community Services</b>	<b>10</b>	<b>100</b>
<b>Construction</b>	<b>5</b>	<b>100</b>
<b>Hospitality Operations</b>	<b>14</b>	<b>100</b>
<b>Human Services</b>	<b>10</b>	<b>100</b>
<b>Metals and Engineering</b>	<b>14</b>	<b>100</b>

## Student Performance in National Assessment Program in Literacy and Numeracy (NAPLAN)

### Literacy and Numeracy

Students in Years 7 and 9 around Australia sat the NAPLAN Tests in May 2013. Individual student reports were provided in September 2013.

The test results provide information about student achievements in literacy and numeracy.

## YEAR 7

Reading	State Mean	Bathurst Diocese Mean	School Mean
2010	549.3	555.2	528.2
2011	544.2	554.8	532.9
2012	546.7	549.0	534.3
2013	544.5	546.3	525.8

Writing	State Mean	Bathurst Diocese Mean	School Mean
2010	533.1	539.4	520.4
2011	527.8	536.8	520.3
2012	521.1	523.8	516.7
2013	516.9	522.0	509.4

Numeracy	State Mean	Bathurst Diocese Mean	School Mean
2010	551.9	549.7	517.2
2011	550.4	549.9	514.7
2012	545.6	537.8	526.4
2013	549.5	545.4	524.2

## YEAR 9

Reading	State Mean	Bathurst Diocese Mean	School Mean
2010	579.6	583.6	569.6
2011	584.4	594.1	568.1
2012	579.5	580.6	554.8
2013	585.6	592.8	574.2

Writing	State Mean	Bathurst Diocese Mean	School Mean
2010	566.3	584.7	555.3
2011	564.7	578.6	563.4
2012	557.6	564.3	530.1
2013	554.2	572.4	568.6

Numeracy	State Mean	Bathurst Diocese Mean	School Mean
2010	594.2	588.7	567.9
2011	592.3	597.6	566.1
2012	594.8	586.1	544.1
2013	596.0	595.0	573.8

The Years 7 and 9 cohorts achieved results that were just below state average. However, there was no discernable difference as a group between us and the state averages. As the size of our cohorts is small, a couple of students can influence these figures dramatically. However, in the vast majority of cases (over 90%), growth in both literacy and numeracy occurred between the Year 5 and 7 results. The same pattern emerged from the Year 7 to 9 cohorts. The vast majority of students performed above the minimum standards.

**National Minimum Standards:** In 2008 the Commonwealth Government set minimum acceptable standards for Reading, Writing, Spelling and Punctuation and Numeracy for each grade tested through NAPLAN. These are referred to as 'national minimum standards' and replace the 'national benchmarks.' The percentage of students at La Salle achieving the national minimum standard is reported below.

**Band Distribution (%) Year 7**

	Band	4(-)	5	6	7	8	9(+)	%at/above National Minimum
<b>Reading</b>	School	5	14	33	33	12	3	93
	Diocese	3	11	26	32	22	7	97
	State	5	14	25	25	20	11	95
<b>Writing</b>	School	8	24	27	23	15	3	90
	Diocese	4	19	31	28	15	3	96
	State	9	21	28	22	15	6	91
<b>Spelling</b>	School	5	11	15	42	26	2	93
	Diocese	4	8	19	38	24	8	96
	State	5	8	19	30	24	13	95
<b>Grammar &amp; Punctuation</b>	School	11	6	21	33	27	2	87
	Diocese	6	10	22	29	22	11	94
	State	10	13	20	22	19	15	90
<b>Numeracy</b>	School	3	19	37	25	12	5	94
	Diocese	2	11	29	32	19	8	98
	State	3	16	25	25	16	15	97

**Band Distribution (%) Year 9**

	Band	5	6	7	8	9	10	%at/above National Minimum
<b>Reading</b>	School	3	23	27	31	15	2	90
	Diocese	3	12	30	28	22	5	97
	State	5	17	27	27	19	6	95
<b>Writing</b>	School	15	10	33	20	15	8	85
	Diocese	11	19	24	23	13	9	89
	State	18	19	21	23	11	8	82
<b>Spelling</b>	School	7	12	28	41	10	3	93
	Diocese	4	9	28	34	14	10	96
	State	6	11	27	32	15	10	94
<b>Grammar &amp; Punctuation</b>	School	11	16	28	23	15	5	87
	Diocese	8	15	26	26	15	10	92
	State	11	15	29	23	12	10	89
<b>Numeracy</b>	School	8	21	33	25	10	7	95
	Diocese	4	13	30	28	15	11	96
	State	8	17	24	20	14	16	92

