2005 Annual Report

SCHOOL NAME

MATER DEI CATHOLIC COLLEGE

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1. School Profile

1.1 Introduction

Mater Dei Catholic College was established in 2004 on a greenfield site in the south of this city by the Diocese of Wagga Wagga as a co-educational college to serve the Catholic community in the city of Wagga Wagga. The original student enrolments came from the closure of two previously single gender schools and a senior co-educational school which had existed in the city for up to 130 years under various names and governing bodies. The first intake of students included Years 7, 8, 9 and 10. This extended to Year 11 this year and then 12 the next year, so that in 2006 the College will be a 7 to 12 college.

Staffing for the College has been from the pool of teachers and support staff at the closing schools, and from national advertising.

1.2 Student Profile

The following information describes the student profile for 2005:

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>274</td>
<td>283</td>
<td>5</td>
<td>21</td>
<td>583</td>
</tr>
</tbody>
</table>

*Language background other than English

This profile represents the joining of students from two previous single gender schools which closed their doors at the end of 2003, and growth to Year 11 this year.

The balance of male and female students over the whole College is reasonable. However there are individual year groups which are dominated by a larger number of female students, and others by male students.

1.3 Enrolment Policy

The Diocese of Wagga Wagga has established an Enrolments Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at

http://cso.wagga.catholic.edu.au/policies.htm

The implementation of this policy is monitored by the Catholic Schools Office.
1.4 Staff Profile

The staff groupings within the College are such that every staff member has a structure whereby they are able to have a voice in matters which are relevant to their part in the education and management of students and the curriculum. The College Executive members are each a part of further groups which meet on a cyclic basis; Curriculum Committee, Student Welfare Committee and Technologies Committee. These meetings are in addition to the monthly Staff Meeting and the weekly Executive Meeting.

The NSW Government requires that this report detail the number of teachers in each of the following categories:

a) have teaching qualifications from a recognised higher education institution
b) have qualifications from a recognised higher education institution but no formal teacher education qualifications
c) have relevant successful teaching experience and appropriate knowledge but no formal teacher qualifications.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>46</td>
<td>1</td>
<td>0</td>
<td>47[46.1FTE]</td>
</tr>
</tbody>
</table>

1.5 Retention Rates

As Mater Dei Catholic College has only been established for 2 years, there are limited relevant figures for retention rates at this time. 2006 will be the first year in this College’s life, where there will be a Year 12 (HSC) cohort of students.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>Years 7-10</th>
<th>Years 10-12</th>
<th>Years 7-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Apparent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual</td>
<td>497</td>
<td>207</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>
2. Catholic Life and Mission

2.1 Catholic Heritage
Mater Dei Catholic College is a new College born out of the rich tradition and spirit of the Brothers, Sisters and lay people who served Catholic Education in the Wagga Wagga district for over 130 years. Then, as now, the College attempts to meet the needs of the students for the present, and into the future. We aim to educate our students to take their place in society through an education that we see as part of a life-long process which, in faithfulness to our mission statement, “is founded in Catholic faith, justice and love...(and ) is inclusive, learner centred and seeks excellence and wisdom”.

Gospel values, as demonstrated by our patron Mary, as well as by Nano Nagle and Edmund Rice are articulated in our Mission Statement and are at the centre of all our endeavours. We accept the challenge, as they did, to reach out to Christ, present in the poor.

2.2 Liturgical Life
Due to our distance from a church and the lack of a suitable space, our joyful, celebratory College Mass takes place in our beautiful Performing Arts Centre. Our focus is the spread of the Gospel and within that we celebrate all the many gifts and talents that each one of us brings to our new College and offer those gifts to the service of the College community.

As part of the liturgical life of the College we began a new tradition 2004 with the inauguration of a “Mater Dei Mass” on Mary’s birthday, 8th September as part of a day of thanks and celebration.

We come together in either Home or Year groups to celebrate with liturgy, various feast days, significant days in the liturgical calendar or significant days in the life of the College community. We pray in class, Homegroups, Year Groups and in School Assemblies for the needs of those around us, individuals and groups, near and far. We celebrate the Eucharist in Homegroups each week on a roster basis. Homegroup masses began 17th February, and our Opening Mass was 24th February. Homegroups took responsibility for Assembly prayer each week on a roster basis. Throughout the remainder of the year, various feasts and Church calendar items brought particular focus to our liturgical efforts. These included a Bishop’s letter to all in the Diocese, Mass at the death of Pope John Paul II, Edmund Rice and Nano Nagle days, Mater Dei feast day, Advent, end of year for Year 10 and for Staff. Confession opportunities were provided by the College Chaplain and supporting clergy during Advent in preparation for Christmas.

