

DOMREMY COLLEGE FIVE DOCK

Annual School Report to the Community 2008



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ACRONYMS AND ABBREVIATIONS USED IN THIS REPORT

BOS: Board of Studies

CaSPA: Catholic Schools Performing Arts program

CCC: Combined Catholic Colleges

CEO: Catholic Education Office

CGSSSA: Catholic Girls Secondary Schools Sporting Association

CNA: Catholic Netball Association

CSDA: Catholic Schools Debating Association

ELLA: English Language and Literacy Assessment

HSIE: Human Society and its Environment

ICT: Information and Communication Technologies

IDEAS: Innovative Designs for Enhancing Achievements in Schools

KLA: Key Learning Area

NAPLAN: National Assessment Program – Literacy and Numeracy

P&F: Parents and Friends Committee

SMART: School Measurement Assessment and Reporting Toolkit

SNAP: Secondary Numeracy Assessment Program

VET: Vocational Education and Training

WYD2008: World Youth Day 2008

ABOUT THIS REPORT

Domremy College, Five Dock is registered by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), 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 (CEO), Sydney. This *Report* has been approved by the CEO, Sydney in consultation with the Regional Consultant who monitors that the school has appropriate processes in place 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 2009 following its submission to the Board of Studies.

The contents of this *Report* will be discussed at the scheduled Parent Information Nights and Parents and Friends' meetings.

Further information about the school or this *Report* may be obtained by contacting the school on 02 97122133 or by visiting the website at www.domremy.catholic.edu.au.

PRINCIPAL: Robyn Glover

DATE: 22 February, 2009

MESSAGE FROM KEY SCHOOL BODIES

Principal's Message

The charism of Nano Nagle and the history and traditions of the College continue to create a community committed to the promotion of service, human dignity, truth and justice. In 2008, the College focussed on the theme of success. The efforts of staff, students and parents have contributed to this Annual Report as together we worked together to achieve success.

Parent Representative Body Message

2008 saw an increase in parents attending Mother's Day, Father's Day and Graduation Masses. Parents attended a cyber bullying workshop and the Parents and Friends Committee (P&F) ran a Record and Book Sale to supplement funds. The whole parent body was consulted about the building plans and the IDEAS project.

Student Representative's Message

The students readily embraced the theme of success. The students were very involved in sports carnival days, Open Night, Project Compassion activities, Domremy Day, the Youth United evening, Carols Night, the building program, the IDEAS project, a bullying survey, cyber safety training and uniform decisions. World Youth Day activities were attended by 75 pilgrims.

SCHOOL FEATURES

In 2008, the College had 69 staff of which 56 were teachers. The student enrolment in the College as per the 2008 census was 751 with the following composition:

Year 7	153	Year 10	129
Year 8	134	Year 11	107
Year 9	141	Year 12	87

Year 7, 2008 was a larger than normal cohort. Since 2000 there has been a growth in enrolment into year 7. This has resulted in an enrolment of approximately 140 students in each junior year group. Movement to the senior school is dependent on a student's commitment to her studies and the ideals of the College. Where there are concerns, these are addressed early in Year 10 in consultation with parents and students. The ceiling for enrolment in the College is 780.

Domremy College draws principally from the parishes in which it depends i.e. Five Dock, Haberfield, Drummoyne, Concord, Croydon, Leichhardt, Annandale, Dulwich and Campsie.

While the College is culturally diverse, 95% of students were born in Australia. There are 48 different cultures with those from Italy (42%), Lebanon (9%), Greece (6%), England (5%) being the most dominant.

Significant attention was given to the College building and facilities in 2008. Every teacher now has a computer on their desk. The Learning Resource rooms, staff rooms and the technology infrastructure were refurbished while large scale painting and plumbing works were completed. A Master Plan was developed for the site with a view to commencing a building program in 2009.