With few exceptions the students performed to the ‘national minimum standards’. All students, regardless of academic ability are encouraged to sit for these assessments. As the cohorts are small, a small number of students can affect the overall performance of the group. It was significant to note that the students in years 7 and 9 who are in our extension classes performed well above state averages. The overall growth rate from Years 7 to 9 was satisfactory. These patterns of results have been consistent over the last few years. However, we are targeting, as one of our curriculum aims, an increase in this growth rate from 2013, particularly those students who are close to being at proficiency. We are constantly looking for ways to improve our Literacy and Numeracy standards. To cater for those students who did not reach the benchmark we have developed a comprehensive program in both areas to assist them in reaching the standards by the time they complete their Stage 5 education. This program includes specialized tuition for those students in need as well as the current programs on offer in both these areas.

## Record of Student Achievement (RoSA)

In 2011 the NSW Minister announced that School certificate results would not continue beyond that year. From 2012 eligible students who leave school before receiving their Higher School certificate will receive the NSW Record of Student Achievement (RoSA). The RoSA has been designed to provide grades for all stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. Eligible students are able to apply for the RoSA when leaving school. In 2013 15 students requested and were awarded a RoSA.

## Higher School Certificate

### Percentage of students who achieved results in the band ranges 4 to 6 in Board Developed Courses and VET Courses

Subject	2012		2013	
	La Salle	State	La Salle	State
Agriculture	0	46	N/A	N/A
Ancient History	11	54	30	61
Biology	80	63	60	67
Business Studies	60	67	33	65
Chemistry	0	71	100	73
Construction	100	34	33	40
Drama	86	82	69	84
English (Standard)	50	51	18	34
English (Advanced)	71	89	86	86
English Extension 1	100	98	100	98
English Extension 2	100	98	100	97
Geography	100	66	50	65
History Extension	67	95	100	74
Hospitality	40	66	89	65
Human Services	100	74	100	62
Industrial Technology	78	62	60	70
Information Processes and Technology	67	61	40	67

Legal Studies	33	58	63	70
General Mathematics	15	51	73	42
Mathematics	25	87	0	76
Mathematics Extension 1	50	98	N/A	N/A
Mathematics Extension 2	N/A	N/A	N/A	N/A
Metals & Engineering	100	34	0	35
Modern History	100	90	N/A	N/A
Music 1	N/A	N/A	100	89
Music 2	N/A	N/A	N/A	N/A
Music Extension	N/A	N/A	N/A	N/A
Personal Development, Health, Physical Education	0	63	33	59
Physics	33	67	0	66
Software Design & Development	0	57	20	65
Studies of Religion (1unit)	45	72	0	77
Studies of Religion (2unit)	29	72	58	75
Visual Arts	100	88	100	88

## **Overall Trends**

Our Year 12 results from last years HSC were sound. Of particular note were the consistent high bands (100% of the candidature) gained in Chemistry, English Extension 1, English Extension 2, History Extension, Human Services and Visual Arts. Also strong performances were delivered by Biology, Drama, Advanced English, General Mathematics, Hospitality, Legal Studies and Studies of Religion II. Four students were also recognized at the Diocesan level for academic excellence and also made the Board of Studies Academic Achievers List in the subjects of Extension II English, General Mathematics, Music I, Studies of Religion II.

As a group over all students who applied for university gained entry which represented 70% of the total cohort. This was an increase of 12% from 2012. 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.

We are continually striving to improve our HSC results and in 2014 we will make some significant changes to our method of delivery. The main aims are to implement programmes that will decrease the number of bands 1 to 3 and get these students into the band 4 and beyond level. This will be accomplished by our deeper analysis of RAP and other external tests, changing the structure of the day, completing our Motivated Minds project to improve students engagement and introduction of iPad technology for all years.