2.3 The School in the Life of the Parish and Diocese
Because Mater Dei Catholic College is a regional high school, not in close proximity to a church, it is difficult to have close ties to the feeder parishes. We have endeavoured to include our Bishop and the clergy from the feeder parishes in our celebrations, to indicate that they are always welcome to visit.

The Year 7 students, through their initial unit of study in Religious Education, reflect upon the nature of our College as a faith community and the place of the College in the wider faith community.
2.4 Religious Education Curriculum

The *Sharing Our Story* syllabus is based on stage outcomes and key concepts in seven (Primary) or eight (Secondary) major content areas.

1. God
2. Jesus
3. Church
4. Sacraments
5. Scripture
6. Christian Life
7. Prayer
8. Religion and Society (Secondary)

Learning in one stage consolidates, builds on and develops learning in previous stages of schooling.

After an introduction to the thinking and pedagogy of this syllabus by staff from the Parramatta Diocese, MDCC Staff spent much time in 2004 resourcing this curriculum. As a consequence of this, suggestions were made as to some possible changes to the sequencing of units as well as ways in which the units could be adjusted to meet our local needs. Many of these have been acted upon throughout the teaching of this program in 2005.

Programmes, overviews and assessment schedules were also developed in preparation for Stage 6 of *Sharing our Story*, and was introduced as *Studies of Religion* in 2005.

2.5 Catholic Worldview

At Mater Dei Catholic College we consider all aspects of education as an expression of the catholic worldview. We encourage all staff members to apply this worldview which translates into a Christ-centred orientation that permeates all aspects of school life including relationships, structures, celebrations and routines, as well as the formal curriculum.

All Year groups and staff members were again involved in either a Reflection day or Retreat experience to further assist in their faith formation. 28th June was Year 11 Reflection Day with Chris Doyle. 19th August was for Years 7-10 Reflection days. These were organised by the Year Coordinators with the support of their year group team members. Both Years 9 & 10 enlisted the help of the College pastoral counsellors and Community Health officers, as well as our staff. On the 12th October, Bruce Coleman, from “Right to Life” spoke to Year 10 students.

The College has a St Vincent de Paul Chapter which assists with Meals on Wheels and has raised money for support of local needs. The single greatest financial contribution was again in excess of $2000 to Micah House (SVdP) funded by a Trivia Night organised entirely by students.

2.6 Parent Participation

Because parents are the primary educators of their children, they are informed by the Principal and the Religious Education Coordinator, through the weekly newsletter, of various aspects of the Catholic life and mission of the College. The focus of upcoming units of study in Religious Education is also posted in the newsletter.

Parents, relatives and friends have been given an open invitation to attend any liturgical celebrations which are noted in our College newsletter.
Parents are also informed of the scripture readings for the upcoming Sunday as well as being given information as to other current celebrations within the liturgical life of the church

2.7 Professional Learning in Catholic Life and Mission

The Diocesan Policy on Professional Development Requirements for the accreditation of Teachers of Religious Education can be found at the Catholic Schools Office website http://cso.wagga.catholic.edu.au/policies.htm The Catholic Schools Office has compiled a list of tertiary institutions offering courses which meet the diocesan requirements for the teaching of Religious Education. This document can also be found on the CSO website.

Professional learning to further develop teachers’ professional expertise has again this year taken the form of working collegially to resource and deliver the Sharing Our Story syllabus, for Stage 6. On the 15th June, John Goonan, Diocesan RE Coordinator visited the College to offer assistance to staff, and on 24th June John Goonan ran an inservice on Sharing Our Story with staff.

The Diocesan Policy on Professional Requirements for the Accreditation of Teachers of Religious Education can be found at:

http://cso.wagga.catholic.edu.au/policies.htm
3. Pastoral Care

3.1 Diocesan Policies

The Diocese of Wagga Wagga has established Pastoral Care and Discipline Policies which are implemented by all schools in the Diocese. The full text of these policies can be found at:

http://cso.wagga.catholic.edu.au/policies.htm

The implementation of these policies is monitored by the Catholic Schools Office.

3.2 School Implementation of Diocesan Policy

The MDCC Welfare Policy flows from a Vision statement that emphasizes the development of a nurturing community which:

- Is founded in Catholic faith, justice and love.
- Is inclusive.
- Is learner-centred.
- Seeks excellence and wisdom.

