## ANNUAL REPORT TO THE COMMUNITY CONTENTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>About this Report</td>
<td>1</td>
</tr>
<tr>
<td>Principal’s Message</td>
<td>2</td>
</tr>
<tr>
<td>Parent Representative Message</td>
<td>2</td>
</tr>
<tr>
<td>Student Representative Message</td>
<td>2</td>
</tr>
<tr>
<td>School Features</td>
<td>2</td>
</tr>
<tr>
<td>Catholic Life and Religious Education</td>
<td>3</td>
</tr>
<tr>
<td>School Curriculum</td>
<td>4</td>
</tr>
<tr>
<td>Student Performance in Statewide Tests and Examinitions</td>
<td>5</td>
</tr>
<tr>
<td>- Includes National Benchmarks and Comparative performance over time</td>
<td>6</td>
</tr>
<tr>
<td>Professional Learning and Teacher Standards</td>
<td>9</td>
</tr>
<tr>
<td>Teacher Attendance and Retention</td>
<td>10</td>
</tr>
<tr>
<td>Student Attendance and Retention</td>
<td>10</td>
</tr>
<tr>
<td>Post School Destinations</td>
<td>11</td>
</tr>
<tr>
<td>Enrolment Policies and Profiles</td>
<td>11</td>
</tr>
<tr>
<td>School Policies</td>
<td>12</td>
</tr>
<tr>
<td>School Determined Improvement Targets</td>
<td>13</td>
</tr>
<tr>
<td>Initiatives Promoting Respect and Responsibility</td>
<td>14</td>
</tr>
<tr>
<td>Parent, Student and Teacher Satisfaction</td>
<td>15</td>
</tr>
<tr>
<td>Summary Financial Information</td>
<td>16</td>
</tr>
</tbody>
</table>
ABOUT THIS REPORT

Good Samaritan Catholic College is registered by the Board of Studies (NSW) and managed by the Catholic Education Office, Sydney, the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report to the School Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

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

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Sydney. This Report has been approved by the CEO, Sydney in consultation with the Regional Consultant who monitors that the school has in place appropriate processes to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters, yearbooks and other regular communications. The report will be available on the school’s website by 30 June 2007 following its submission to the Board of Studies.

The contents of this report will be discussed at the Parent Consultation Group Meeting held during term 1, 2007.

Further information about the school or this report may be obtained by contacting the school on 9825 9955 or by visiting the website at www.goodsamaritan.nsw.edu.au.

PRINCIPAL: JOHN LO CASCIO

28TH FEBRUARY 2007

DATE
PRINCIPAL’S MESSAGE
Throughout 2006 the College has continued its commitment to provide the best possible Catholic education for the young men and women in our care. The achievements outlined in this report are a reflection of the dedication of many people. The report highlights the many successes of 2006 while posing challenges for future years. I thank each member of the Good Samaritan staff for their contribution to the college in 2006.

PARENT REPRESENTATIVE MESSAGE
2006 has been a significant year in the life of Good Samaritan College. A year that has seen a strong partnership with parents consolidated. Parents note the strong Pastoral commitment of staff towards students and are appreciative of the efforts made by them to ensure that students continually strive to do their best. Staff have listened to the parent body and been prepared to make changes for the benefit of students.

STUDENT REPRESENTATIVE MESSAGE
In 2006, our College theme was “Let Your Light Shine”, it gave all members of our school community, opportunities to stand up and use their talents. Religiously, students were actively involved in outreach programs, camps and liturgies. Academically, as well as socially and through sport, students have excelled or tried to do their best. Students were also involved in Leadership afternoons and the Social Justice Group, which allowed students to have positive experiences at different times throughout the year.

