

St Patrick's College
Strathfield

Annual College Report to the Community

2008



ANNUAL REPORT TO THE COMMUNITY CONTENTS

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ABOUT THIS REPORT

St Patrick's College is registered by the Board of Studies (NSW) and managed by Edmund Rice Education Australia (EREA) 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 College community with fair, reliable and objective information about College 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 College community during the year.

Accordingly, the Report demonstrates accountability to regulatory bodies, the College community and Edmund Rice Education Australia (EREA).

This Report complements and is supplementary to College newsletters (*Especean*), yearbooks (*Lumen*), bi-annual community newsletter (*Lucerna*) and other regular communications. The report will be available on the College's website by 30 June 2009 following its submission to the Board of Studies.

The contents of this report will be discussed at the College Board meeting and the Term 3 Parents and Friends Executive meeting and full meeting.

Further information about the College or this report may be obtained by contacting the College on (02) 9763 1000 or by visiting the website at www.spc.nsw.edu.au.



HEADMASTER: Brian T Roberts

DATE: June 2009

MESSAGES FROM KEY SCHOOL BODIES

Headmaster's Message

2008 saw the College celebrate 80 years of existence. Being my first year at the College I was extremely impressed by the strong Catholic identity of the College, the sense of belonging and connectedness that exists within the College and the commitment to values and traditions that serve the College so well. The sense of community among all sections of the College is built by the involvement, variety and extent of the co-curricular activities offered by the College. The commitment to excellence in teaching and learning and the ability to cater for the students of the College is to be admired. Academically, spiritually and pastorally, 2008 was a very successful year for the College.

School Council and/or Parent Representative Body Message

2008 heralded many changes for the College Board with a new Headmaster, a new Board Chair and a new structure Edmund Rice Education Australia (EREA). From October 2007 Edmund Rice Education Australia (EREA) assumed responsibility for the operation of St Patrick's College (and other Edmund Rice Schools) and Ministries that had previously been the direct responsibility of the Christian Brothers in Australia. The College Board therefore, is now directly responsible to EREA for its operation.

At the start of this year the College Board celebrated the Launch of Edmund Rice Education Australia (EREA) with its representatives attending the National, Regional and School gatherings. Each of these occasions was a celebration of the unity and diversity amongst the Edmund Rice Schools and Ministries. During 2008 the work of developing this nationwide network of Catholic schools in the Edmund Rice Tradition has continued to progress and the College Board has been kept informed of its developments and has had some involvement in the consultation process.

The full Board has met on six occasions during the past year. There are three standing sub-committees which meet in preparation for Board meetings. They are the Charism Committee which re-convened this year and has met on three occasions; the Buildings and Grounds Committee which has re-convened this year and met twice; and the Finance Committee which has met four times.

The main work of the Finance Sub-Committee has involved overseeing the financial management of the College, through the transition period to the new EREA management structure. The Finance Committee has also worked with the Headmaster and Business Manager to prepare the College budget for 2009, whilst keeping in mind any potential changes in the Government funding arrangements.

The Buildings and Grounds Committee has maintained an oversight of the planning approval and tendering process for the stage 1(b) building works due to begin in Term 4, 2008 to include a new senior toilet block and change room facilities.

The Charism Committee has considered ways to bring the Board to a fuller understanding of Edmund Rice's Charism through discussing talks given by Brother Pinto, Provincial Leader of the Christian Brothers and their relevance for life at the College. The Committee has also developed priorities for its work in 2009, following the receipt of the Cultural Audit Report, which was completed in 2008.

Board representatives have had various opportunities to participate in the life of the College through attendance at: the Mass of Blessed Edmund Rice, participation in the School's Cultural Audit, the P&F Blue & Gold Dinner, the Founders Day Mass and morning tea, the Year 12 Graduation Mass and Dinner, Assemblies and Speech Night.

Finally, I would like to thank all the members of the College Board for their time and efforts during the year, especially Gail Kearsley, Deputy Chair, Brother Robert O'Connor, Paul Stevens and Justin Viney who have devoted many extra hours to special duties as chairs of the Board Sub-Committees.