## **Professional Learning and Teaching Standards**

### **Professional Learning**

In 2013, staff undertook courses/in-services including the following:

- Religious Education
- Curriculum specialties
- The use of technology, exploring avenues such as development of diaries, Moodle, Démodé and Drop box
- Development of pedagogy
- Development of new curriculums in years 7 to 10 in the subjects of English, Science, Mathematics,

## History and Geography

- Working with adolescents
- Leadership education
- Special education.
- Education Law and Industrial Relations
- Technology issues such as Cyber bullying and developing strategies under the banner of Cyber safety.
- Mathematics Specialties
- Science Specialties
- Pastoral specialities
- Gifted and Talented
- Health Initiatives
- HSC Marking
- NAPLAN

The whole staff furthered their professional learning through, KLA meetings (minimum of 2 per term) and staff meetings (3 per term). Many teachers also availed themselves to join committees such as Curriculum, Pastoral Care, Executive, Literacy and Information Technology and many after-school meetings, which addressed the following topics among others:

- Child protection
- Occupational Health and Safety
- First Aid
- Teaching and Learning initiatives in each KLA
- Staff development involving Technology training
- New Behavioural Management Policy evaluation
- Student Diary development via an electronic Diary
- NAPLAN Analysis. We also work closely with our 2 main feeder schools in regards to the Year 7 testing
- Development of our School Strategic Plan 2013 to 2017
- Development of the Annual School Plan 2014

Professional Development for teachers equates to a total of 126 days per annum. The average rate of professional development outside school was 4.2 days per teacher.

## **Teacher Standards**

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

<b>Teacher Qualifications</b>	<b>Number of Teachers</b>
1. Those having formal qualifications from a recognized higher education institution or equivalent.	32
2. Those having graduate qualifications but not a formal teaching qualification from a recognized higher education institution or equivalent.	0
3. Those not having qualifications described in 1 or 2 but have relevant successful teaching experience or appropriate relevant knowledge.	0

\* A number of teachers have post graduate tertiary qualifications or are studying for same in the fields of Education, Religious Education, and Law and VET training.

## TEACHER ATTENDANCE AND RETENTION RATES

The average teacher retention rate for 2013 was %.

The Teacher Attendance Rate in 2013 was %

### Workforce Composition

<b>Teaching Staff</b>	<b>Number</b>	<b>Ancillary Staff</b>	<b>Number</b>
Principal	1	Secretary	2
Assistant Principal	1	Bursar	1
Religious Education Coordinator	1	Ground Staff	2
<b>KLA Coordinators/Supervisors</b>		Literacy/Integration Aides	3
Mathematics	1	Assistant Librarian	1
English	1		
H.S.I.E.	1		
Science	1		
T.A.S.	1		
Information Technology	1		
P.D.H.P.E./Sport	1		
Visual Arts	1		
Music	1		
Special Education	1		
Information Technology	1		
<b>Pastoral Coordinators</b>			
Stage 4	1		
Stage 5	1		
Stage 6	1		
General Teaching Staff	16		

## School Policies

### Welfare & Discipline Policies

- \* Anti-Bullying Policy
- \* Student Welfare & Management Policy
- \* Policies are to be found in
  - Year 7 Enrolment Folio
  - Parent Handbook
  - Summary in Student Diary
  - Staff Handbook & Policies
- \* The School works closely with Police Youth Liaison Officers (Chifley Command) in meetings with Students, Parents and Principal for serious offences.
- \* Parents may sight any of these documents at any time by negotiation. Each family issued with a Parents' Handbook.

### Complaints & Grievances

- \* (Students/Parents) Appeals Process is in **Behaviour Management Policy**.  
Extract contained in Parents' Handbook
- \* **Procedures Involving Complaints** contained in **Student Management & Welfare Policy** and in the **Parents' Handbook**

Our Discipline Policy is contained within our Behaviour Policy. The policy is directed towards the ideals of procedural fairness and is intrinsically linked to our pastoral care initiatives. Corporal punishment is expressly prohibited at La Salle. We do not sanction administration of corporal punishment by school persons, including parents, to enforce discipline in the school.

The full text of the Welfare and Discipline and the Complaints and Grievance policies may be accessed via the La Salle website or in the Parent Handbook. No changes were made to the policies in 2013. However, they are reviewed each year.