SCHOOL FEATURES
Good Samaritan Catholic College is a co-educational College in south western Sydney. The College has continued its rapid growth since opening in 1999, with the student population rising to 954 students in 2006. The College has also expanded in the physical sense with the building program being completed in Term 2, 2006. The completion of the building program was celebrated with the Official Blessing and Opening of the buildings which took place on Good Samaritan Day at the end of Term 3. The conclusion of the building program completed facilities which gives the College a modern performing arts centre and 12 new general learning areas. Six of the new classrooms are air conditioned which has also added to the comfort of students in that area. The College has also made a concerted effort to increase security during 2006 with a fence being erected around the College perimeter in order to keep intruders out and increase student safety.

In order to enhance student learning the College introduced discrete class groupings in Year 2. There have also been a number of team teaching initiatives and collaborative planning to...
meet the needs of students. This has occurred with frequency in the Maths and English faculties and intermittently in other faculties.

Exposure of students to a broad range of experiences was evidenced through College extra-curricular involvement. Students were involved in the South Western Schools Debating Competition for the first time in 2006 with winning results in 2 divisions.

The College was also involved in the CBSA and CSSA sporting competitions and achieved success in both. The boys’ teams reached the finals in a number of sports, winning the Year 10 Open Basketball and Year 10 Open Soccer competitions. The Girls’ representative teams were also most successful with the Intermediate and Senior Soccer Teams winning their respective competitions. The Girls’ Dance teams also experienced success winning a number of divisions at the SCC Competition.

Finally, the College began the Parent Consultation Committee in 2006. The aim of this group is to increase parent involvement in the College, keeping a representative body of parents informed of developments and changes at Good Samaritan. The group is in its infancy and will be further developed in 2007.

**CATHOLIC LIFE AND RELIGIOUS EDUCATION**

Good Samaritan Catholic College follows the Archdiocesan Religious Education Curriculum and uses the student texts, *To Know, Worship and Love*, as authorised by the Archbishop of Sydney, George Cardinal Pell. In 2006 the Year 11 program was revised in relation to the new syllabus and this revision will continue in Year 12 for 2007.

The College places great importance on Catholic values and to this end a Stage 4 and 5 curriculum map was developed in 2006. The aim of this development is to ensure that the emphasis on Catholic values will be prominent in teaching programs.

The formation of a liturgy committee promoted and enhanced the liturgical and prayer life of the College and the various annual celebrations such as: The Opening School Mass, Good Samaritan Day, First Friday Masses, Mothers’ Day Mass, Graduation Masses, Ash Wednesday, Holy Thursday and Easter. Prayer was prominent in the life of the College and was undertaken daily at formal meetings, gatherings, school and year assemblies, as well as during class time.

A renewed focus on prayer and the purchase of religious iconography and resources also enhanced the understanding of prayer and prayer life of the College. In addition, staff and students had opportunities to attend Eucharistic celebrations and reconciliation at various times during 2006.
Retreat programs were conducted with the staff and students in Years 7 to 11. These experiences helped to promote the spiritual development of all involved.

The various Religious Education and Pastoral Care programs had a focus on issues which assist with the development of individual and communal relationships, with an emphasis on values which fostered the development of Christian spirituality.

In a practical sense, students reflected their Christianity through peace and justice initiatives such as: The Caritas Appeal, The St Vincent De Paul Can Drive and Winter Appeal, Christmas Hampers, the Year 12 Outreach, the Year 10 Retreat related to Social Justice, ‘Rocking for Rights’ and ‘Jamming for Justice’ lunchtime concerts, staff and students’ in-service days with a focus on global and local social justice issues, Good Samaritan Day Charity stalls and the continued development of the College Social Justice Group.

During 2006 the College was involved in the broader life of the Church through World Youth Day initiatives. Every Religious Education Teacher has been in-serviced and given resources in order to promote World Youth Day. The College also supported the Procession of the Blessed Sacrament in Sydney led by Cardinal Pell.

Local pastors have been quite active in the life of the College with their participation in various celebrations, retreats, house and year group Masses, Reconciliation and First Friday Masses. Our pastors are most generous with their time and the College community is certainly grateful for their support.