Elizabeth O'Carrigan
Board Chairman

The Parents' and Friends' Association is affiliated with NSW Parents Council Inc and the Federation of Parents & Friends Associations of Catholic Schools. The executive consists of six parent members, two delegates as well as the Headmaster. The Executive met four times in addition to four General Meetings. Guest speakers at the General meetings were the College Captain in Term One and the College ICT Integration Consultant in Term Four. Events run by the P & F were the Welcome Morning Tea, supper following the Welcome Mass, Year 5/6 Dinner, Mothers' Day morning tea, Blue Black & Gold College Dinner, Trivia Night, supper during the Major Works display, Fathers' Golf Day and the Staff Appreciation Lunch. These events were always well attended and funds raised assisted the College Lenten Appeal.

Jenny Doyle
President – Parents' & Friends' Association Executive

Student Representative's Message

2008 has been an incredible one for student leadership. The student body was represented by a most capable Student Representative Council, Prefect body and College Captains and Vice-Captains. The SRC worked in various sub-committees and groups with the Community Service Committee assisting in an anti-cancer campaign; the Fundraising Committee collecting money for gifts for the class of 2008; the Environmental Committee continued to address the challenges of recycling; while the Trivia and Games Committee promoted improvement in student general knowledge and the celebration of Christmas. One of the highlights of the year was the "2013 Ideas Summit" spear-headed by the

College Captain for 2008 and held in Semester 1 to establish a vision for the future student leaders at the College.

The College Captain elect for 2009 said in Term 4, 2008 – “I dare everyone in 2009 to be “other-person centred”. It is often the simple things in life which make the biggest difference. This not only involves the generosity of this school shows every year with its efforts in the Lenten Appeal, but also means kindness shown to others in the school environment...We are all lucky to be students of St Patrick’s College. It is a school that only accepts the best from people. It is a school that is inclusive. It is a school that encourages people to express their talents. It is a school that we are fortunate to attend. I ask everyone to put to good use all the opportunities given to them. Such opportunities are abundant at St Patrick’s.”

**Lucy Pelosi – Student Leadership Coordinator
& James Collins - College Captain elect**

COLLEGE FEATURES

St Patrick’s College is located on the western side of Strathfield in what is known as the Inner West Region of the Archdiocese of Sydney. The College is located in the country of the Eora people and stands on land of the Barramattigal clan and Wongal clan. The College respects their traditions, affiliation with the land and their spirituality. The school is not incorporated. Its civil and canonical status derives from its being owned and operated by the Trustees of the Christian Brothers of the Oceania Province, an incorporated body. The College is a congregational, Catholic boys’ school operated under the auspices of Edmund Rice Education Australia (EREA). A feature of the student population is the number of boys who are sons, and in some instances, grandsons of Old Boys. The College was founded in 1928 with an initial enrolment of 39 boys. Demographically, boys of Anglo-Celtic origin are still strongly represented in the College. There are also significant representations of ordinarily second generation boys from Italian or Lebanese backgrounds. Boys of different ethnic backgrounds interrelate in a friendly, cooperative, supportive way. They have a great pride in the College and a strong sense of connectedness with its community. In 2008 there were 135.1 full time equivalent (FTE) members of staff – 100.6 FTE members of the teaching staff and 34.5 FTE members of the support staff. Included on the staff was a part-time Chaplain. The Headmaster and his Executive are responsible for the operational management of the College. The College is registered and accredited by the Board of Studies until 31 December, 2009.

In 2008 the College commenced the redevelopment of the western side of the campus which will see the building of new toilet facilities for students and visitors; two substantial bays for lockers; new ‘home’ and ‘visitor’ change facilities; a re-established covered walkway between the Coghlan, Dynes, and Hodda Buildings; improved spaces for storage and other uses; and the redevelopment of the senior yard giving better access for disabled persons.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

One of the dominant features in the Catholic life of the school in 2008 was World Youth Day which swept through Sydney in July. For many of the boys and young men of St Patrick's, WYD was the moment of realisation that the College community is part of a much larger and global reality – the Universal Church. There is no doubt that in listening to the students and staff who immersed themselves in the activities, teaching, rituals and prayer of those days, that the Holy Spirit moved with great power.

In preparation for WYD a significant part of the Religious Education program at the College was spent examining different aspects of the Pope's call to the young people of the world to be witnesses for Christ. We studied pilgrimage, prayer and presence. Students and staff were challenged to link the study in the classroom to what we celebrate in the Chapel and in the vigorous apostolic work of reaching out to those in need.