More specifically the MDCC Mission calls us, as nurturers, to:

- Care for each individual ......
- Foster right relationships ......
- Provide particular attention to those most in need.
- Build a welcoming, safe and supportive school environment.

In TCTA: Principles and Practices for Learning and Teaching in the Diocese of Wagga Wagga we are asked to contribute to the building of:

...caring and effective learning communities, where the spirit of support and challenge work in harmony, where relationship is the glue that holds the community together and where Gospel values such as respect, acceptance and inclusion are the foundation upon which everything is built.

TCTA outlines many effective learning and teaching practices that are particularly relevant to the development and application of a Welfare Policy.

Effective teachers:

- Engage students in meaningful inquiry and research;
- Use mistake-making and error as an important part of the learning process;
- Honour the intrinsic motivation of students;
- Use language that actively promotes self-responsibility;
- Teach appropriate problem-solving strategies and skills and constructive ways of resolving conflict;
- Build unity and a sense of belonging in the classroom;
- Help students develop as principled, ethical human beings, displaying values such as respect, fairness, courtesy, responsibility and kindness.
Welfare Committee
The Welfare Committee consists of Assistant Principal, Student Welfare Coordinator, Year Coordinators and School Counsellor. This group meets regularly to:

- Discuss the welfare of individual students;
- Plan whole school and Year Group welfare initiatives;
- Evaluate initiatives and strategies employed;
- Oversee, with the Principal, the continued development and evolution of the MDCC Welfare Policy.

A key development in mid-2005 was the addition of a Thursday morning ‘Welfare Meeting’ where the whole staff meet for 15 minutes to discuss relevant welfare issues, particularly needs of individual students.

Welfare Policy
The MDCC Welfare Policy details the way in which College staff and outside agencies provide pastoral support to students and families. Under headings ‘Caring for students’ ‘Student Behaviour’ and ‘Referral procedures’, the document outlines an approach to welfare that flows from a variety of Diocesan documents.

TCTA: Principles and Practices for Learning and Teaching in the Diocese of Wagga Wagga, focuses on the Diocesan vision of helping children grow into adults who are:

Spiritual, inquirers, thinkers, reflective, adaptable, knowledgeable, communicators, collaborative, principled, caring, global citizens and healthy.

Students who have the opportunity to construct moral meaning/understanding, devise and justify ethical principles and learn (with others) how one ought to act in a community are better supported in their growth to adulthood than those who only have the opportunity to do (or not do) what they are told.

Prior to developing the Welfare Policy, staff spent significant time exploring the area of colleague support and developed a document outlining the type of professional community they wished to develop.

Similarly, students in each Year Group have had the opportunity to create, with other members of the MDCC community, norms of behaviour that will allow an answering of the question: ‘How do we treat one another at MDCC?’

There has been a deliberate effort to focus on this inclusive approach rather than on a more formal, traditional approach of pre-determined rewards and sanctions for particular student behaviours. This approach is proving to be very reliant upon parents being informed and involved in the steps toward responsible behaviour choices by students.

3.3 Pastoral Care of Families
Year Co-ordinators, Special Needs Co-ordinator, KLA Co-ordinators, Welfare Coordinator, Counsellors, Assistant Principal and Principal are regularly in contact with parents/carers and actively seek ways to better support families.

Family Support begins with a meeting of appropriate staff and family members. This mix varies according to need and the wishes of family members. Access to school based and outside agency services and expertise is organised at these meetings.
3.4 2005 Initiatives

A major initiative of 2005 was Parent and Student Forums, designed to allow reflection on the first eighteen months of the College’s existence and to identify successes, areas requiring improvement and hopes for the future.

Key issues were grouped under headings including Curriculum, Learning and Teaching, Welfare, Staff Development, Safety and Extra-curricular welfare issues centred on policy development, student behaviour, careers, Occupational Health and Safety, counselling services and Catholic practice.

The College Council identified a number of short, medium and long term actions designed to allow positive, sustained improvement in these areas.

Information gained from the Forum guided much decision-making in late 2005 and will continue to provide direction through 2006.

3.5 Resolving Issues

The Diocese of Wagga Wagga has established a Complaints Handling Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at http://cso.wagga.catholic.edu.au/policies.htm

The implementation of this policy is monitored by the Catholic Schools Office.
4. Excellence in Teaching and Learning

4.1 Curriculum Overview

MDDC was established in 2004 as a Year 7-10 school. In 2005 the school expanded to Years 7-11 with its first cohort of students undertaking Preliminary courses. Throughout the year, staff members were given opportunities to reflect on current practices and to plan for the following year when the first group would be completing the HSC.