### Pastoral Care

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 work collaboratively within these processes to ensure the spiritual, physical, emotional and psychological wellbeing of the La Salle community. We aim to give our students a sound support base – to create for them a place that is safe, secure and special. We also intend to provide them with opportunity and direction - to invest within our students the attitudes, values and skills necessary to be competitive and confident in a competitive world.

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. In such an environment, students can learn by developing a positive attitude towards Academy life. La Salle seeks to build a sense of individual worth and pride in each student whilst creating a level of confidence in the skills, which will make them successful lifelong learners.

The ultimate aim of the Pastoral Care policy and practice is to enable each student to reach his/her full potential. The Academy creates for the students a safe and happy learning environment, where positive attitudes are fostered. Each member of the staff becomes a valued presence to the students – a presence that supports and cares for each person in our school community. Each teacher can provide a role model for the students – a model of a mature adult, listening, reconciling, compassionate, guiding and inspiring.

Our aims are simple

- We want a safe, secure and welcoming school in which everyone is treated with dignity and respect.
- We do not want bullying. This means that no one should be hurt, threatened, frightened or harassed either physically or verbally.
- Intimidation, exclusion, being sworn at, humiliation, stand over tactics, gossip, name calling, teasing, stealing, pushing and fighting have no place in our school.
- We want everyone - teachers, students and parents - to deal with bullying, which may involve reporting incidents, whether they are victims or witnesses.
- We want to ensure anyone can protest against bullying and find support from all sections of the school.

Pastoral care and students' welfare are the responsibility of every member of staff, who works collegially to develop a strong community spirit inspired by the Gospel values as outlined in our Mission Statement.

### **Pastoral Care Programs**

Respect for oneself and for others underpins La Salle's Pastoral Policy. In order to achieve this, a comprehensive Pastoral Care system is in existence. This seeks to encourage the positive efforts made by students in the many areas of school life and endeavors to discourage those aspects of behaviour which may negatively affect the right of others. The Academy prides itself on the Pastoral programs, counselling and learning support initiatives, which are supported by a strong welfare/discipline policy.

In summary, there are a number of aspects to the Pastoral Care Policy:

1. Students are arranged into Year Groups, each with a Stage Co-coordinator whose primary concern is the pastoral welfare and progress (Academic, Social and Spiritual) of the students in that year. The Year Co-coordinator rewards positive behaviour and discourages misbehavior of the students. The students in each year group also meet daily with their Homeroom teachers. The Stage Co-coordinators keep regular contact with parents and work closely with the Homeroom team.

2. Homeroom groups are Vertically Streamed and meet each morning. The Homeroom groups Each Year Team has developed a Pastoral Program specific to that year. The induction and interaction of students of various ages is seen as very important. Senior Students are given the opportunity to care for and help younger students; they in turn, get to know and relate to the senior students in a friendly and supportive atmosphere; they have an older peer to relate to at school. This interrelationship helps provide a positive spirit throughout La Salle.

3. All students can expect to receive positive reinforcement whilst at La Salle. We have devised an extensive merit certificate policy which rewards academic/co- curricular excellence and positive social behaviour. The acquisition of merit certificates is a formal acknowledgement by staff highlighting the importance of respect for oneself and others and to build the sense of individual worth in students. Major achievements are awarded at school assemblies. Principal's award recipients also attend morning tea with their parents and the Principal.

4. Any behaviour that causes distress to others and prevents other students from learning or staff from fulfilling this goal is actively discouraged. The rule is simple:

**Teachers are here to Teach and Students are here to learn.**

Sanctions are imposed on students who continually engage in behaviors that disrupt other students' learnings or prevent teachers from teaching. The aim is fostering self-discipline in these students. Sanctions include time-out, detention after school hours (including Saturday morning), and, if the unacceptable behaviour continues, internal and external suspension. Particular attention is paid to bullying. The Academy's anti bullying policy allows for active intervention to occur where the problem is notified and the causes of the problem are identified and addressed. Parents and students are encouraged to report any bullying behaviour immediately to the Principal. Our foundation policy is "Hands Off". Any sanctions/consequences imposed are a reminder of the rights of others and the consequent responsibilities of the student to respect their rights. It is expected that they will lead to students acquiring self-discipline, in preparation for life.

5. Partnership in education is the key to success. Parents can expect that staff will readily contact them about positive and negative aspects of their son's/daughter's holistic education. This contact may be via letter, telephone or in the student's diary. Parents are encouraged to contact staff to discuss any concerns over their son/daughter.

