

Marist College North Shore

Annual School Report to the Community

2010



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ACRONYMS AND ABBREVIATIONS USED IN THIS REPORT

BOS: Board of Studies

CEO: Catholic Education Office

CPR: Cardio Pulmonary Resuscitation

fms: Frères Maristes Scolaires

GAP: Student's year between studies

HSC: Higher School Certificate

HSIE: Human Society and its Environment

ICT: Information and Communication Technologies

KLA: Key Learning Area

MAPS: Marist Asia Pacific Solidarity

MCC: Metropolitan Catholic Colleges

MCNS: Marist College North Shore

NAPLAN: National Assessment Program – Literacy and Numeracy

NSW: New South Wales

PDHPE: Personal Development, Health and Physical Education

RE: Religious Education

SMART: School Measurement Assessment and Reporting Toolkit

SC: School Certificate

TAFE: Technical and Further Education

VET: Vocational Education and Training

SC: School Certificate

SMART: School Measurement Assessment and Reporting Toolkit

ABOUT THIS REPORT

Marist College North Shore is registered by the Board of Studies, New South Wales (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 School Report to the Community* for this year provides the 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 community during the year and the achievements arising from the implementation of the school's Annual Improvement Plan (AIP).

Accordingly, the *Report* demonstrates accountability to regulatory bodies, the school community and the 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 2011 following its submission to the Board of Studies (BOS).

The contents of this *Report* will be discussed at the first Parents and Friends information evening following 30 June 2011. Further information about the school or this *Report* may be obtained by contacting the school on 02 9957 5000 or by visiting the website at www.maristcollege.com.

PRINCIPAL: BR PETER CORR, FMS

DATE: February 2011

MESSAGE FROM KEY SCHOOL BODIES

Principal's Message

Marist College North Shore is committed to the comprehensive and holistic education of its students in a nurturing learning community – a community shaped by its Catholic Faith and its Marist tradition. This Report to the Community summarises the hopes and achievements of the 2010 school year, a year which was marked by strong commitment, rigorous enterprise and genuine endeavour.

Parents and Friends Association Message

I commend this Report to the college's community. It provides pertinent information on a range of the college's activities and achievements during 2010.

The Parents and Friends Association is pleased that it can support the mission of the college and thereby help develop a school community that is vital, positive and excellent. We look forward to 2010 and to the opportunities it will bring to collaborate further with the school for the benefit of the boys of Marist College North Shore.

SCHOOL FEATURES

Marist College North Shore is a Catholic boys' secondary systemic school, catering for students from years 7 to 12. The college is administered by the CEO for the Archdiocese of Sydney focusing on a Marist tradition of education developed by the Marist Brothers. According to the 2010 February census, six hundred and seventy-six students were enrolled at the college. It is expected that considerable enrolment pressures will continue. The college draws from a wide geographic area: from neighbouring suburbs as well as from the Peninsular, northern suburbs and the southern side of the harbour. Currently, students entering year 7 are drawn from as many as fifty different primary schools – public, independent, Catholic (Broken Bay Diocese) and Catholic (Sydney Archdiocese). The official feeder parishes are North Sydney, Kirribilli-Neutral Bay, Mosman-Neutral Bay, Clifton Gardens and Lane Cove. Enrolment practices in the North Shore causes the college to enrol two years before year 7 entry.

The college's mission statement, adopted in 2005 is:

To provide comprehensive, quality education in a nurturing Marist community founded on enduring Catholic values which prepares boys for an adult life of responsibility and commitment

Therefore the college is committed to nurturing the whole life of every student – not just their academic potentialities. In addition to the academic, pastoral care and faith formation programmes, the college offers a range of other opportunities. Throughout the year the boys have keenly involved themselves in the co-curricular activities offered by the college. The college is justifiably proud of our involvement in the Metropolitan Catholic Colleges (MCC) sports competitions, managing a full complement of teams in all competitions.

Teams participated most creditably in various debating and oratory competitions.

An enthusiastic group of boys were involved in the weekly chess competition which has grown quickly over the last three years. There is an annual school musical in which about eighty students are typically involved.

At Marist College North Shore many staff members give their time generously to enable the students to participate in this wide range of activities that are a significant part of the college's overall programme.