As this is the first group of students entering Stage 6 at this school, considerable support has been given to the students, who in another situation would have existing practices on which to model their behaviours. Throughout the year, Preliminary students were supported through HSC Skills classes and a weekly Tutorial program. Parents have been encouraged to communicate with the classroom teachers and have been given an overview of HSC assessment and the way marks contribute to the UAI.

Staff have been involved in programming Stage 6 courses and selecting resources to deliver these courses. Professional development for Stage 6 teachers included a Diocesan inservice day targeting ways to enhance HSC English results, particularly at the top end of the Performance Bands. Teachers from three KLAs participated in HSC marking and one teacher is on a HSC exam committee.

The Stage 4 and Stage 5 Curriculum consist of Religious Education and mandatory courses across all eight Key Learning Areas. Students currently have the choice between French and Indonesian in LOTE. Planning has commenced for the introduction of Aboriginal Languages to be offered as a Mandatory Stage 4 language course. Mandatory courses are complemented by students’ choice of two electives from within the TAS, Creative Arts, PDHPE and HSIE KLAs. Courses in Physical Activities and Sport Studies as well as Photography and Digital Media have been introduced as elective courses in 2005.

Modifications to the timetable were made prior to the commencement of the year. Parity of time for all courses is a key feature of the timetable. Lessons of lengths varying from 50 to 75 minutes were trialed throughout the 2004 year. In 2005 the length of lessons are a standard 60 minutes for all courses.

Students with additional needs are integrated within mainstream classes and supported by a Special Needs teacher and assistants, including an Aboriginal Student Support person. Considerable time is devoted to identifying and assessing students with additional needs. This is then followed by meetings with parents and teachers to develop Individual Educational Programs for these students. Students requiring significant support with literacy are withdrawn on a regular basis as part of a more intensive program.

4.2 Approach to Teaching and Learning

Learning and Teaching at the College is guided by the principles and practices set down by the Wagga Wagga Diocese Catholic Schools Office in the document Today’s Children, Tomorrow’s Adults.

Students at all times are encouraged to have learning as their focus, to become independent learners and guided to reflect on how they best learn. Learning and teaching practices aim to provide effective learning for students in an environment where they feel safe and valued.
4.3 Significant Initiatives
The establishment of this new College in 2004 on a greenfield site provided an opportunity to introduce Agriculture into the curriculum offerings. The number of students choosing to study Agriculture has increased and now includes a class in Year 11.

Students have the opportunity to continue Music beyond the mandatory course. Students also have the opportunity to participate in an extensive Instrumental Music program on site. This program is also available to students from a neighbouring Catholic primary school and involves all lessons being taught by staff from the Riverina Conservatorium of Music.

In the latter half of the year, a strategy to improve basic literacy was introduced. Each week a brief *Literacy Link* is presented to all students during a nominated lesson. The same information is included in the weekly newsletter which is distributed to families.

As a result of the KLA team evaluating “what” and “how”, information is being reported to parents via formal semester reports, staff professional development time is dedicated to reviewing current practices and to setting standards for future reports.

4.4 Student Achievement

**Literacy** - In the ELLA test, the College results were significantly above state means in all sections of the test. Performances by boys and girls showed little variation.

**Numeracy** - Students at MDCC performed above the state mean in each category of the SNAP test, with boys being marginally stronger in Measurement and girls being marginally stronger in Data.

Mater Dei was selected to pilot the ESSA test which is a Science–based assessment to be introduced for Year 8 students in 2007.

**School Certificate**

In 2005, 123 students completed the School Certificate across sixteen different courses. The School Certificate results showed that the students were performing close to the state mean in most courses. Students completed the online Trial Computing Skills Test. Results from this test will assist us in determining strategies to use in 2006 to ensure relevant Computing Skills are covered prior to the compulsory CSA at the end the 2006 year.

**Higher School Certificate**

Not applicable until 2006 Report.

**Targets for 2006**

In 2005, targets included investigating ways to better the achievements of the lowest achieving students, including making better use of ELLA and SNAP data. Further work needs to be done in 2006 to ensure that his can happen more effectively. With access to funding for Literacy projects, staff will be involved in developing resources and strategies to improve literacy levels across the College.

Mater Dei (as part of a diocesan cluster group) has been successful in accessing funds through the Success for Boys Project. Staff will be involved in professional development opportunities and in implementing strategies which, in enhancing learning for boys, will also improve learning for girls.