6. La Salle's discipline code reflects student numbers. Because we are a medium size school the Principal and Assistant Principal are able to take an active role in Pastoral Care matters to help secure a safe environment.

7. The great majority of staff are members of Pastoral Care teams. Teachers working with the Pastoral Year Co-coordinator support the ongoing pastoral needs of students in the various year groups. Year Co-coordinators liaise with parents and teachers to overcome problems. Special guidance is offered by a part-time Counselor. More serious problems may be addressed and resolved by referral to specialist advisors.

## **Pastoral Initiatives at La Salle**

- La Salle operates a Maths help centre in the Library once a week to assist students who may need assistance in their Numeracy studies.
- Drop everything and Read (D.E.A.R) is a Literacy program to assist all students further develop their reading skills. A mentor reading program involving junior students with senior students also supports students with reading difficulties.
- Curriculum is designed to meet the interests and abilities of individual students. Students with special needs are assisted through the Special Education Program in the junior school involving one to one assistance in literacy and numeracy by Teachers' Aides in a number of classes.
- Gifted and Talented Program which provides those students with above average talents in any field to have the opportunities to excel in their chosen area.
- House groups
- Year assemblies
- Peer Support Program: Year 10 students undergo a training program in Year 9 and use these skills to help Year 7 students the next year to fit into La Salle. This program takes place in term 1.
- 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
- Years 7 and 9 have overnight camps for social and spiritual activities.
- Year 8 has an outdoor excursion aimed at building self-esteem
- Year 12 has a three day Retreat
- Years 7 to 10 have Reflection days based on spiritual themes.
- An active Student Leadership team allows students to develop leadership skills.

## **School Determined Improvement and Targets**

### **Achievements 2013**

#### *Catholic Life and RE*

- Examination of reflection days and group activities has been successful. This has been a di
- An active Student Leadership team allows students to develop leadership skills.
- House system has been improved. This will be an ongoing process
- Vertical streaming of homerooms for administration period has been successful
- Diocesan RE programme has been fully implemented
- The development of a chapel which will be commissioned in 2014

#### *Learning and Teaching*

- Evaluate ways of increasing student engagement in all areas of school life. We have embarked on a journey of improving student engagement in conjunction with Charles Sturt University called the Motivated Minds project
- Our iPad trials in years 7 and 11 during term 3 has proven successful. We will introduce iPad technology to all cohorts in 2014

- We have worked towards the completion of our e-Smart journey with the Madeline and Alannah Foundation.
- Curriculum focus towards improving our analysis of data from NAPLAN and Higher School Certificate analysis
- We have embarked on the Quicksmart programme in conjunction with New England University.
- Our retention rates from stage 5 into stage 6 have now reached over 90%.
- Some inservicing of the use of Dibble data to improve the literacy skills of the years 7 to 9 students.
- Attention will be towards a full school approach.
- We have continued with our acceleration and VET programmes Our first year 11 cohort sat for 2 units in the 2013 HSC
- We have been given an Indigenous Persons Coordinator to provide more opportunities for our indigenous students. This has improved the retention rates in stage 6
- Continuation of our Digital Responsibility classes for 2 periods per cycle

### *Leadership for School Improvement*

- Introduction of Quality Catholic Education project as a means to evaluate school progress
- Examine the effectiveness of the roles of executive and middle management in light of developing a new structure for the new programme entitled Professional Learning Community
- All executives assessed received the full 4 year contracts
- Continuance of School Counsellor who is employed 3 days per week
- Completion our ICT strategic plan of 2010-2013 and develop a further plan to encompass 2014 to 2016.
- Installation of new technologies programme has seen incorporate interactive data projectors into the majority of learning spaces
- Continue to implement Numeracy and Literacy initiatives
- Development of a strategic plan for 2013 to 2017
- Child Protection policy has been written which will complement the CEO guidelines using the law firm of Emil Ford
- IT User Agreement has been completed using the law firm of Emil Ford
- Merit/Demerit system has been further improved
- Financial module has been evaluated for our Administration system and will be operational in 2014

### *Strategic Resourcing*

- Revamp of our new IT Network has been substantially achieved
- Construction of our Multi Purpose Hall, Elevator and Chapel has been substantially achieved
- Creation of the position of an IT Network Manager's Assistant
- Stage 2 of the Learning Centre project has been postponed until 2014

## **Changes/Updates in School Plan**

\* A new school plan will be developed for the period 2013 to 2017.