At the end of 2008 as the Year of Grace, the words of the Holy Father at Randwick addressed to the young people of Australia and the world have, I believe, found a sure echo in the hearts and lives of many of the boys and young men of St Patrick's. The seeds have been planted – who will reap the harvest in God's good time?

In the Junior School, the boys welcomed the new parents by their involvement in the Year 5 Welcome Mass and at that Mass the members of the Parents' and Friends' Association were inducted for 2008. Year 6 sat for the Sydney Archdiocesan Religious Education Test which covered the areas of Church, Scripture, Sacraments, the Liturgical Year, and Prayer and Beliefs. The boys' results were outstanding with five achieving a 'perfect' score! A most anticipated annual event is Grandparents Day. It is a day of prayer and celebration and the chance for us to welcome the grandparents into our classrooms to share experiences which invariably enthral the boys. In 2008 the boys of the Junior School raised valuable funds for "Eddy's Adolescent Services" which provides supported accommodation, care and education for young persons in need in the Illawarra area. The boys were involved in class Masses, the rite of Reconciliation, and Reflection Days to name but a few of the activities.

Our call is – Live Jesus in our hearts. Forever!

**G Daley, P O'Shea & C Locke – Members of the Secondary and
Junior School Religious Education Team**

COLLEGE CURRICULUM

St Patrick's 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 of the Board of Studies and relative requirements of EREA. The curriculum, teaching and learning are informed by the priorities, goals and indicators outlined in the College's Strategic Management Plan and recommendations of the Identity Audit of EREA conducted in 2008. Members of staff at the College are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The College has an ongoing commitment to a number of curriculum initiatives. Under the umbrella term of Learning Skills, the College has continued to expand the concept to encompass the development and use of a number of cross-curricula programs focusing on Study Skills, Literacy Skills, Information & Communication Technologies (ICT) and All My Own Work. This has involved a continual growth and improvement in the integration of ICT in the curriculum through the College's intranet or online learning environment known as SOLE.

STUDENT PERFORMANCE IN STATEWIDE TESTS

ELLA, SNAP, BST and NAPLAN

Previously secondary students in NSW sat the English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Program (SNAP) each year. Year 5 students sat for the NSW Basic Skills Test. In 2008, ELLA, SNAP and BST were replaced by the National Assessment Program Literacy and Numeracy (NAPLAN). The results of these tests provided valuable information about student achievements in literacy and numeracy. Analysis of these results assisted school planning and was used to support teaching and learning programs. Additionally, the results were used to monitor literacy and numeracy development through time.

The following table details the College's performance in Year 7 ELLA and SNAP over time as compared to all students in the state.

	ELLA: Literacy		SNAP: Numeracy	
	School mean	State mean	School mean	State mean
2007	96.8	90.0	92.9	85.1
2006	94.0	88.8	92.0	84.7
2005	94.3	88.7	92.4	85.0

Overall, students of the College have consistently performed well above the State mean in each of the ELLA and SNAP tests.

The following table details the College performance in Year 5 Basic Skills Test over time as compared to all students in the state.

	BST Literacy		BST Numeracy	
	School mean	State mean	School mean	State mean
2007	61.9	57.5	69.2	61.9
2006	61.6	57.3	68.1	61.5
2005	61.5	57	66.6	60.4

Overall, students of the College have consistently performed well above the State mean in the Year 5 Basic Skills Test.

National Benchmarks

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 as compared to previous years are reported below.

	Year 5 BST % of students		Year 5 BST % of students
	Literacy	Writing	Numeracy
2007	100	100	99
2006	99	100	99
2005	99	100	99

	Year 7 ELLA % of students		Year 7 SNAP % of students
	Reading	Writing	Numeracy
2007	98	98	94
2006	100	99	95
2005	98	100	97

The percentages of students in the College achieving the national benchmarks in the 2008 Year 5, Year 7 and Year 9 National Assessment Program - Literacy and Numeracy (NAPLAN) are reported below.

	2008 NAPLAN % of students above national benchmark		
	Reading	Writing	Numeracy
Year 5	98	99	98
Year 7	100	100	99
Year 9	100	99	100

Over the years, almost all students of the College have been consistently above the national benchmarks in reading, writing and numeracy.