SCHOOL CURRICULUM

Good Samaritan Catholic College follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) and implements the curriculum requirements for the Catholic Education Office. The curriculum, teaching and learning are informed by the priorities, goals and indicators outlined in the Catholic Schools, Towards 2010 Strategic Leadership and Management Plan. In particular: Key Area 2, (Students and their Learning) and Key Area 3 (Pedagogy). The Staff at our school is committed to continuous improvement of teaching and learning in all facets of the school curriculum.

Good Samaritan Catholic College offers 29 mandated and approved School Certificate Courses and 42 Higher School Certificate Courses. The College offers HSC Extension Courses in History, English and Mathematics.

In order to better meet the needs of our students the College has introduced grouping of students in year 7 according to ability. This broad grouping has allowed for more personalised learning to be delivered to all students. It has also facilitated the delivery of specialist service to students with particular learning needs.
Building on the emphasis given to teaching and learning in previous years, there have been a number of initiatives in this area throughout 2006. A team teaching approach, collaborative planning and modification of programs in some KLA’s, the use of multiple texts in English and independent learning folios in PDHPE have all contributed to deliver quality education aimed at improving the learning outcomes of all students. The Learning Support team has been an integral part of many of these initiatives offering teachers the support they need to be confident and competent in dealing with students who have special learning needs.

An intensive reading program was again offered to targeted students in Year 7 and 8. Pre and post test data revealed significant improvement in the literacy of students who participated fully in the program.

Involvement in the CEO “Years 5-8 Mathematics Project” was another enterprise that developed the proficiency of staff in understanding student learning in the area of Mathematics.

The insights gained from the “Success for Boys” project which staff engaged in this year will be used to enhance student learning in 2007 and future years.

The College used a variety of assessment strategies at key points in the learning framework. A database has been developed for students in Years 7-9 which provides staff with important academic information about their students so that they can have the best possible knowledge about the diverse learning needs and so develop appropriately differentiated curriculums.

This year pre testing was carried out on incoming Year 7 students so that literacy and numeracy needs could be identified and interventions planned from the beginning of 2007.

In keeping with the College’s promotion of the development of the whole person, participation in co-curricular activities is encouraged. Students have participated in various academic and performing arts competitions which have seen our students demonstrate their talents and abilities beyond the classroom.

**STUDENT PERFORMANCE IN STATEWIDE TESTS**

**ELLA and SNAP**

Students in NSW sat the English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Program (SNAP) in March this year.

The test results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs. Additionally, the results can be used by schools to monitor literacy and numeracy development through time.
The Commonwealth Government sets minimum acceptable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks. The performance of the students in our school in the Year 7 English Language and Literacy Assessment (ELLA) and in the Year 7 Secondary Numeracy Assessment Program (SNAP) is compared to these benchmarks.

The percentages of students in this school achieving the national benchmarks are reported below.

<table>
<thead>
<tr>
<th></th>
<th>ELLA</th>
<th>SNAP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Language</td>
</tr>
<tr>
<td>School mean (2006)</td>
<td>89.4</td>
<td>89.8</td>
</tr>
<tr>
<td>State mean (2006)</td>
<td>88.9</td>
<td>88.8</td>
</tr>
</tbody>
</table>

An analysis of the ELLA results suggests that achievement levels had improved in 2006, however, there were few areas in any of the strands where students achieved significant scores above the state level. This confirmed the data already collected about the literacy needs of students. Students received explicit intervention in reading, writing and language dependent on individual needs.

Numeracy results indicated the need for intervention with a number of students. These students were placed in groups and received explicit teaching to their deficits. Further intervention with all Year 8 students in 2007 has been discussed with the members of the Mathematics faculty, who are working to ensure that explicit teaching will occur throughout the year to address the numeracy deficits of the cohort.

Opportunities for staff to increase their knowledge of an integrated model of literacy and numeracy have continued to be offered throughout 2006. This has been accomplished through input at staff meetings as well as through work with individual KLA’s and teachers.
been challenged to move from only teaching literacy and numeracy strategies to incorporating explicit teaching of literacy and numeracy into their classroom practice.

### School Certificate results

The percentage of students achieving bands 4, 5 and 6 is reported against state-wide performance in each of the subjects shown. Comparative performance with the 2005 cohort is also shown.

