De La Salle Senior College Cronulla

Annual School Report to the Community

2010

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CONTENTS

About This Report .............................................. 1
Message From Key School Bodies ...................... 2
School Features ..................................................... 2
Catholic Life And Religious Education ............. 4
School Curriculum ............................................... 5
Student Performance In Tests ......................... 6
Professional Learning And Teacher Standards .... 7
Teacher Attendance And Retention ................ 8
Student Attendance ............................................. 8
Senior Secondary Outcomes .............................. 8
Post School Destinations .................................. 9
School Policies .................................................... 9
School Determined Improvement Targets ........ 11
Initiatives Promoting Respect And Responsibility 11
Parent, Teacher And Student Satisfaction .......... 12
Financial Statement ........................................... 13

ACRONYMS AND ABBREVIATIONS USED IN THIS REPORT

AIP: Annual Improvement Plan
ATAR: Australian Tertiary Admission Rank
BER: Building the Education Revolution
BOS: Board of Studies
CEO: Catholic Education Office
HSC: Higher School Certificate
ICT: Information and Communication Technologies
KLA: Key Learning Area
NAPLAN: National Assessment Program – Literacy and Numeracy
NPA: National Partnership Agreement
RE: Religious Education
SMART: School Measurement Assessment and Reporting Toolkit
VET: Vocational Education and Training
ABOUT THIS REPORT

De La Salle College Cronulla 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 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 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 parent information nights and Parent Advisory Board Meetings. Further information about the school or this Report may be obtained by contacting the school on 85221500 or by visiting the website at www.dlscronulla.catholic.edu.au

PRINCIPAL: Mr Phil Gane
DATE: 24 February 2011
MESSAGE FROM KEY SCHOOL BODIES

Principal’s Message
De La Salle College Cronulla is a Catholic co-education high school located in the Sutherland Shire. The College has as its focus continual development in two key areas: teaching and learning, and fulfilling the mission of our Founder, St. John Baptist De La Salle. It is part of the Sydney Archdiocesan system of Catholic schools. School spirit is vibrant and tangible and each member of our community is encouraged to give of his or her best. As a senior secondary College, De La Salle Cronulla offers a curriculum appropriate for Year 11 and 12 students.

Parent Representative Body Message
The College enrolment trends are strong. Many members of staff are experienced Higher School Certificate (HSC) teachers, and share with students a strong passion for teaching and learning. Equally strong is the pastoral care that constantly supports students, and helps to build relationships based upon Gospel values. As a relatively unique senior school, transition processes for our Year 10 feeder school students to the College is a significant focus. These processes, and its senior school nature, are highly desirable characteristics of the College. Every student is provided a College laptop computer to enhance his or her learning. This means that teachers and parents share the challenge of ensuring this resource is used effectively.

Student Representative’s Message
The voluntary supervised study after school in the library three days per week is an example of how the staff helped students to prepare for the HSC examinations. It is also good to have the De La Salle Brothers in the College community to provide mentors for both academic and spiritual guidance.

There are opportunities to compete and build school spirit through the participation and success in various Combined Catholic Colleges and Public Schools knockout competitions.

Our new student leadership structure has proved a success as it gives us more responsibility and opportunity for all students to build College spirit and better participate in our Lasallian mission.

SCHOOL FEATURES
De La Salle College Cronulla is a co-educational senior College. The majority of students at the College are drawn from two feeder Year 7 - 10 schools; Our Lady of Mercy College Burraneer and De La Salle College Caringbah. The College is closely linked to the local parishes of St Aloysius Cronulla, Our Lady of Fatima Caringbah, St Francis de Sales Woolooware and Our Lady Star of the Sea Miranda. The three Colleges along with the four primary schools comprise the Eastern Shire cluster of Catholic schools.
The College was founded by the De La Salle Brothers in 1936 and originally catered for day students as well as boarders. Education was provided for students from primary school age up until the Leaving Certificate. The current senior school structure commenced in 1967 and became a co-educational institution in 1983. In 1990 the CEO assumed responsibility for the administration of the school and the first lay principal was appointed. The De La Salle Brothers are the trustees of the College site and have recently developed modern and appropriate residences for up to sixteen Brothers on the site.