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 over time.

	% of students in bands 4, 5, 6									
	English Literacy		Mathematics		Science		Australian History		Australian Geography	
	School	State	School	State	School	State	School	State	School	State
2008	97	76	89	49	93	65	89	51	93	66
2007	97	72	79	45	90	66	88	60	96	71
2006	94	71	82	41	85	62	84	52	97	66

As the above table indicates, overall, the students of the College have consistently performed well above the State's representation in the top three bands across all of the School Certificate tests. Furthermore, in 2008, the College's mean score was 8.4% above the State's mean score across all of the School Certificate tests and on average, 61.7% of the College's students were placed in the two highest performance bands (bands 5 and 6) in the above tests compared to the State's average of 29.2%, that is, on average, the College performed 32.5% above the State's representation in the two highest bands across all the tests.

Higher School Certificate results

The percentage of students in the College achieving bands 4, 5 and 6 is reported against statewide performance for particular subjects in the table below. Comparative performance with the 2007 and 2006 cohorts is shown.

	% of students in bands 4, 5, 6					
	2008		2007		2006	
	School	State	School	State	School	State
Studies of Religion I	92	77	85	77	73	77
Studies of Religion II	100	80	93	78	100	77
English Standard	66	38	65	39	38	34
English Advanced	99	89	98	89	91	82
General Mathematics	81	56	79	59	72	50
Mathematics	83	72	87	70	83	65

Overall, the students of the College have consistently performed well above the State's representation in the top three bands across all of the Higher School Certificate examinations over the last three years.

In 2008, in 36 out of 37 courses examined, the College examination mean was above that of the State examination mean for the Higher School Certificate. For example: Industrial Technology was 12.84% above State mean; Drama was 9.63% above; Studies of Religion II was 9.62% above; Mathematics Extension 2 was 9.54% above; History Extension was 9.38% above; Ancient History was 8.86% above; and Economics was 8.80% above State mean.

Furthermore, in 2008, 68 students made the Board of Studies Distinguished Achievers List 173 times, having attained marks of 90% or more in various courses. For example: 19 students in Mathematics Advanced; 16 in English Advanced; 15 in Studies of Religion I (1 unit); 11 in Mathematics Extension 1; and 10 students in Studies of Religion II (2 unit). Seven students were placed on the State's All Rounders List, each having placed on the Distinguished Achievers' List for courses totalling 10 or more units. These students also received excellent Universities Admissions Indices (UAI's). Students were also placed on the State's Top Achievers List, having ranked among the highest placed candidates in a course. These were first in the State in Studies of Religion II (2 Unit), fourth in the State in Ancient History and first in the State in Music 1.

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole school staff days, subject specific inservices, meetings and conferences.

The school held six whole staff days in 2008. The content of these days was as follows:

- Term 1: General Planning and Organisation for the Year
Curriculum development, Literacy, ICT New staff Induction
- Term 2: Gifted & Talented: "Identifying & Challenging our Students"
New Scheme Teachers' Meeting
Catholic Social Teaching - Staff Spirituality Day
Pastoral Care Workshop
- Term 3: Smartboard / Scootle - ICT training/workshops
Faculty Workshops for 2009 Registration
- Term 4: Staff Spirituality, Curriculum development

Junior School meetings are held once per fortnight. Subject meetings are regularly held with two faculty meetings in each of the four terms. One meeting of each of the Religious Education Teams in Years 7-10 and 11-12 is held in each of the four terms. One meeting per term is held by the Learning Support Department, the Gifted and Talented Committee and Literacy Committee meet formally once per term and informally at least once per term. The Studies Coordinators meet on Leadership Day in September.

The school's expenditure for staff professional development in 2008 was \$34,000 and this figure does not include payment for casual relief substitute teachers not at school.