<table>
<thead>
<tr>
<th>% in bands 4, 5, 6</th>
<th>2006</th>
<th>School</th>
<th>State</th>
<th>School</th>
<th>State</th>
<th>School</th>
<th>State</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literacy</td>
<td>70</td>
<td>71</td>
<td>30</td>
<td>41</td>
<td>62</td>
<td>39</td>
<td>52</td>
<td>62</td>
<td>66</td>
</tr>
<tr>
<td>Mathematics</td>
<td>66</td>
<td>67</td>
<td>49</td>
<td>51</td>
<td>69</td>
<td>68</td>
<td>75</td>
<td>63</td>
<td>60</td>
</tr>
<tr>
<td>Science</td>
<td>48</td>
<td>62</td>
<td>48</td>
<td>62</td>
<td>48</td>
<td>62</td>
<td>48</td>
<td>62</td>
<td>48</td>
</tr>
<tr>
<td>Australian History</td>
<td>39</td>
<td>52</td>
<td>39</td>
<td>52</td>
<td>39</td>
<td>52</td>
<td>39</td>
<td>52</td>
<td>39</td>
</tr>
<tr>
<td>Australian Geography</td>
<td>62</td>
<td>66</td>
<td>62</td>
<td>66</td>
<td>62</td>
<td>66</td>
<td>62</td>
<td>66</td>
<td>66</td>
</tr>
</tbody>
</table>

The school certificate results in English literacy reflect an improvement on the ELLA results of 2003. The results display the progress made in literacy, which is evident in the English literacy results. The Mathematics results, however, indicate that there is an obvious challenge in the area of numeracy which was evident in the SNAP results of the 2003 and subsequent cohorts. The College staff has worked in a dedicated fashion to improve the standard of literacy and numeracy in this cohort and this will continue into the future.

### School Certificate Targets for 2007

<table>
<thead>
<tr>
<th>Performance Bands</th>
<th>English Literacy</th>
<th>Mathematics</th>
<th>Science</th>
<th>Australian History</th>
<th>Australian Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bands 4, 5, 6</td>
<td>School Target (2007)</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
</tbody>
</table>

### Higher School Certificate results

The percentage of students achieving bands 4, 5 and 6 is reported against state-wide performance in each of the subjects shown. Comparative performance with the 2005 cohort is also shown.
The Higher School Certificate Results reflected some very good individual performances, however, overall results present some challenges in certain subject areas. As this is only the third group at the College to sit for the Higher School Certificate, it is difficult to draw definitive conclusions in performance trends. A thorough analysis of the HSC results will be undertaken to set future directions. It is evident, however, that continuing emphasis on the literacy and numeracy skills of students is necessary in order to realise a higher level of achievement in the HSC.

**Higher School Certificate Targets for 2007**

<table>
<thead>
<tr>
<th>Performance Bands</th>
<th>Studies of Religion 1</th>
<th>English Standard</th>
<th>English Advanced</th>
<th>General Mathematics</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bands 4, 5, 6</td>
<td>School Target (2007)</td>
<td>78</td>
<td>40</td>
<td>90</td>
<td>40</td>
</tr>
</tbody>
</table>

Targets have been set on the basis of understanding of individual students and the cohort. This understanding is drawn from students’ performance in the School Certificate as well as individual teacher’s understanding of student performance in the Preliminary Higher School Certificate Course. The College is in its infancy in this area, and as a result, targets cannot be based on trends. Consequently teachers’ understanding of individual students and the cohort are the major determinants of the targets.
PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning
During 2006 the College continued to emphasise professional learning. The following professional development opportunities were undertaken by staff:

- Learning Matters and the Learning Frameworks
- Assessment
- Information and Communication Technologies (Maths, English and Technology) and Science (ESSA)
- Occupational Health and Safety
- Chemical Safety
- Resuscitation Techniques
- Student Management and Discipline
- Gifted and Talented Education
- Understanding the SmartBoard
- PEEL
- Mathematics Project Years 5 – 8
- HSIE Literacy Project
- Stage 6 Studies of Religion Curriculum
- Cabri Geometry
- Mathematics Teachers’ Conference
- English Conference
- Social Justice In-service
- Beginning Teachers In-service
- Leaders of The Future In-service