The college employs sixty-two staff comprising of forty-seven teachers and fifteen non-teaching staff, the latter being employed in a variety of capacities including teacher's aides and office staff.

The activities outlined in this section are but a small component of college life which encompasses the full range of programmes and activities.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

Marist College North Shore follows the Archdiocesan Religious Education Curriculum and uses the student textbooks, *To Know, Worship and Love*, as authorised by the Archbishop of Sydney, George Cardinal Pell.

The college liturgical year began with the community gathered to celebrate the Eucharist. The focus this year came from the Marist Ministries Office, *Now is the Time: Marists for a New World*. This is a calling that Mary had when she went to visit her cousin Elizabeth in the story of the Visitation. She undertook this journey with great urgency. In the presence of the assembled congregation the College leaders acknowledged that they would embody the Marist Charism - Presence, Simplicity, Love of Work, Family Spirit and In the Way of Mary. It was during this Mass, celebrated by Bishop David Cremin, that a number of students were received into the Catholic Church and were further initiated into the Church by receiving the Sacraments of Confirmation and Eucharist for the first time.

Lent invited us to open our own hearts and lives to the message of Jesus and to the needs of all the people in our world. The Marist Asia Pacific Solidarity (MAPS) theme for the season of Lent was *Seeing the World through the Eyes of a Child*. All funds raised during Lent were donated to MAPS. The liturgy held on Holy Thursday focused on the story of Jesus' Passion from the perspective of those who walked with him during this journey. It was held in the Church which added to the eerie and sombre nature of the liturgy. The students involved in the movement, reading and sound effects did a wonderful job.

We marked the feast of Saint Marcellin Champagnat by celebrating the Eucharist as a Marist community. Before Mass the community reflected on the life of Marcellin Champagnat. During 2010 four staff travelled to France and followed in the footsteps of Saint Marcellin Champagnat by participating in *The Hermitage Pilgrimage*, a tour of the places where Champagnat began the Brothers. This experience enabled them to strengthen their connection with the Marist Brothers and understanding of Saint Marcellin the man. It was a very humbling experience that they were more than happy to share with the community on their return by facilitating the staff spirituality day held at *The Hermitage* in Mittagong.

Year 7 enjoyed a special liturgy whilst they were on camp that introduced them to the house system of the college. The parents of year 7 were invited to celebrate the Eucharist with their sons during which Father Tony Smith explained the significance of the mass for Catholics. It was at this mass that all year 7 students were presented with a bible from the college.

Reflection days were held for years 7, 8, 9 and 10 which allowed the students to reflect on their lives as a witness to Christ.

Year 11 participated in volunteer work in a variety of areas ranging from Saint Vincent's Sacred Heart Hospice to the Saint Edmund's College and one day of reflection during Ministry Week. The final day was a chance for the students to reflect on their experience during their placement. The week concluded with a celebration of the Eucharist for staff, parents and students.

Year 12 enjoyed a three day retreat at *La Valla*, Mittagong. The retreat theme was *Trust, Love, Live*. The experience enabled students to encounter God through prayer, personal reflection and the Eucharist.

The year 12 graduation mass was a celebration where everyone present felt connected to the family spirit of the college. During the mass students were presented with a crucifix. We pray that the students who graduate from Marist College North Shore continue to live in the resurrection of Christ.

During Term 4, year 8 students undertook the CEO test on religious literacy. The test covered topics studied in years 7 and 8.

A number of staff attended the Marist Ministries Office programs *Sharing Our Call I* and *Sharing Our Call II*. This provided staff with time for retreat and reflection on the charism of the college in which they live out their vocation as a teacher. Members of the religious education (RE) team attended the Los Angeles religious education congress. This was an opportunity for staff to strengthen their knowledge and develop ideas in the area of RE. The Youth Ministry coordinator was selected by the CEO to participate in a course of study in the Holy Land. This experience has enabled her to deepen not only her knowledge but also her own spiritual dimension, which will prove to be most beneficial to the of the college community as she shares her varied experiences with us.

The Advent spirit was evident in the Christmas hampers that years 7 to 11 tutor groups created for Saint Vincent de Paul. This effort was coordinated by the service and mission captains of the houses. 2010 has also been a year where we have been preparing for twenty-three students to attend World Youth Day in Madrid.