In 2008 the College expended \$263.00 per teacher. Staff members are offered Professional Development Grant opportunities to take on personal post-graduate training (\$13,300.00 in 2008), externally provided inservice training courses (130 staff in 2008 @ \$100.00 per staff member), a staff incentive gift voucher scheme for staff leadership and teacher/middle management/executive performance reviews (\$3,000.00), celebration morning teas, lunches and afternoon teas as a whole staff reward scheme (\$5,000.00)

Teacher Qualifications:

1. Formal qualifications from higher education institution
2. Graduate qualifications without formal teaching qualifications
3. Teaching experience and no qualifications

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:

Teacher Qualifications	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent.	100
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2008 was 97.3%. This figure does not include teachers on planned leave. The teacher retention rate from 2007 to 2008 was 94%.

STUDENT ATTENDANCE AND RETENTION RATES

Based on Year 10 and Year 12 figures (figures as of January each year), the apparent and actual retention rates were:

Years Compared	Year 10 Total Enrolment	Year 12 Total Enrolment	Year 10 Enrolment Remaining in Year 12	Apparent Retention Rate	Actual Retention Rate
2000/2002	170	166	153	98%	90%
2001/2003	171	166	157	97%	92%
2002/2004	178	183	169	103%	95%
2003/2005	172	167	158	97%	92%
2004/2006	173	173	160	92%	92%
2005/2007	178	173	172	97%	93%
2006/2008	174	168	157	97%	90%

- Both the apparent and actual retention rates from Year 10 to Year 12 remain high. The majority of Year 10 students continue with their Stage 6 studies at St Patrick's. Those who do leave take up either apprenticeships or vocational training.
- The average student attendance rate for 2008 was 95.8%.

POST SCHOOL DESTINATIONS

- Of the 168 candidates for the 2008 Higher School Certificate, a total of 156 university placement offers were made – 83.9% in the main round of offers; 12.1% late offers, and 2.0% final offers.
- From these offers 24.6% of Year 12, 2008 accepted places at the University of Sydney, 19.6% at the University of Western Sydney; 9.5% at the University of New South Wales; 19.6% at the University of Technology; 18.8% at Macquarie University; 5.8% at the Australian Catholic University and the remainder at a number of other tertiary institutions.
- The rest of the Year 12 class of 2008 commenced a TAFE course, started full-time employment, or began a GAP year overseas.

ENROLMENT POLICY AND COLLEGE PROFILE

Enrolment

Applications for possible enrolment are accepted from birth. Priority of enrolment is given to practising Catholic boys from practising Catholic families. The normal point of entry into the College is Year 5. There are also a strictly limited number of boys accepted into Years 7 and 11. Casual vacancies in other years are ordinarily filled from the waiting list. Enrolment in subsequent years is always subject to satisfactory conduct, progress and application to curricular and co-curricular activities, as well as acceptance of the class and grading as determined by the College, and due payment of fees. In particular, enrolments in Year 6 for Year 7 and Year 10 for Year 11 are subject to review. The *Statement of Enrolment Understanding* sets out the College's expectations of parents and boys in relation to the centrality of Religious Education; application to studies; standards of conduct, particularly relative to travel; regulations relating to smoking, alcohol and drugs; commitment to the student management policy and a high standard of discipline and personal responsibility; punctuality and attendance; standards of uniform; commitment to co-curricular and extra-curricular activities, especially representative sport; prompt payment of all fees and support of the Building Fund; and general support and involvement in all College activities. The *Statements of Enrolment Understanding* may be viewed on the College Website.

The College features a Junior School (Years 5 and 6) and a Secondary School (Years 7 - 12). There are ordinarily 180 boys enrolled annually in Year 5. In 2008 the College was not accepting any applications for possible enrolment into Year 5 prior to 2017. The College annually accepts a small intake of boys into Year 11 predominantly from Christian Brothers' College, Burwood. In the main, enrolment levels remain the same from Year 5 through to Year 10. The retention rate from Year 10 into Year 11 is high.

In 2008 the College enrolled 361 boys in Years 5 and 6 and 1,051 boys in Years 7 - 12. St Patrick's offers a comprehensive school education to Catholic boys from Catholic families. Enrolments to the College are taken from all over the Sydney Metropolitan area and from as far afield as the Central Coast and the Sutherland Shire.

COLLEGE POLICIES

Student Pastoral Care

As a Catholic school in the tradition of Blessed Edmund Rice, every member of the College community has a right to feel protected, nurtured and valued. The College explicitly sees as its Mission "the liberation of the whole person" ... "recognising the uniqueness of each person" in an environment which values "self discipline", "social responsibility" and "cooperative behaviour" in "response to our collective values". The College's *Mission Statement* delineates the type of caring and learning environment that we strive to create for the boys under our care.