Following a Parent Forum in Term 3, areas have been targeted for future consideration. In consultation with the College Executive and members of the CSO leadership team, a
commitment has been made to a project for 2006 focusing on effective teaching across all KLAs.

KLAs will produce information relating to curriculum such as assessment schedules which will be placed on the school’s website.

4.5 Information, Communication and Learning Technologies

In 2005, extensive software purchases occurred in supporting courses selected by students moving into Stage 6 (Preliminary). These will also be used to extend these courses into the HSC year in 2006.

Students (male and female) continue to elect courses in this area at Stage 5 level, and even from Year 7 level demonstrate confidence in using and accessing these resources.

CASTnet, a Diocesan provided learning management system for educational purposes, continues to provide support for students and teachers in their learning. There are some difficulties still presenting for secondary sites as the net also is the primary schools’ platform. Issues are mostly associated with filtering levels and abuse by students of more senior years.

Planning is underway to extend the availability of network access points (desktop PCs) for senior students in the designated area of the library. Also, plans for the purchase of individual study corals have resulted in orders being placed for this furniture.

4.6 Professional Learning

The expansion of the College into Stage 6 in 2005 created a focus for professional development in 2004. Staff Development was devoted to examining the issues involved with implementing Stage 6 with an emphasis on assessment procedures. Curriculum teams were involved in programming for Preliminary courses. These efforts have proved invaluable throughout 2005 as the transition was manageable and successful.

Several staff members were given the opportunity to be part of the regional marking centre for ELLA and SNAP. One member of staff is currently part of an HSC exam committee and three staff have nominated to be HSC markers.

Time has been devoted to evaluating and improving the quality of semester reports. The outcomes have proved to be informative and well received by parents.
5. Extra Curricula Program

Throughout the year there has been a deepening and strengthening sense of belonging for the College. We continue to collectively develop our specific culture and see the benefits of hard work. The opportunity rarely arises to be involved with the establishment of a new site and identity. The College Council members are an optimistic and insightful group who with advice, assist in the running and development of our school. The P&F is up and running and receives support: the Arts Festival planned for 2006 is going to require many willing workers from the parent body.

Our canteen volunteer workers continue to give gifts of time and expertise to the school as did those who put their houses and goodwill to use to accommodate our US visitors. Every visitor left here hugely welcomed and having experienced a friendly community that made a fuss about their presence.

Parents, students and staff worked together on the oval, Mater Dei Day, Annual Awards Night, Year 10 Formal and a host of smaller events. These collaborative efforts resulted in more than the completion of tasks – they provided clear evidence of a general goodwill and desire to work hard for a common purpose.

The Parent and Student Forums (September and November) have assisted with planning and decision making. The processes already completed and those yet to come will drive positive change for the future and demonstrate a willingness to learn and share the purpose of improving learning outcomes for students.

At the Year 10 Final Mass and the Semester 2 Awards Assembly tribute was paid to those students who are leaving us. Each person leaving us brought a unique set of skills and qualities to MDCC.

Our student leaders, particularly College Captains provided committed and inclusive leadership and an excellent model for others to follow. Student Council Members, House Captains and Music Captains worked with these Captains to provide highly effective leadership across the College, and representation of student opinions and requests.

During Term 3, 2005, students and staff at Mater Dei Catholic College were proud to receive the Honourable Governor of NSW, Professor Marie Bashir AC. The touring party inspected the facilities on offer at Mater Dei, spending over an hour around the grounds and meeting with students and staff. Accompanying the Governor was Professor Bashir’s husband, Sir Nicholas Shehadie AC OBE, member for Riverina Mr Daryl Maguire and Bishop Gerard Hanna.

Mater Dei Catholic College hosted 42 American students from Tennessee, Iowa, Missouri and Mississippi as part of the People to People Student Ambassador Program. The students, along with four teachers, spent two days with host families from our school community. Part of the visit included a tour of the Botanic gardens. We also hosted a dinner here at the College for 200 people. People to People came into existence through President Dwight D Eisenhower; the 34th President of the United States who sought a new path to International understanding. He wanted people to know and understand that while we are all very different, our values, goals and day-to-day issues are very much the same.
6. Strategic Initiatives

6.1 2005 Priorities and Achievements

The priorities in extending Mater Dei College to Stage 6 have been:

- to build a cohesive staff team which has continued with 8 new staff members.
- to ensure a breadth of curriculum equivalent to that enjoyed by the previous schools and extending to Stage 6 this year.
- to ensure parents are informed about the events and plannings for the year.
- provide resources which are essential to the delivery of the curriculum, now to Year 11 levels.
- bring some new and identifying practices at the College which.
  - add to the spirit and student ownership of “their” school.
  - manage the intake of Year 11 students, ensuring again that parents are informed, and that the breadth of curriculum is comparable with other local high schools at Year 11 level.
  - ensure marginalised students are respected, included and challenged.
- Conduct both Parent and Student Forums to complement the data gathered from Staff forums during the year.
- Examine our Reporting formats/content and make these more parent friendly and more informative.