All of the staff at Marist College North Shore (MCNS) contributed to the religious dimension of the college, those who teach formal religious education classes, those who model prayer for our students, and those who instil in them the Christian values that shape and form our boys into young men.

SCHOOL CURRICULUM

The school 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 College offers a wide variety of courses, suited to the particular needs of individual students. The subjects offered for the School Certificate at Marist College North Shore are Board of Studies mandated and approved School Certificate Courses. They are listed below:

YEAR 10

Mandatory Subjects: Religion, Catholic Studies, English, Mathematics (5.1, 5.2 and 5.3) Work Education, Personal Development Health and Physical Education, Australian History, Australian Geography and Science.

Electives:

Commerce, Information and Software Technology, Music, Design and Technology, Industrial Technology, Physical Activity and Sports Studies, Drama, Visual Arts, Food Technology, Italian, Photography and Digital Media and History.

YEAR 11 and 12

All students at the college are required to take a minimum of thirteen units in year 11 and a minimum of ten units in year 12.

Courses in Years 11 and/or 12:

Mandatory Subjects: Studies of Religion (I or II) or Religion Catholic Studies (1 unit Board Endorsed Course), English (Standard or Advanced).

Electives:

Ancient History, Biology, Business Studies, Chemistry, Construction Vocational Education and Training (VET), Economics, English Extension 1, English Extension 2, Geography, General Mathematics, History Extension, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Design and Technology, Drama, Hospitality (VET), Information Processes and Technology, Legal Studies, Modern History, Music 1, Personal Development Health and Physical Education, Photography Video and Digital Imaging, Physics and Visual Arts.

CURRICULUM INITIATIVES

The college has introduced a gifted and talented program to cater for more able students. Students in year 11 can select to complete an accelerated mathematics program allowing them to sit the Higher School Certificate 2 unit mathematics course at the end of year 11.

The college participates in a range of external tests including English, Mathematics, Science, Business Studies, Economics and Computing. Results in the mandatory School Certificate and Higher School Certificate are regularly above average in most courses.

Year 7 and Year 9 students scored most pleasing results in the National Assessment Program Literacy and Numeracy (NAPLAN) assessments. Nevertheless a detailed review of the Year 7 and 9 NAPLAN results was undertaken in order to make available to teachers each student's strengths and weaknesses.

Some better students of mathematics are accelerated, starting from year 7. This enables the more gifted students to continue to develop their mathematical skills and knowledge at a rate that is appropriate to them. Our aim is to continually challenge these students enabling many to complete the stage 4 and 5 mathematics course by the end of year 9 and complete the preliminary course whilst still in year 10.

The college operates an open classroom where students who are struggling with literacy, organisational and homework skills are assisted by teachers and year 11 peer support leaders.

STUDENT PERFORMANCE IN TESTS

National Assessment Program in Literacy and Numeracy

Students in years 7 and 9 sat the *National Assessment Program in Literacy and Numeracy* (NAPLAN) in May this year. 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 in numeracy and the aspects of literacy. The college results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

Further information regarding school performance in NAPLAN against State and National trends has been provided in the school newsletter dated September 15 2010 and is available on the school website at www.maristcollege.com. Additional information can also be accessed from the MySchool website (www.myschool.edu.au).

NAPLAN results 2010		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	All schools	School	All schools
Year 7	Reading	49%	29%	7%	16%
	Writing	27%	23%	7%	20%
	Spelling	35%	30%	11%	17%
	Grammar & Punctuation	33%	26%	16%	21%
	Numeracy	43%	30%	1%	16%

Source: MySchool www.myschool.edu.au; Additional information can be viewed at this website.

NAPLAN results 2010		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	All schools	School	All schools
Year 9	Reading	33%	18%	9%	21%
	Writing	19%	19%	15%	26%
	Spelling	38%	22%	10%	25%
	Grammar & Punctuation	32%	22%	10%	25%
	Numeracy	38%	23%	12%	24%

Source: MySchool www.myschool.edu.au; Additional information can be viewed at this website.