The P&F were involved in the New Parents Cocktail Evening, a working bee to build the Science Garden, the Second Hand Book Sale and the Carols Night. P&F funds were used to supplement resources across a range of subject areas. These resources included *Clickview* software for the Library, sporting equipment, the costs of the Science garden, a Barista coffee machine for the Hospitality students, a drum kit and computing equipment. We also had parents as members of the Enrolment, Finance and Uniform committees.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

Domremy 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.

Our Catholic Life and Religious Education has been enhanced in 2008 by our contribution to the Cross and Icon event at St Brigid's Marrickville; holding our own Cross and Icon ceremony at College Assemblies; weekly Rosary; 75 pilgrims being involved in World Youth Day; all but three staff members supporting our pilgrims and other pilgrims; one hundred and fifty young people attending our Youth United event in term 4; beginning the Community Service program earlier, starting with Year 10 rather than Year 11; the many examples of the students showing an increased commitment to serving others; we raised, through prayer, the profile of our four house patrons; for all our College Masses, we had an increase in the numbers of parents attending and were well supported by our local pastors; and from our traditions we began to build our Vision statement. Our draft statement *Let the Light shine true* will be finalised in 2009.

SCHOOL CURRICULUM

Domremy 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 Catholic Education Office. The curriculum, teaching and learning are informed by the priorities, goals and indicators outlined in the *Sydney Catholic Schools, Towards 2010 Strategic Leadership and Management Plan*, in particular: *Key Area 2* (Students and their Learning) and *Key Area 3* (Pedagogy). Staff members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The school offers sixteen Board of Studies mandated and approved School Certificate Courses and thirty Higher School Certificate Courses. School Certificate electives include Commerce, French, Italian, Food Technology, Information and Software Technology, Textiles Technology, Dance, Drama, Music, Physical Activities and Sport Studies and Visual Arts. The number of students in each of these electives varies according to resources and interest. The College also facilitated a number of students to study subjects either by Open High School or Saturday School of Community Languages. These included Indonesian, Italian Beginners, Korean, Modern Greek, Polish and Spanish. The school offers HSC extension courses in English, History, Italian and Mathematics.

Particular features of the school's curriculum include:

- Support for Special Education students occurs through the Learning Resource Staff assisting with in-class support, monitoring life skills students and providing remediation programs in reading. All students have access to these staff during break times.
- A substantial VET program with Hospitality and Business Services are offered on-site.
- Staff are committed to finding courses for specific students off-site at TAFE or with other providers that enable students to pursue their special interests. Courses taken off-site for the HSC in 2008 included Portuguese, Tourism and Entertainment.
- A Mathematics Homework Club is run by Mathematics staff two lunch times each week.
- Study skills programs and an optional essay writing skills program ran in 2008.
- The College Library hours were extended in 2008 from 8.00 am to 4.00 pm with many students taking advantage of this.

The College's extra-curricular program provides a range of activities. In 2008, fifty students were involved in the enrichment program and entered Tournament of the Minds and Murder under the Microscope. Six of these students were finalists in the CEO Minds of Maths Challenge. Students performed well in Mock trial, Debating and Public Speaking competitions. The Year 12 team was runner up in debating and Domremy College was awarded the prestigious CSDA Senior Aggregate Shield. Students entered the Multiple Sclerosis Readathon and the Premier's Reading Challenge. There were four Music ensembles – the String ensemble, the College Band, the College Choir and the Chamber Choir. Performing Arts opportunities also included participation in CaSPA activities, particularly those included in WYD2008. Our Sporting teams were well represented among the place getters in all sports, generally being placed at least third. We competed in the CGSSSA Soccer, Cross Country, Gymnastics, Athletics, Hockey, Dance and Tennis as well as the CNA Netball and Indoor Soccer at Five Dock Leisure Centre. Students were selected to compete at the CCC level in Soccer, Cross Country and Athletics, with two Soccer players and one athlete going on to the NSW All Schools Competition.