6.2 2006 Priorities and Challenges

Priorities

As the College will progress to having Year 12 students in 2006, planning for their needs has continued. Planning includes; information nights and print material on the nature of HSC., Curriculum breadth and depth (offerings), assessment and reporting procedures and practices, and staffing.

With the expected first Year 12 group to be approximately 90, staffing will need to expand to meet the specific needs, and to utilize the resources specifically built for senior courses. Induction programs for these newly appointed staff will be employed. Also aligned with this induction is the required “Institute” induction for first time teachers, of which we will have 7.

Policies and procedures peculiar to senior students have also been finalised.

An important priority for 2006 is to also try some variations of the practices followed in 2005. The timetable structure employed this year will not suit the requirements for senior (HSC) students, and a different approach is being examined for 2006.
Challenges

1. Construction of a different timetable which provides for the junior school, meets mandatory time requirements for both junior and preliminary courses, and tumbles over a fixed time period.

2. Inclusion and induction of the eight new staff members.

3. Continued professional development of many staff with a long history of having only junior school teaching experience. This focus will need to include: understanding preliminary and HSC courses; knowledge of marking/ranking/assessment and reporting; procedures associated with HSC exams; study skills; and becoming an independent learner. This will include inservice with Prof. DeCoursy and of his analysis software as it applies to HSC results.
7. Parent Participation

The most significant parent participation in the college operations comes from their roles on the College Council and within the Parents and Friends Association. Nominations were accepted for the available positions available (as per Council Guidelines issued by CSO). Each of the executive positions in the Council is filled (as required by constitution) by an elected parent member. The Council meets each month during the School year.

Parents also have the less formal structure available to them in the form of the College Parents and Friends Association. This group meets each month of the school year and provides opportunity for individuals to raise matters and suggest ideas relevant to their daughter/son's life as a student at this college.

The college Canteen is dependent upon parent support to provide service to the students each day. A roster system exists whereby volunteer parents can nominate, weekly, fortnightly or monthly dates where they assist the Canteen manager in preparing and serving foods which comply with the NSW Government’s healthy canteen regulations.

Events which have had parent attendance at the college during this year include:

- Investiture of the elected college student leaders (families of captains were invited to present their daughter/sons with their badges)
- Volunteer coaches/managers of sporting and/or cultural teams of students competing against other school students
- Welcome Day and guided tours of the site
- Billeting of overseas exchange students (USA)
- Performance music concert evenings during which students’ talents and progress were highlighted, and confidence to perform in public was developed.
- A working group of parents who assisted with the ongoing task of developing the fences, buildings and resources in the Agriculture yard on site.
- A Parent Forum, (held in September) where 70 families volunteered to be part of a data collecting forum. The focus was upon a review of practices and facilities with which the College had been operating since opening. This was followed in November with a Student Forum, also seeking data/opinion on where the College had come to in its two years of operation. The data collected will form a document to be used in guiding planning and priorities from 2006 and on.

The support of parents in our Student Welfare program has also shown to be critical. The triangular relationships which need to exist between parents, the college personnel and the individual student in order to provide effective holistic education are critical in the overall care of and for students.

School Data

**Income**
- School Fees: 8%
- Other Fee Income: 5%
- Commonwealth Government Recurrent Grants: 66%
- State Government Recurrent Grants: 21%

**Expense**
- Salary and Related Expenses: 85%
- Non Salary Expenses: 15%
System Data

System Income

- Capital Income: 1%
- State Government Recurrent Grants: 22%
- Commonwealth Government Recurrent Grants: 59%
- Other Fee Income: 5%
- School Fees: 13%
- School Fees: 13%
- Other Fee Income: 5%
- State Government Recurrent Grants: 22%
- Capital Income: 1%

Total System Expenses

- Salary and Related Expenses: 78%
- Non Salary Expenses: 20%
- Capital Expenditure: 2%