These results demonstrate above National average scores across all the components of the NAPLAN tests in both years 7 and 9. The literacy results are outstanding in the percentages of boys that achieved the top band. There will be further attention to writing for all students to ensure they continue to achieve well above average results in all components of literacy. The results in numeracy continue to be outstanding in every way.

School Certificate

Students in year 10 sat for the School Certificate (SC) 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					
	2008		2009		2010	
	School	State	School	State	School	State
English Literacy	87%	77%	96%	83%	95%	81%
Mathematics	61%	50%	68%	50%	66%	53%
Science	79%	66%	84%	71%	83%	73%
Australian History	57%	51%	84%	59%	74%	52%
Australian Geography	74%	67%	80%	60%	64%	59%

Our students have continued to achieve well above State average results in the School Certificate Tests. This is particularly pleasing as, through the mathematics acceleration program, the top year 10 mathematics students are not included in these results because they completed the preliminary Higher School Certificate (HSC) mathematics course in 2009. The English results continue to be outstanding.

Higher School Certificate

The results of the college's Higher School Certificate (HSC) 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					
	2008		2009		2010	
	School	State	School	State	School	State
Studies of Religion 1	80%	77%	70%	83%	80%	79%
English Standard	50%	38%	50%	36%	57%	35%
English Advanced	97%	89%	100%	89%	100%	93%
General Mathematics	59%	56%	62%	54%	84%	57%
Mathematics	76%	72%	82%	71%	87%	75%
Legal Studies	71%	72%	93%	67%	89%	64%
Ancient History	90%	62%	77%	62%	64%	64%

Once again Marist College North Shore students have achieved outstanding results in the Higher School Certificate across all subjects.

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 five whole-school staff days in 2010. The content of these days was as follows: first aid/CPR training, faith formation in the Marist Charism, school renewal and improvement. Staff received training to develop literacy skills across all curriculum areas. Faculty meetings were held twice per term and subject coordinators met every fortnight. House coordinators met each week. In August, staff received updated information about child protection.

Teacher Standards

The following table sets out the number of teachers on the school 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.	47
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 2010 was 97%. This figure does not include teachers on planned leave. The teacher retention rate from 2009 to 2010 was 86%.

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

The average student attendance rate for the school during 2010 was 91%. School attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	88%
Year 8	88%
Year 9	87%
Year 10	90%
Year 11	97%
Year 12	95%

Some students struggle at times to demonstrate regular attendance. In such instances the consistent efforts of our pastoral coordinators ensures their attendance is monitored and optimised by regular consultation with families.

Retention Rates

Eighty-seven percent of the 2008 year 10 cohort continued onto year 12 (2010).

SENIOR SECONDARY OUTCOMES

The table below sets out the percentages of students undertaking vocational education training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualification).

Senior Secondary Outcomes; Year 12, 2010	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	28%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	99%

The college's easy access to Technical and Further Education (TAFE) colleges has enabled more students to take up these courses.

POST SCHOOL DESTINATIONS

Each year the school collects destination data relating to the year 12 student cohort. The table below sets out the percentages of students for the various categories shown as compared to State figures.

Destination Data Year 12, 2010 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
School	53%	15%	20%	4%
State*	30%	30%	30%	10%

*State figures reported on: www.boardofstudies.nsw.edu.au/employers

An increasing number of students take a GAP year prior to university. In 2010, nine percent of graduating students took this option.

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.

Total 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.

Parents wishing to enrol students to the college can obtain an enrolment form from the college Administration. Requests can also be made via an email to info@maristns.catholic.edu.au.

Parents wishing to enrol their son in the college need to make contact with the enrolment secretary on 02 9957 5000 to ask for an enrolment package to be forwarded. Further information may be obtained on the college website under the heading *Enrolment*.

Information about enrolling in a school within the Archdiocese of Sydney can be accessed via the link: [CEO public website](#).

The full text of the Archdiocesan Enrolment Policy may be accessed via the [college website](#).

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)*.

Every staff member in a Marist school has a responsibility for pastoral care of students. One of the five distinctive elements of a Marist enterprise is *Family Spirit*, and such a spirit can only be developed and actualised if every student is cared for, supported (especially in difficult times), challenged and encouraged.

The full text of the college's pastoral care policy may be accessed via the: school website at www.maristcollege.com.