Students also participated in subject based competitions. English students entered the WRITE NOW! Creative Writing Competition and the Dorothea Mackellar Poetry competition. The Australian Mathematics Competition was entered by 327 students, with half receiving an award of some type. The Rio Tinto "Big Science" Competition was entered by 95% of Year 7 to 10 students, with 11% scoring credits, students in each year group scoring high credits, two scoring distinctions and one student was placed in the top 1% of entrants. In Technology, five students entered the Minister's Young Designers Awards and one of these was awarded for Outstanding Achievement. Our art students received awards at the Religious Art Exhibition and others had their work selected by Canada Bay Council for inclusion into their Christmas Banners.

STUDENT PERFORMANCE IN TESTS

National Assessment Program in Literacy and Numeracy

Students in Year 7 and Year 9 sat the *National Assessment Program in Literacy and Numeracy* (NAPLAN) for the first time in May this year. NAPLAN supersedes the previous state-based *Secondary Numeracy Assessment Program (SNAP)* and *English Language and Literacy Assessment (ELLA)*. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The table provided shows the percentages of students who achieved particular skill bands and who achieved at or above minimum standards. Student results are reported in six skill bands. Year 7 results are reported across bands 4 to 9 and Year 9 results are reported across bands 5 to 10. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

The school results shown are compared to students nationally. Further information regarding school performance in NAPLAN against NSW trends has been provided in the school newsletter dated 26 September, 2008 and is available on the school website at www.domremy.catholic.edu.au and from the College administration office.

NAPLAN 2008: % in bands		Year 7 ^A			Year 9 ^B		
		Band 9	Bands 7, 8, 9	Bands 5, 6, 7, 8, 9	Band 10	Bands 8, 9, 10	Bands 6, 7, 8, 9, 10
Reading	School ¹	11%	56%	95%	4%	50%	99%
	National ²	8%	53%	94%	6%	46%	93%
Writing	School ¹	15%	77%	97%	14%	73%	99%
	National ²	9%	52%	92%	8%	43%	87%
Spelling	School ¹	13%	80%	98%	5%	69%	99%
	National ²	8%	56%	92%	6%	48%	90%
Grammar and Punctuation	School ¹	12%	66%	98%	10%	62%	99%
	National ²	7%	49%	92%	5%	42%	90%
Numeracy	School ¹	6%	50%	97%	4%	50%	98%
	National ²	12%	55%	95%	8%	47%	94%

Notes:

^A Year 7: Highest band = band 9; Lowest band = band 4; Bands 5-9 represent the % of students at or above minimum standards

^B Year 9: Highest band = band 10; Lowest band = band 5; Bands 6-10 represent the % of students at or above the minimum standards

¹ Source: SMART data analysis package

² Source: NAPLAN Summary Report 2008 (www.naplan.edu.au)

Overall, it can be seen that our primary feeder schools are developing a very high level of literacy in our students and that this work has continued once they reach Domremy. When our current Year 9 students were in Year 7, 74.6% met the national benchmark for numeracy. The NAPLAN results for this same cohort show that 98% of the Year 9 cohort meet the national minimum standards. The corresponding figures for Writing are consistent with 99% meeting the benchmark in 2006 and 2008. The Reading figures show that 99% of the Year 9 cohort reached the benchmarks.

School Certificate

Students in Year 10 sat for the School Certificate examination in November this year. The table provided shows the percentage of students who achieved in the top three bands and shows comparison with results from previous years.

	School Certificate: % of students in bands 4, 5, 6					
	2006		2007		2008	
	School	State	School	State	School	State
English Literacy	87%	72%	82%	73%	87%	76%
Mathematics	38%	41%	38%	46%	42%	49%
Science	80%	63%	72%	67%	79%	65%
Australian History	76%	53%	70%	61%	58%	51%
Australian Geography	86%	67%	85%	72%	79%	66%

The 2008 results continued to be above the state average in English Literacy, Science, Australian History Civics and Citizenship and Australian Geography, Civics and Citizenship. These strong results are reflective of the 2005 ELLA results where students were better than the state at the High level in Writing, Reading, Language and Literacy.