We will:

- Review and implement computer needs for ICT strategies in curriculum across the school. Increase our number of Interactive Data Projectors and other technologies
- Implement Numeracy and Literacy initiatives via NAPLAN Data
- Evaluation of House system as a means to instill more school pride and increase student engagement
- Continuation of maintenance issues from the School Appraisal Report
- Behaviour and Management policy to be evaluated via Emil Ford
- Merit/Demerit system to be evaluated
- Curriculum focus towards improving our analysis of data from NAPLAN , School Certificate and Higher School Certificate results to enable La Salle to create new literacy and numeracy initiatives. The focus of attention will be towards a full school approach.
- Financial package to be evaluated
- Indigenous Education initiatives to be developed across the curriculum in all Key Learning Areas with an emphasis on Indigenous languages.
- Further develop and implement policies and protocols regarding cyber bullying, computer teaching strategies
- Involvement in the Quality Teaching Initiative as a means to further improve our quality of learning and teaching.

## **Goals for Forthcoming Year**

### *Catholic Life and RE*

- Focus on Faith Development Programs for staff via staff retreats and a change in prayer structure at briefings
- Student Leaders and Staff Pastoral Team to continue to develop the La Salle House System
- Examine reflection days and group activities to strengthen students' faith journey
- 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
- Commissioning of Chapel and opening of the Bishop Patrick Dougherty Hall
- Continue to establish links with the de La Salle Brothers

### *Learning and Teaching targets*

- Evaluate ways of increasing student engagement in all areas of school life. Initiatives to include the Motivated Minds project, programmes to promoting greater involvement of teachers and students in the religious life of the school, and the implementation of the Professional learning Community initiative.
- We will conclude our complete our e-Smart journey with the Madeline and Alannah Foundation.
- Curriculum focus towards improving our analysis of data from NAPLAN , School Certificate and Higher School Certificate results to enable La Salle to create new literacy and numeracy initiatives. We will engage in the QuickSmart programme which is aligned with UNE. We will also investigate methods of using the Dibble data to improve the literacy skills of the years 7 to 9 students. The focus of attention will be towards a full school approach.
- In light of our analysis we will create Extension classes in Literacy for Year 7, Numeracy in Year 8 and Literacy in Years 9 and 10 for 2014

- We will evaluate Certificate I courses in Construction and Hospitality that now commence for our Year 10 cohort
- Further develop a study skills programme for all years.
- In light of the above points we will continue to offer acceleration programmes to our Year 10 students particularly the Studies of Religion 2 unit course.
- Involvement in the Quality Teaching Initiative and the Quality Catholic Education programme as a means to further improve our quality of learning and teaching.
- Indigenous Education initiatives to be further developed across the curriculum in all Key Learning Areas with an emphasis on Indigenous languages.
- Employ another AEW so as to enable indigenous students to have access to programmes 5 days per week.
- Continue with the Charles Sturt University Early Entry Programmes.
- Following our completion of the iPad trials in 2013 with the Year 7 and 11 cohorts in term 2 we will undergo a full implementation in 2014
- Evaluation of our Years 8 to 10 of a Digital Responsibility course which is running at 2 ppw
- With the introduction of the SAS system we will develop a new system for entry and exiting of students.
- A complete evaluation of the current structure of our day with a view to introduce 60 minute periods in 2015.

#### *Leadership for School Improvement targets (eg policy development)*

- Financial Manager to be employed who is proficient with the SAS programme
- Complete our ICT strategic plan of 2010-2013 and develop a further plan to encompass 2014 to 2016.
- In light of new technologies becoming available we will complete the interactive data projectors into all rooms
- Continue to implement Numeracy and Literacy initiatives
- Development of a strategic plan for 2015
- Behaviour and Management policy to be further evaluated
- Child Protection policy to be introduced which will complement the CEO guidelines using the law firm of Emil Ford
- New IT User Agreement to be introduced
- Pastoral Committee to evaluate further ways of engaging our school leaders
- Curriculum Committee to evaluate structure of the day which will be ready for implementation in 2015.
- Employ a full time IT Network technician
- Introduce SAS to complement our existing Administration system
- Investigate the development of an APP's policy.
- Revamp our student entry and exit procedures in light of our new IT network