Student Management Policy

The college's Student Management policy is meant to assist teachers in the important task of creating and maintaining a classroom environment that is conducive to effective learning. It also provides parents and

students with information about the underlying principles of student management at the college and some of the processes and procedures that are used.

Corporal punishment is expressly prohibited in this college. The college 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 Management Policy may be accessed via the:

- college website, www.maristcollege.com
- student diaries

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 document on the college website.

The full text of the school policy is available from the: school website www.maristcollege.com.

SCHOOL DETERMINED IMPROVEMENT TARGETS

Each year, the college develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the college's Strategic Management Plan and informed by the indicators of effectiveness for Sydney Catholic Schools as specified in the key CEO document *How Effective is Our Catholic School?*. The college engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the school's Regional Consultant.

In 2010 staff professional development was focussed on improving the college's ability to effectively engage students in their learning through the use of information technologies especially the scenario of each student having a laptop. A review was undertaken of the use of assessment data, both internal and external to inform teaching and learning. HSC data was extensively analysed to identify approaches and strategies

that would further enhance student outcomes. Professional development also included a study of the college's founding charism thus increasing the ability of staff to promote the key focus areas of this paradigm of pastoral care.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Respect is one of the six key college values as outlined in our 2005-2010 Strategic Management Plan. The document says: *Respect for self, others and College is a fundamental requirement for all associated with the College Community. Respect underpins our rules, illuminates our relationships, helps foster a family atmosphere, and encourages compassion and social engagement.* In our Student Management Policy *Respect* is identified as *The College Rule*. Therefore the college's ethos and atmosphere, expectations and standards are aimed at promoting respect and individual responsibility. In 2010 teachers underwent further training in restorative practices in the pastoral care of students. There are a number of events or aspects of college life that have as their primary reason the inculcation of attitudes of respect and responsibility:

- Pastoral care days for years 7, 8, 9, 10 – most have as at least part of their focus *right relationships*.
- Year 11 ministry week where students go into the community and work in various helping agencies is designed to engender respect for others.
- The ministry of service programs for years 9 and 10 boys are also designed to assist boys develop empathetic skills and respect for others.
- The peer support program where year 11 boys work with year 7 boys, particularly at the start of the school year, are significant to both groups of boys and assist the older boys to develop a sense of responsibility for the younger members of the college family.
- Student leadership processes are also meant to offer students opportunities to develop initiative and responsibility.
- Marist Solidarity promotes respect and responsibility as core values and its work with MAPS also gives this a particular Asia-Pacific focus.

PARENT, TEACHER AND STUDENT SATISFACTION

A survey was conducted of parents new to the college in 2010 and also of student leaving the college in 2010. Areas of greatest satisfaction, expressed by parents, teachers and students were teacher willingness to help students in school time and out of hours, careers education developments, pastoral care, faith formation and liturgical life, relationships between teachers and boys, facilities improvements, school camps/retreats, solidarity programs.

FINANCIAL STATEMENT

Catholic schools are accountable for all monies received. Each year, the CEO, Sydney submits to the Federal Government a financial statement on behalf of each of the one hundred and forty-seven 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 accounts for each school and for the CEO, Sydney are audited annually.

A summary of the income and expenditure reported to the Federal Government for 2010 is as follows:

INCOME	\$million	EXPENDITURE	\$million
Parents' Contributions ¹	\$119.4	Education and School Support	\$130.3
Federal Government ²	\$555.0	Total Salary Costs	\$500.4
State Government ²	\$132.4	Capital Expenditure	\$189.7
Government Targeted Grants	\$27.9	Surplus	\$29.6
Interest and Other	\$15.3		
Total Income	\$850.0	Total Expenditure	\$850.0

Notes

1. Parents' contributions include Archdiocesan tuition fees of \$54.6 million. School Charges and Building Levy and P & F contributions of \$64.8 million.
2. Income from Federal 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 our school as reported in the school's annual Financial Questionnaire for 2010 was:

Archdiocesan Tuition Fees received	\$869,241
School Based Fees	\$1,508,005
Other Income (eg. Parents & Friends, Trading & Building Levy)	\$823,200
Total	\$3,200,466