The Science results were 4% above the target set and reflect the effectiveness of the professional development program for the Science staff in 2008.

Higher School Certificate

The results of the school's Higher School Certificate candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top three bands and shows comparison with results from previous years.

Higher School Certificate: % of students in bands 4, 5, 6						
	2006		2007		2008	
	School	State	School	State	School	State
Studies of Religion 1	94%	77%	93%	77%	95%	77%
English Standard	57%	34%	85%	39%	79%	38%
English Advanced	100%	82%	100%	89%	100%	89%
General Mathematics	50%	50%	82%	59%	50%	56%
Mathematics	50%	65%	47%	70%	58%	72%
Business Studies	71%	58%	66%	52%	76%	61%
Ancient History	71%	71%	86%	61%	83%	62%
Biology	64%	57%	68%	67%	75%	65%

HSC 2008 results were well above the last two years and consistent with our best ever results in 2005. Of note:

- 80% of courses were above the state average.
- 80% of results were in bands 4, 5 and 6 range, with 70 band 6 results.
- Domremy College was recognised as 102nd in the list of top 200 schools.

These improved results are a reflection of the significant professional development at school and system level in 2008 for HSC teachers.

Targets

The following targets have been set by the school for 2009. The targets indicate the percentage of students attaining performance bands 4, 5 and 6 for selected subjects for each examination shown.

School Certificate		Higher School Certificate	
Subject	Target	Subject	Target
English Literacy	87%	Studies of Religion 1	90%
Mathematics	45%	English Standard	79%
Science	73%	English Advanced	100%
Australian History	65%	General Mathematics	55%
Australian Geography	80%	Mathematics	58%

The School Certificate Literacy results for the HSC classes of 2008 and 2009 are similar so there is an expectation that the HSC results for these two years would be similar. The strong ELLA and NAPLAN results for Year 10 2009 cohort indicate that the English Literacy results should be just as strong. The targets in History and Geography reflect a change in the timetabling so that students have eight lessons in one course in a cycle during Term 1, 2 and 3 and then 4 lessons each in a cycle in Term 4.

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 three whole staff days in 2008. The content of these days was as follows: Staff Spirituality day (term 2), Assessment For Learning and collaboration on IDEAS project (term 4) and ICT training (term 4). Two faculty meetings, staff meetings and pastoral team meetings are held per term. The Guidance Coordinators and Executive meet each week and the curriculum middle managers meet fortnightly.

In a system of schools, costs incurred for professional development activities can be expended from a variety of sources. These sources include the Federal Government and the Catholic Education Office. The school's average expenditure per teacher in 2008 on these activities was \$1,424. This figure has been calculated by CEO and reflects expenditure on casual release days and professional development activities in particular categories.

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.	56
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 98.34%. This figure does not include teachers on planned leave. The teacher retention rate from 2007 to 2008 was 91.8%. The retention rate is 10% are higher than in 2007. Of the four permanent staff who resigned, three took up promotion positions and the other moved to a school closer to home.

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

The average student attendance rate during 2008 was 94%. This is 4% higher than in 2007 and reflects the interventions made by pastoral teachers for specific students. The attendance figures for Year 12 were the strongest with only 6% of all absences from Year 12. Absence figures for the other year groups were similar to each other.

Retention Rates

85% of the 2006 Year 10 cohort continued onto Year 12 (2008) while 2 new students were enrolled. This is higher than the 71% in 2005. Of the 15% of students who left the College at the end of the Year 10 (2006), the destinations were as follows:

- 1% directly to the workforce
- 3% enrolled in TAFE
- 11% moved to other schools

POST SCHOOL DESTINATIONS

Each year the school collects destination data relating to the Year 12 student cohort. The percentage of students advancing to further study as compared to those entering the workforce is shown in the following table.