#### *Strategic Resourcing (eg building projects)*

- Stage 2 of the Learning Centre upgrade to be completed
- Construction of an elevator for our Learning Centre
- Construction of a Multi Purpose Hall
- Chapel to be commissioned
- Completion of our IT Network so as to become fully Wi-Fi
- IT person to be added to staff on a full time basis
- Financial Manager with SAS skills to be employed

## Comment About Goals

- The goals as set out in our 2013 plan have been substantially achieved. In 2013 we have been able to near completion of our Multi Purpose Hall which will further enhance our ability to promote initiatives such as Drama Performances, Concert nights, assemblies, masses to name but a few.
  - Our acceleration programmes continue and have proven very successful for the Studies of Religion II has commenced with 3 students qualifying for the programme.
- for our new Hall have been submitted to Lithgow Council and also the tendering process is nearing completion. Work is expected to commence early in 2013.
- We have been granted permission to install an elevator by the CDBGGA and this job will be commenced in conjunction with the Hall. Work is expected to be completed by mid 2013.
  - IT initiatives have provided La Salle with the scope to increase our technology base further into classrooms. We have leased \$131000 in interactive data projectors and iPad and Tablet technologies along with a new server system. We will introduce the iPad and Tablet technologies in early 2013 on a trial basis.
  - Our refurbishment programme has nearly been completed with works completed for the new Learning Centre; our Senior Artroom and the Music centre which will be incorporated into a Creative Arts block. Work on our Chapel will be completed mid 2013.
  - The evaluation of the role of our School Counsellor has been completed and we will increase her hours in 2012 to three days per week.
  - The introduction of encompassing our House system into all facets of school life has been substantially achieved and should be ready for full implementation in 2013.
  - Teaching and Learning goals were the main focus of our attention and the Literacy/Numeracy and Gifted and Talented goals have been implemented. We will continue to focus these goals into differentiation of tasks and critical thinking initiatives.

## **Initiatives Promoting Respect and Responsibility**

La Salle prides itself on promoting respect and responsibility. This is brought about mainly by the ethos and climate of the Academy created by the staff and the students. We have developed specific programs to promote these ideals. These include:

- \* Our Year 6 into 7 transition programme. Specific features of this include inviting the Year 6 students to participate in activities relating to Science, Agriculture, Visual Arts, Drama, English and Mathematics.
- Students are encouraged to be involved in all liturgies and reflection days
- The La Sallian tradition is based on respect and responsibility for ourselves and others.
- Our Year 10 students are trained in Year 9 to act as mentors for the new Year 7 students. The peer support leaders also go on camp with the Year 7 in March of each year
- Students and staff are active participants in the various fundraising activities held throughout the year
- We participate in the ANZAC celebration in the Mountains, Lithgow, Wallerawang, Portland and Rydal
- Our Behaviour and Management policy is based on respect and responsibility
- Our Hands Off policy promotes the ideal of students coming to compromise with each other.
- Assemblies, both whole school and year, promote the good things students undertake in all spheres of school life. Students are encouraged to be active participants in extra curricular activities.
- Our staff actively promotes the ethos of students giving their best, particularly in the classroom. This will be further enhanced in 2014 when we undertake a project, in conjunction with Charles Sturt University, entitled Motivated Minds which is aimed at enhancing the quality of teaching and learning.
- We participate in our community activities such as St Vincent de Paul which involves not only raising funds but going out to deliver Xmas hampers; Salvation Army collection, Biggest Morning Tea, Daffodil Day, Shave a Head for a Cure; singing at the old people's homes throughout the year.
- The Lithgow Show provides our Agriculture club in particular with opportunities to look after the animals for the 2 days, parade and show cattle, mix with the public. Students and staff also gain an

opportunity to show their work in the fields of Technology and Visual Arts.

All of the above is aimed at instilling in students a work ethic and values system based on excellence through active participation.

### **Parent, Teacher and Student 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.

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. 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.

## Financial Information

Catholic Schools are accountable for all monies received. Each year, the Catholic Education Office, Bathurst submits to the Commonwealth Government a financial statement on behalf of the 33 primary, central and secondary schools. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually.