The College continues to develop and explore means that will deliver quality pastoral care to each boy. The homeroom structure of the school allows each boy to communicate with an assigned member of staff each and every day. The welfare of each cohort is overseen by the relevant Year Master who is acquainted with the unique needs and situations of each boy under their care. The College supplements this care with the services offered by the College Counsellors. The Counsellors not only facilitate in-house interviews but also engage in professional assessment of learning and behavioural requirements with appropriate referral to practitioners outside the College. The College Chaplain significantly enhances the realistic, practical and spiritual care that is offered to each boy.

The Student Management Policy and Procedures – Years 5-12 is at the core of the pastoral dimension of the College. Also fundamental to the management procedures is the offering of positive reinforcement through a system of merit awards and letters of commendation. The *Student Diary* provides a means by which parents can communicate on a daily basis with the College.

The College *Statement on Bullying* is published annually in the *Student Diary*. It is constantly revisited and emphasised as part of the ongoing need to create a safe and pleasant environment for boys at the College. The College's policy on Bullying was constantly reinforced. A number of activities are undertaken to promote the welfare of all community members. This was an attempt on the part of the college to take a proactive and educative approach to bullying as opposed to only a reactive one.

The College's co-curricular and extra-curricular programme greatly enhances connectedness and a sense of belonging.

Discipline Policy and Student Management

All disciplinary action that may result in any sanction against a student, including suspension or exclusion, provides processes based on procedural fairness.

All students are required to abide by the College's rules and to follow the directions of the teaching staff. Where disciplinary action is required, the *Student Management Policy and Procedures – Years 5 – 12* indicates the appropriate consequence for any breach of discipline. Corporal punishment is not permitted under any circumstances.

The *Student Management Policy and Procedures – Years 5-12* is provided to all members of the school community through:

The *Staff Handbook*

The *Student Diary*

The *College Website*

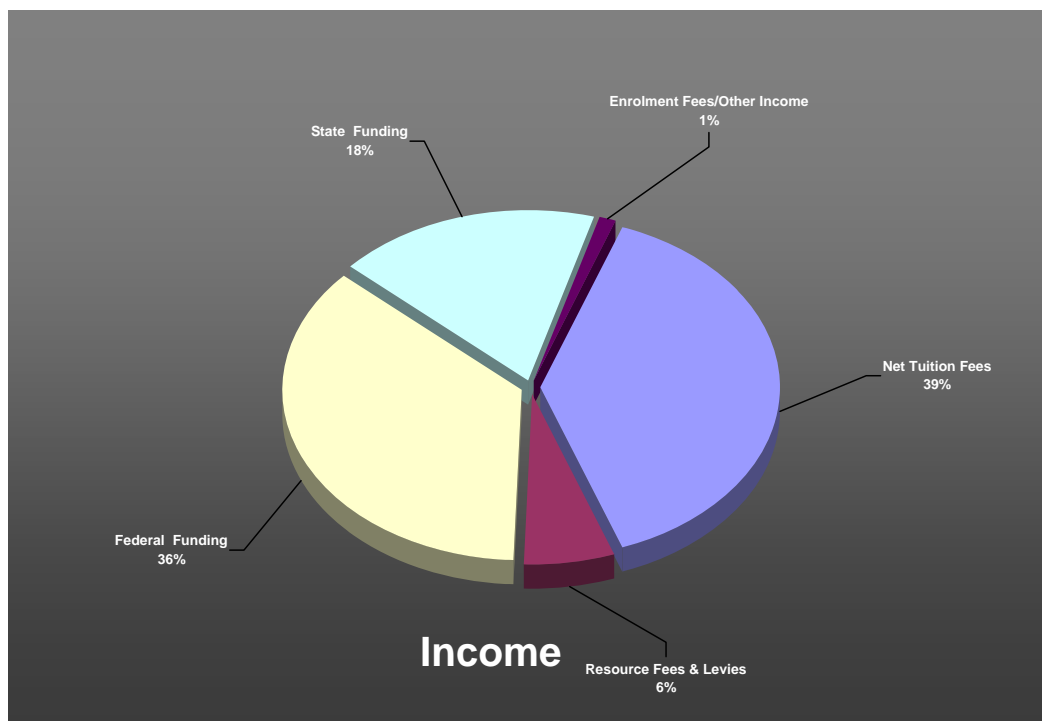
Complaints and Grievances Resolution Policy