Destinations Graduating Year 12 students (2008)	University	TAFE / Other institutions	Workforce entry	Destination not reported
Domremy College	85%	10%	1%	4%
State*	30%	30%	30%	10%

*State figures reported on: <http://www.boardofstudies.nsw.edu.au/employers/hsc/beyond.html>

SCHOOL POLICIES

Enrolment Policy

The school follows the Archdiocesan Enrolment Policy. The policy has been developed in the context of government and system requirements. Children from all families who are prepared to support Catholic ideals and principles may be considered eligible for enrolment. Priority for enrolment is given in a specified order as outlined in the full policy document, however special consideration may be given to individual cases. All parents are provided with an enrolment package that includes CEO and school policy statements. Enrolment fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

The full text of the Archdiocesan Enrolment Policy may be accessed via the:

- [CEO public website](#)
- The College website www.domremy.catholic.edu.au
- College administration office

There were no changes made to enrolment procedures during 2008.

Student Welfare Policy

The Student Welfare Policy is based on the Archdiocesan Pastoral Care document *Pastoral Care Guidelines for Catholic Schools (2003)* which can be accessed from the [CEO public website](#). In this document, the dimensions and features of Pastoral Care are described, as well as approaches to policy formulation, review and implementation. This document is the key reference point for the school's Pastoral Care Policy. Related documents include: *Countering Harassment of Different Kinds*, *Dealing with Illegal Substances in Schools*, *Dealing with Prohibited Weapons in Schools*, *Strategies for Dealing with Cyber bullying*, *Disability Standards 2005*, *Management of Students with Challenging Behaviours: Guidelines for Primary/Secondary Schools (2007)*.

Pastoral Care policy at Domremy College is based on the principles of Restorative Justice and procedural fairness. There is a whole school approach to pastoral care involving students, parents and staff. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and respect. The College has developed various programs aimed at helping students value themselves and experience well being. The College's pastoral care program has been developed in consultation with staff, parents and students.

There are policies regarding:

- Anti-Bullying
- Attendance
- Camps
- Homework
- Active Sports Program
- Merit Certificate system
- Pastoral Care
- Peer Support
- Restorative Justice
- Retreat and Reflection
- Student Planner
- Student Leadership
- Student Representative Council
- Subject Selection
- Teaching and Learning

The full text of pastoral care policies may be accessed via:

- [Archdiocesan Pastoral Care Policy for Catholic Schools \(2003\)](#)
- College website, www.domremy.catholic.edu.au
- Contacting the Main Office
- Some of these policies are found in the Student planner

A Rights and Responsibilities document was drafted in 2008 for ratification in 2009.

Discipline Policy

The school 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. Information on the policy is also included in regular school newsletters.

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 Student Discipline Policies may be accessed via the:

- College website, www.domremy.catholic.edu.au
- College administration office
- Student planner

There are policies regarding:

- Detention
- Discipline
- Student behaviour

There were no changes made to these school policies during 2008.

Complaints and Grievances Resolution Policy

The school adopts the Archdiocesan *Guidelines for Resolving Concerns and Complaints at Sydney Systemic Catholic Schools (May 2007)*, available on the [CEO public website](#) in the development of its school policy. The scope of the guidelines encompass children's learning, behaviour and welfare, school organisation and management, and student health and safety issues.

The school 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. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. Pathways for raising concerns are set out in the Student Planner and are communicated to parents at Information Nights for each year group.

The full text of the school policy is available from the:

- College website www.domremy.catholic.edu.au
- College administration office

There were no changes made to this policy during 2008.

SCHOOL DETERMINED IMPROVEMENT TARGETS

Each year, the school 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. An extensive evaluation process of the priority areas is carried out in collaboration with the school's Regional Consultant.

There has been enhancement in our Teaching and Learning with a strong emphasis on Technology. Computing rooms and resources were in high demand; we moved from the use of myclasses, to using interactive whiteboards (Smart and Mimio boards) to exploring Wiki's and Blogs; and all staff have a computer on their desk. Other successes in Teaching and Learning include the establishment of DEEP (Domremy Effective Educators Program) meetings where staff voluntarily attend meetings to share and discuss teaching techniques and a focus on Assessment so that assessment is integrated into the teaching and learning process rather than something that happens at the end of a unit of work.