Added to the above there were 21 subject specific professional development days
Teacher Standards
The following table sets out teachers qualifications and the number of teachers on this staff who fall into each of the three categories determined by the Board of Studies:

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>71</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>1</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.</td>
<td>0</td>
</tr>
</tbody>
</table>

TEACHER ATTENDANCE AND RETENTION
The average teacher attendance rate during 2006 was 95.63%. This figure does not include teachers on planned leave.
The Teacher retention rate from 2005 to 2006 was 80.2%. The teacher retention rate was influenced by the number of staff members who took maternity leave in 2006.

STUDENT ATTENDANCE AND RETENTION
Attendance Rates
The average student attendance rate during 2006 was 93.9%.

The College attendance rate was affected by an increase in the number of families taking holidays during the school term. This has been discouraged by the College, however, at times this cannot be avoided. Student attendance, in general is of a high standard and the need for regular attendance is reinforced by the College.

Retention Rates
70% of the 2004 Year 10 Cohort continued into Year 12 2006 and 90% of the 2005 Year 11 cohort continued into Year 12 2006.

The College retention rate reflects the number of students who were able to gain employment prior to the completion of Year 12. The majority of students who left the College, after beginning
the Preliminary HSC, began Year 11 with the understanding that, should alternative options arise, they would be prepared to embrace these opportunities. The College has at all times focussed on the best interests of students, when considering post compulsory school options.

POST SCHOOL DESTINATIONS
At the beginning of 2007 the 2006 HSC student intentions indicated that 63% of the cohort would proceed to tertiary study, 10% of the cohort would undertake apprenticeships, 16% intended to enter the workforce and 9% of students’ destinations were unknown. This compares with 51% entering tertiary study, 19% entering full-time employment and 30% whose destination was unknown in the 2005 HSC cohort.

ENROLMENT POLICIES AND PROFILES
During 2006 the College student population reached 954 which was an increase of approximately 40 students over 2005. The increase in student numbers was accompanied by a corresponding increase in staff at the College. The number of students continues to rise annually as the College approaches an optimum student population figure of approximately 1050.

The student population comprised 726 students in Years 7 to 10 and 228 students in Year 11 and 12. The number of students in the senior years has steadily increased as the number of students in the junior years continue to Year 11.

The College continued to support indigenous students with an educational assistance program. In addition to these indigenous students there are 723 students from language backgrounds other than English enrolled at the College. This represents 76.4% of the student population.

The full text of our college enrolment policies may be accessed via:
- Archdiocesan Enrolment Policy
- Archdiocesan Policy on the Enrolment of Students with Special Needs
- The school website (www.goodsamaritan.nsw.edu.au)
- College Administration Office

There were no changes made to the enrolment policies during the year.
SCHOOL POLICIES

Student Welfare Policy
The College’s Pastoral Care Policy is based on the Archdiocesan Pastoral Care document Pastoral Care of Students in Catholic Schools (2003). The school’s network of pastoral care measures is based on the principles of restorative justice and due process.

The College places great emphasis on Pastoral Care and Student Welfare which was evidenced by:

- The employment of Sr Marj Carroll to support students
- The College counselling program
- The revision of the pastoral care program
- The continued emphasis on an anti-bullying approach across the College
- The promotion of College awards system to acknowledge student achievement and raise self-esteem
- Parent Evenings related to understanding teenagers and teenage stress
- The continuation of the Seasons for Growth program
- The development of a student leadership structure and opportunities for leadership across the College

The full text of the school Student Welfare Policy may be accessed via:

- Archdiocesan Pastoral Care Policy for Catholic Schools (2003)
- College website (www.goodsamaritan.nsw.edu.au)
- College Administration Office

The policy was reviewed during the 2006 school year and changes will be incorporated in 2007.