The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of sensitivity, confidentiality and procedural fairness. The majority of concerns which arise from parents and/or students need never take the form of a formal complaint. The Headmaster, Executive, Middle Management staff and teachers are available to discuss and resolve concerns in more informal ways. Such lines of communication are clearly explained in the *Home-College Communication* sheet that is mailed to each family every year. This policy is available on the College Website.

FINANCIAL STATEMENT

Income

The College's recurrent income for 2008 was derived from the following sources:

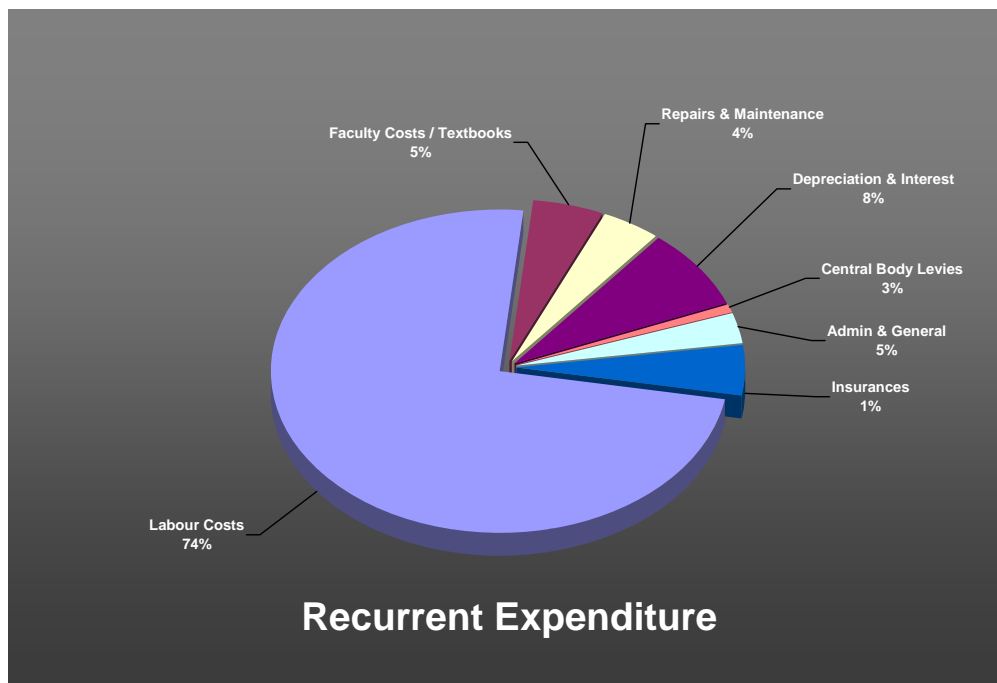


Tuition income was slightly below forecast as student numbers were lower than 2007.

Government funding represented approximately 54% of the College's total income. For 2008, the College was "funding maintained", that is, Federal funding was based on the old Education Resource Index (ERI) model as the adoption of the new Socioeconomic Status (SES) funding model would have resulted in a drop in funding.

Recurrent Expenditure

The College's recurrent expenditure for 2008 by major expense categories was as follows:



Labour costs include all salaries and wages, superannuation, workers' compensation and co-curricular expenses. Teachers' salaries and Coordinators' allowances increased 4.4% from January 2008. Support staff salaries also increased during 2008 with award increases of 4% from February 2008.

The major items in the category Administration and General were utilities (electricity, gas, water, etc) 17%, printing and photocopying 16% and security/OH&S 7% and IT expenses 6%.

Capital Expenditure

During the year, capital funds were expended on the following building projects:

- commencement of a major capital development on the northern campus.
- perimeter fencing for increased security - completed.

In addition, capital funds were spent on new or replacement items of plant, equipment and vehicles, such as:

- digital projectors and smartboards for classrooms.
- IT equipment.
- audio visual system for the gymnasium.
- musical instruments.
- replacement classroom furniture.