As a Lasallian school, the College seeks to provide an environment in which students have the opportunity to reach their full potential and proceed to make a contribution to society.

The College appearance and facilities were significantly enhanced with the completion of extensive building projects in recent years. In September 2009 we celebrated the Opening and Blessing of the new facilities by former student, Bishop Terry Brady. Included in the works is a refurbished industry standard hospitality kitchen, a new creative arts block incorporating Music, Drama and Art rooms, a Technology and Applied Studies block, including a Computer Lab, and four new general classrooms. The College oval was re-developed to accommodate rugby league and football games. With assistance from the Federal Government Building the Education Revolution (BER) funding, we have invested a significant amount of our own finances to refurbish the Br Celestine Gavin College library. Bishop Brady blessed the ‘new’ library earlier this year.

Development of technology continues to be a priority and the entire College site has wireless internet access. This has proved to be an effective addition to the teaching as every teacher and student received a laptop computer to assist in teaching and learning. These laptops are returned to the College when students complete their HSC and will be re-distributed to following students over a four-year life span.

Founder’s Day is held in June and is the major community event each year. Students have the opportunity to participate in a community service program throughout the day. Some projects include bay clean up, visiting disabled children at their school and providing lunch, sand dune restoration, and a concert and meal for the residents of local nursing homes.

The school caters for students in Years 11 and 12 and has a current enrolment of three hundred and sixty four students comprising equal male and female enrolments. Another twenty-eight students commenced the 2010 school year but were supported in transition to the work force. Enrolments continue to grow as the local Catholic community becomes increasingly appreciative of the clear pathway and outstanding
education offered from the four Catholic Primary schools, the two Junior Secondary Colleges and De La Salle Senior College. The intake of Year 11 students in 2011 is expected to be approximately two hundred and eight.

The school employs forty-seven staff comprising thirty-six teachers and eleven non-teaching staff, the latter being employed in a variety of capacities including student support, teachers’ aides, and non-teaching De La Salle Brothers. The College has strengthened student and staff support in teaching and learning with the ongoing development of a diverse learning needs department. This focuses on working with students with learning difficulties across the full learning spectrum. Whilst seeking to maintain our strong academic standards reflected by outstanding HSC results, the curriculum has also been further developed to offer five Vocational Education Training (VET) courses. These courses offer exciting alternatives, particularly for non-Australian Tertiary Admission Rank (ATAR) students.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

De La Salle College Cronulla follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks, To Know, Worship and Love, as authorised by the Archbishop of Sydney, George Cardinal Pell. Each student completes a pattern of study in either Studies of Religion 1 or 2 Unit or Catholic Studies 1 Unit. The RE staff are accredited and actively engaged in courses and current issues in order to maintain high academic standards which also support the Catholic ethos. This ethos is evident in the daily lives both in and out of the classroom, within the parish, the feeder schools and the wider community.

The De La Salle College community fosters the Lasallian values of faith, community and service. These values were established by the founder, St John Baptist De La Salle, and are reinforced by the presence of the Brothers who spend time with both staff and students teaching, tutoring and in conversation. Our College leaders spent one week in January at a Lasallian Leaders’ Retreat at Kincumber and participate in the annual gathering of Lasallian Youth in Adelaide. These leaders are able to bring back the ideas based on the philosophy of the founder. Similarly, staff members engaged in a week of retreat at the Lasallian Centre Narooma. The staff spirituality day also centred on Lasallian spirituality and was led by Brother Jeffrey Calligan, from Lasallian Education Services.

In addition to this, the staff and students were actively involved in a variety of social justice initiatives, many being traditional to the College, with some new activities introduced. The Social Justice Group included a large group of students in both Years 11 and 12. Their enthusiasm and leadership saw all members of the College community involved in many initiatives including:

- Year 11 Lasallian Leadership – in preparation for the Year 6 spirituality Day
The Catholic life of the College was also celebrated in a more formal manner each day as students and staff begin the day in prayer. Year meetings and assembles also begin with a prayer and reflection relevant to the community, world events and Church calendar. Special times in the College and Church calendar are highlighted with a liturgy where students and staff are actively involved in both the preparation and celebration. The College Retreat is a significant way students are able to explore their faith and experience prayer and contemplation in a bushland environment.