Discipline Policy
The College bases its Discipline Policy on the document Pastoral Care of Students in Catholic Schools (2003). The policy is based on procedural fairness and is discussed with students on a regular basis. The College Discipline Policy has at its basis the need to promote human dignity and respect for all persons. The policy also incorporates rights and responsibilities and the expectations of students. Students were reminded of the contents of the policy throughout 2006.

The Discipline Policy has a structure which incorporates stages which will lead to behaviour modification and growth for students. Staff were reminded of the need for procedural fairness to be incorporated into all dealings with students.
Corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

The full text of the school Student Discipline Policy may be accessed via the college website. The Student diary also contains relevant aspects of the policy.

During 2006 the policy was evaluated with the following being incorporated:
- The role of the Pastoral Care teacher was re-emphasised with an increased importance on the teachers’ role in supporting students in their pastoral class.
- Student expectations were reviewed in order to promote a common understanding of the expectations.

Complaints and Grievances Resolution Policy
The school has developed a policy on resolving concerns and complaints. This policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment.

The full text of the school Complaints and Grievances Resolution Policy may be accessed via:
- School website (www.goodsamaritan.nsw.edu.au)
- College Administration Office

There were no changes made to this policy during the year.

SCHOOL DETERMINED IMPROVEMENT AND TARGETS
Each year, the College develops an Annual Development Plan comprising priority areas for development, performance indicators and strategies. This is drawn from the school’s Strategic Management Plan and informed by the School Review and Improvement Framework.

Throughout 2006 the College continued the emphasis on teaching and learning. There was a continuation of the “Learning Matters” initiative which began in 2005 and there was also an emphasis on initiatives which would further enhance the learning of students.

Initiatives related to school determined targets were as follows:
- A Transition Program was developed throughout 2006 aimed at facilitating a comprehensive Kindergarten to Year 12 learning continuum. This program involved all KLA coordinators at the College. The culmination of the program was the incorporation of strategies into teaching programs in order to enhance student learning. As part of the program the teachers involved embarked on visits to Primary schools. These visits allowed teachers to develop a greater understanding of student academic expectations and learning on a Kindergarten to Year 12
continuum. This program was enhanced by combined planning meetings. The learnings from the project will be incorporated further over the coming year.

- Assessment and Reporting were also further refined during 2006. The staff of the College were involved in intensive professional development related to the development of understanding of assessment “of” learning and assessment “for” learning. The aim of this project was to develop a common understanding of assessment in order to enhance student performance. The staff were able to develop greater insights into assessment through cross-curricular sharing at staff development days and staff meetings. The insights gained from professional development have enhanced the understanding of assessment across the College.

- The College also undertook a review of reporting in 2006 in order to relate reporting more directly to the assessment process. The College assessment and reporting grades were changed in order to closely align student performance in class to reports, and to create a greater understanding of the report. The response to this report was positive and parents appeared to be satisfied that the report gave a clear understanding of their child’s achievement and academic progress. The College introduced a parent student teacher interview day at the end of the year to provide another opportunity for parents to clarify their understanding of reports.

- Completion of the building program has allowed the College to consolidate learning facilities which ensures that students are able to access ‘state of the art’ facilities designed to maximise learning opportunities.

**INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

The College has emphasised that a sense of respect and responsibility are essential to the development of all people. The importance of respect and responsibility are emphasised through a number of initiatives annually. The College theme in 2006 was “Let Your Light Shine”. At regular intervals throughout 2006 students were reminded that they had a responsibility to strive towards personal excellence and allow their light to shine by reaching out to others. Students were constantly reminded of the need to respect themselves, the community and the environment and that they had a responsibility to do so. The Social Justice Group, The Environmental Group, Good Samaritan Day and the Year 12 Outreach Day were practical examples of attempts to promote respect and responsibility across the college.