In the area of Resources, Finance and Facilities we established the components of the building project through consultation with staff, parents, students and the local community.

The final area of our Annual Development Plan is Strategic Leadership and Management, with a focus on Planning for Improvement. Our achievements include the voluntary membership on staff committees to monitor our progress in the Annual Development Plan; the close link between staff individual professional goals and the Annual Plan; and our involvement in the IDEAS process with a view to establishing a new Strategic Management Plan in Term 4, 2009.

In 2009, our priority areas are:

- Vision and Mission with a focus on evangelisation, Christian values, Catholic faith tradition and finalising our vision statement.
- Students and their Learning including Rights and Responsibilities and the further integration of ICT into classroom teaching.
- Teaching with an emphasis on the provision for diverse needs of learners.
- Professional Development of Staff and the sharing of these experiences.
- Provision of ICT Resources.
- Development of our next Strategic Management Plan.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Our achievements in Pastoral Care include cyber bullying workshops for years 7 to 11 and parents; running a social skills workshop for students; an increase in the number of Principal's Awards from 52 last year to 188 this year and ensuring all staff were trained in Restorative Justice; a tightening of the re-enrolment processes for Year 10 into Year 11; and the development of a Rights and Responsibilities document for evaluation in 2009 with a view to including this in the 2010 Student Planner.

PARENT, TEACHER AND STUDENT SATISFACTION

Parents applying for enrolment have the opportunity to provide reasons for wishing to enrol their daughter at the College. The reasons given indicate a high degree of satisfaction with the good name of the school and its level of care and educational provision. Many parents comment that the school has been highly recommended to them by parents of students presently enrolled. Parents were also surveyed as part of the IDEAS process and were very positive about student behaviour, academic improvement, transition programs, dedication of teachers and development of integrity within the students. A high level of teacher and support staff morale is indicated by staff retention rates, staff involvement in voluntary extra-curricular activities and committees. Students regularly provide feedback on policies, procedures and teaching practice. As part of the IDEAS and Building projects they were surveyed on their preferred style of classroom design and teaching strategies. Student morale is high, evidenced by the level of school pride, extensive student involvement in extra-curricular activities and the results of the bullying survey. Some of the results include:

- 82% were positive about this school being a place where they like to come and enjoy themselves;
- 85% were positive in believing that the staff will help them if they feel unsafe;
- 93% answered never or sometimes when asked had they ever been bullied.

FINANCIAL STATEMENT

Catholic Schools are accountable for all monies received. Each year, the Sydney Catholic Education Office submits to the Australian Government a financial statement on behalf of the 147 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 Catholic Education Office is audited annually by Moore Stephens. A summary of the income and expenditure reported for 2008 is as follows:

INCOME	\$million	EXPENDITURE	\$million
Parents' Contributions ¹	\$ 115.8	Education & School Support	\$ 141.2
Australian Government ²	\$ 317.8	Total Salary Costs	\$ 438.5
State Government ²	\$ 122.0	CEO Administration & Support ³	\$ 5.3
Government Targeted Grants	\$ 27.5		
Interest and Other	\$ -8.9	Deficit	\$ -10.8
Total Income	\$ 574.2	Total Expenditure	\$ 574.2

Notes

1. Parents' Contributions include Archdiocesan tuition fees of \$53.3 million. School Charges, Building Levy and P and F contributions of \$62.5 million.
2. Income from Australian 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.

Parents' contributions to this school as reported in this school's Annual Financial Questionnaire for 2008 submitted to the Australian Government Department of Education, Employment and Workplace Relations were:

Source	Amount
Archdiocesan Tuition Fees received	\$ 837,435
School Based Fees	\$ 945,371
Other Income (for example, Parents & Friends, Trading & Building Levy)	\$ 1,221,838
Total	\$ 3,004,644