Many of the social justice initiatives and prayer life are based on the close relationship with the St Aloysius parish. This is evident in numerous aspects of College life, particularly in the Catechist program, now in its third year and very popular with the students at the College, the parish and students at Burraneer Bay Primary School. Students are able to witness to the younger people and demonstrate their faith. Several students spoke of this experience at an Evangelisation Day for Year 9 students of the Southern Region.

These many initiatives have enriched the College community and have been a very clear reflection of the Lasallian values of faith, service and community. The College consciously reinforced the Catholic ethos and supported each student on his or her faith journey.

SCHOOL CURRICULUM
The school follows the BOS syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) and implements the curriculum requirements of the CEO. 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.
2010 continued to see the growth of eLearning at the College with all students having access to a personal laptop. The majority of our staff have undertaken significant professional development in Information and Communication Technologies (ICT) as part of the iLe@rn project and Web 2.0 program and are implementing this learning into the classroom. The use of collaborative web tools has seen a significant growth in student engagement and understanding.

The refurbishment of the College library has had a positive effect on students using this space for further study. Students have been involved in creating their own study groups to prepare for the HSC, whilst teachers use the space to offer seminars and workshops both during and after school hours. Parents and students have continued to provide positive feedback for our study after hours library program, which commenced in 2009 and continued throughout 2010.

Students’ HSC results continue to reflect a growth in the “value added” as a measure of our teaching and learning. Staff have had professional discussions around differentiation of curriculum and assessment and in providing feedback to students. They have focused on the key area of Planning, Programming and Evaluation as a means to improve teaching and learning methods. The ongoing development of a new reporting system this year will allow teachers in 2011 to provide positive, accurate, and specific direction for individual student learning.

2010 also saw the introduction of two new Vocational Education and Training (VET) courses for study: Business Services and Construction, along with a Hospitality Specialisation Study. By delivering these three courses at the College, it allows students to develop significant skills without the disruption of attending TAFE on Tuesday afternoons. They have also provided more opportunities for students attending the College who do not wish to receive an Australian Tertiary Admission Rank (ATAR) for University entry. The College is reintroducing Food Technology and offering the CEC Photography course in 2010 to further broaden teaching curriculum and extend options for our students.

**STUDENT PERFORMANCE IN TESTS**

**Higher School Certificate**

The results of the school’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

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>State</th>
<th>School</th>
<th>State</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies of Religion 1</td>
<td>84%</td>
<td>77%</td>
<td>84%</td>
<td>83%</td>
<td>84%</td>
<td>83%</td>
</tr>
<tr>
<td>English Standard</td>
<td>55%</td>
<td>38%</td>
<td>67%</td>
<td>36%</td>
<td>67%</td>
<td>36%</td>
</tr>
<tr>
<td>English Advanced</td>
<td>100%</td>
<td>89%</td>
<td>100%</td>
<td>89%</td>
<td>100%</td>
<td>89%</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>79%</td>
<td>56%</td>
<td>83%</td>
<td>54%</td>
<td>84%</td>
<td>54%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>85%</td>
<td>72%</td>
<td>96%</td>
<td>71%</td>
<td>96%</td>
<td>71%</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>100%</td>
<td>73%</td>
<td>100%</td>
<td>64%</td>
<td>100%</td>
<td>64%</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>100%</td>
<td>71%</td>
<td>97%</td>
<td>67%</td>
<td>97%</td>
<td>67%</td>
</tr>
<tr>
<td>Hospitality</td>
<td>89%</td>
<td>56%</td>
<td>87%</td>
<td>65%</td>
<td>85%</td>
<td>65%</td>
</tr>
</tbody>
</table>

The HSC results for 2010 reflect the improvement trend of recent years. We were particularly delighted to learn that one of our students was placed first in the State for General Mathematics. In fact, the College results in all courses of the Mathematics Key Learning Area (KLA) were outstanding. It is also very pleasing to see the overall improvement of the boys’ HSC results. They have responded well to the challenge issued at the start of the year. Equally pleasing is the improvement girls are showing in HSC Science results.