The College reviewed and developed student leadership in 2006. The aim of this project was to increase student involvement and increase responsibility. The revision incorporated greater student involvement and responsibility for leadership and student involvement within and beyond the College.
The College Pastoral Care program also promoted respect and responsibility at an individual, whole class, year and house level through topics such as “Bullying”, “Manners that Matter”, “Getting Personal”, “Loss and Grief”, “Tolerance”, “Respect and Responsibility”, “Leadership” and “Drug Education”.

**PARENT, TEACHER AND STUDENT SATISFACTION**

Parent, teacher and student satisfaction with aspects of College life has been expressed continually throughout 2006.

A number of parents expressed their support and satisfaction in a survey given to the Parent Consultation Committee. Parents expressed satisfaction with: the development of the transition program, the award system, the “Welcome to Year 7” parents evening, welcome to new students, homework support, new facilities, the reporting system, recognising students who need extension work, the liturgies and celebrations, support given to students, the technology, pastoral care and the College outreach program.

Teachers expressed satisfaction with the focus on teaching and learning as well as extra curricular activities, liturgical celebrations, class structures, collegiality, staff decision making, professional development, Information Technology, catering to student needs, communication, opportunities given to students, the climate of review and evaluation and the emphasis on curriculum differentiation.

Senior students expressed the appreciation of teacher support as they undertook their senior studies, teacher encouragement especially in extra curricular activities, teacher support, school spirit, opportunities and options for study, the retreat program and subjects offered.
2006 FINANCIAL STATEMENT

Catholic Schools are accountable for all monies received. Each year, the Sydney Catholic Education Office submits to the Commonwealth Government a financial statement on behalf of the 148 parish primary and regional secondary schools. This statement details the income and expenditure of each school and for the Archdiocesan system of schools. In addition, the Financial Report of the Sydney Catholic Education Office is audited annually by Moore Stephens.

A summary of the income and expenditure reported for 2006 is as follows:

<table>
<thead>
<tr>
<th>INCOME</th>
<th>$million</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents' Contributions 1</td>
<td>$108.3</td>
<td>19.8%</td>
</tr>
<tr>
<td>Commonwealth Government 2</td>
<td>$289.8</td>
<td>53.1%</td>
</tr>
<tr>
<td>State Government 2</td>
<td>$110.1</td>
<td>20.2%</td>
</tr>
<tr>
<td>Government Targeted Grants</td>
<td>$18.7</td>
<td>3.4%</td>
</tr>
<tr>
<td>Interest and Other</td>
<td>$19.3</td>
<td>3.5%</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$546.2</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENDITURE</th>
<th>$million</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education &amp; School Support</td>
<td>$35.5</td>
<td>24.8%</td>
</tr>
<tr>
<td>Total Salary Costs</td>
<td>$408.8</td>
<td>74.8%</td>
</tr>
<tr>
<td>CEO Administration &amp; Support 3</td>
<td>$6.6</td>
<td>1.2%</td>
</tr>
<tr>
<td>Deficit</td>
<td>($4.7)</td>
<td>-0.8%</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$546.2</strong></td>
<td></td>
</tr>
</tbody>
</table>

Notes

1. Parents' Contributions include Archdiocesan tuition fees of $51.2 million, School Charges & Building Levy & P&F contributions of $57.1 million.
2. Income from Commonwealth and State recurrent government grants is received by the Catholic Education Office on behalf of the schools. Staff Salaries are paid from this income.
3. CEO Administration and Support excludes salaries which are included in total salary costs.
4. The Total Building Loans and Commitments as at 31 December 2006 were $150 million.

Parents’ contributions to this school as reported in this school's Annual Financial Questionnaire for 2006 submitted to the Commonwealth Government Department of Education, Science & Training were:

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archdiocesan Tuition Fees received</td>
<td>$ 982,052</td>
</tr>
<tr>
<td>School Based Fees</td>
<td>$ 736,545</td>
</tr>
<tr>
<td>Other Income (eg. Building Levy, Parents &amp; Friends, Trading &amp; Sundry)</td>
<td>$ 382,192</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 2,100,789</strong></td>
</tr>
</tbody>
</table>