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 four whole staff days in 2010. The content of these days was as follows: Staff Spirituality in Term 3, Introduction and Development of the Reporter Pro System (over two days), and First Aid/CPR training in Term 4. Faculty and Coordinator meetings are regularly held each fortnight and the College Executive meets weekly. In addition, KLA Coordinators spent a full day of professional development addressing the SRI component of Planning, Programming, and Evaluation.

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 CEO, Sydney.
**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:

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>36</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.</td>
<td>0</td>
</tr>
</tbody>
</table>

**TEACHER ATTENDANCE AND RETENTION**

The average teacher attendance rate during 2010 was 98%. This figure does not include teachers on planned leave. The teacher retention rate from 2009 to 2010 was 97%.

**STUDENT ATTENDANCE**

The average student attendance rate for the school during 2010 was 95.7%. School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<th>Year 11</th>
<th>96.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12</td>
<td>94.8%</td>
<td></td>
</tr>
</tbody>
</table>

Student absences are followed up and it is a common practice that parents will be contacted on the day of absence, particularly if there is a variation to normal College routine on that day. However, further steps will be taken in 2010 to improve student attendance rates.

**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 HSC (or equivalent vocational education and training qualification).

<table>
<thead>
<tr>
<th>Senior Secondary Outcomes; Year 12, 2010</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students undertaking vocational training or training in a trade during the senior years of schooling.</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>% of students attaining the award of <em>Higher School Certificate</em> or equivalent vocational education and training qualification.</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
De La Salle Senior College has a tradition of achieving strong HSC results. However, with an increase in enrolment and greater diversity of students we are also embracing the challenge of providing a broad curriculum that provides opportunity to study and gain qualifications in VET courses. The College now boasts an outstanding reputation for student achievement in this area, particularly in the Hospitality course. Both Hospitality and Construction were popular VET choices for students studying in 2010.

Approximately 76% of our students completed a pattern of study that provided eligibility for an ATAR in 2010.

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.

<table>
<thead>
<tr>
<th>Destination Data Year 12, 2010 Graduating Class</th>
<th>University</th>
<th>TAFE / Other institutions</th>
<th>Workforce entry</th>
<th>Destination not reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>60%</td>
<td>18%</td>
<td>15%</td>
<td>7%</td>
</tr>
<tr>
<td>State*</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>10%</td>
</tr>
</tbody>
</table>


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.

Three hundred and seventy students were enrolled at the College in 2010. One hundred and eighty six students completed their preliminary course and one hundred and eighty four students comprised the Year 12. Across the two year-groups there were a total of one hundred and eighty three boys and one hundred and eighty seven girls. One indigenous student was enrolled at the College in Year 11 during 2010.
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 school website http://www.dlscronulla.catholic.edu.au

**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 Cyberbullying, Disability Standards 2005, Management of Students with Challenging Behaviours: Guidelines for Primary/Secondary Schools* (2007).

Pastoral Care at the College is centred on the Gospel message and our interaction with students is based on mutual respect and accepting of responsibility for our own actions. This encourages the development of an environment where each individual feels valued and accepted within the school.

The full text of the school’s Pastoral Care Policy may be accessed via the College Website [www.dlscronulla.catholic.edu.au](http://www.dlscronulla.catholic.edu.au).

**Student Management Policy**

Students are clearly informed of their rights and responsibilities as learners seeking a HSC at the College. Expectations of students are articulated at assemblies, Year meetings, parent information evenings and through the enrolment agreement. Open communication between parents and staff is encouraged to ensure the best outcomes for student learning and welfare. Sense of the Sacred values are embedded in KLA programs and a student counsellor is provided to offer support for those students needing outside assistance.

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 Policy may be accessed via the College website: [www.dlscronulla.catholic.edu.au](http://www.dlscronulla.catholic.edu.au).
Complaints and Grievances Resolution Policy

The College 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 encompasses children's learning, behaviour and welfare, school organisation and management, and student health and safety issues.

The College 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 information brochure available from the CEO public website.

The full text of the school policy is available from the College website: www.dlscronulla.catholic.edu.au.

SCHOOL DETERMINED IMPROVEMENT TARGETS

Each year, the school develops an AIP indicating the intended key improvements for student learning outcomes. The plan is drawn from the school’s Strategic Improvement 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 school engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the school’s Regional Consultant.

The College evaluated its effectiveness in components across all seven Key Areas in this document throughout 2010. The focus in 2009 was on Students and their Learning, and Catholic Life and Religious Education- this continued throughout 2010. It is pleasing to note that there is considerable evidence of high achievement in these components. Staff, students, and parents were able to identify strengths in these areas. The key aspect for development and evaluation in 2010 was our Reporting of Student Achievement. A new reporting package has been introduced.

Electronic communication of information was also targeted as we moved to electronic newsletters, a website upgrade, and the development of a new electronic Learning Management System.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Respect and responsibility are only two of the values that are central to the way Catholic schools are conducted. Mutual respect between all members of the College community is emphasised at assemblies, during Year meetings and through daily interaction between individuals. As a senior College, students are constantly reminded that they must take responsibility for their actions. This includes making a positive
contribution to the wider community. The College Executive welcomes feedback in this regard. As detailed in the section above on Catholic Life and Religious Education, students demonstrated through their participation in a number of activities and events that they can make a difference in these areas.

**PARENT, TEACHER AND STUDENT SATISFACTION**

The Catholic Education Office of the Sydney Archdiocese conducted a series of *Listening Assemblies* during 2010 as a means of preparing the next phase of its Strategic Plan. As part of this process, De La Salle College consulted with staff, students and parents. Representatives from each of these bodies provided very positive and constructive evaluation and feedback regarding current practices. They also provided suggestions for future considerations and challenges. The College implemented ideas and initiatives as a result of this feedback throughout 2010. A Parent Advisory Board, which meets monthly, has been established. Our students continue to seek opportunities to build links with other Lasallian schools. The Lasallian schools leaders’ camp held in the January holidays provides a wonderful opportunity to share hopes, forge friendships, and hone leadership skills.
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 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 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:

<table>
<thead>
<tr>
<th>INCOME</th>
<th>$million</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents' Contributions 1</td>
<td>$119.4</td>
</tr>
<tr>
<td>Federal Government 2</td>
<td>$555.0</td>
</tr>
<tr>
<td>State Government 2</td>
<td>$132.4</td>
</tr>
<tr>
<td>Government Targeted Grants</td>
<td>$27.9</td>
</tr>
<tr>
<td>Interest and Other</td>
<td>$15.3</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$850.0</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENDITURE</th>
<th>$million</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and School Support</td>
<td>$130.3</td>
</tr>
<tr>
<td>Total Salary Costs</td>
<td>$500.4</td>
</tr>
<tr>
<td>Capital Expenditure</td>
<td>$189.7</td>
</tr>
<tr>
<td>Surplus</td>
<td>$29.6</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$850.0</strong></td>
</tr>
</tbody>
</table>

**Notes**

1. Parents' contributions include Archdiocesan tuition fees of $54.6 million, School Charges & 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.

Parents' contributions to our school as reported in the school's annual Financial Questionnaire for 2010 was:

<table>
<thead>
<tr>
<th>Description</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archdiocesan Tuition Fees received</td>
<td>$ 597,917.00</td>
</tr>
<tr>
<td>School Based Fees</td>
<td>$ 483,599.00</td>
</tr>
<tr>
<td>Other Income (eg. Parents &amp; Friends, Trading &amp; Building Levy)</td>
<td>$ 236,366.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,317,882.00</strong></td>
</tr>
</tbody>
</table>