2007 Annual Report

MARIAN CATHOLIC COLLEGE

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1. School Profile

1.1 Introduction

Marian Catholic College underwent significant change throughout 2007. Initially, the first lay principal Mr Edward Leonard was appointed, following many years of leadership first under the Marist Brothers and secondly with the Sisters of Mercy. The legacy of our religious founders is still alive within the community today and Marian Catholic College honours the name of the patron of both religious orders.

This report outlines a number of the key elements of change which occurred in 2007 as well as satisfying local Diocesan accountabilities and government requirements.

Education is a shared partnership. The relationship with our parent body is critical in our development. Reporting to parents about our activities occurs on a weekly basis in the newsletter, available in print form and electronically. The newsletter acknowledges student achievement, College news, reports from various representative bodies and faith development. Publication of College events is also circulated in local media, and parish and diocesan newspapers. Promotion of the College is also made available through the prospectus and annual magazine.

The college has a wide and diverse curriculum, delivered to a large multi cultural student population of 481 students. A feature of the college is that the student population is rapidly growing. Enrolment projections over the next five years indicate that the growth experienced over 2007 will continue. The college is indebted to the vision and dedication of the Mercy sisters and the numerous parents who have contributed to committees resulting in excellent facilities being available to the current students and staff, ensuring that the educational goals of the 2007 community are more than adequately met. This report outlines the achievements of the past year in many areas.

1.2 Student Profile

The following information describes the student profile for 2007:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>240</td>
<td>241</td>
<td>117</td>
<td>9</td>
<td>481</td>
</tr>
</tbody>
</table>

*Language background other than English

Marian Catholic College has a high proportion of students from non-english speaking background (24%). This ethnicity includes, Italian, Indian, Pacific Islanders, African, Afghani, and Asian backgrounds. In many more families the culture of previous generations who emigrated to Australia and finally settled in Griffith is very strong.

Another feature of the student profile is the high proportion of students identified with learning disabilities and difficulties.

Indigenous Australians account for 1.9%.
1.2 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

www.cso.wagga.catholic.edu.au

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

1.3 Staff Profile

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>A</th>
<th>B</th>
<th>C</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>1</td>
<td></td>
<td>37</td>
</tr>
</tbody>
</table>

1.4 Teacher Attendance and Retention Rates

The federal Schools Assistance Act 2005 requires that each school report on the average attendance rate of staff members in a given school. The end figure is determined by calculations including certain periods of absence due to sickness, personal carers leave, leave without pay, special leave and accident/workers compensation leave. An attendance rate of 96.6% was achieved in 2007 by staff at Marian Catholic College, Griffith.

1.7 Student Attendance and Retention Rates

Schools are required to calculate the average student attendance rate for 2007 as a single percentage.

\[
\text{\%} = \left(\frac{\text{total number of school days}}{\text{student population} \times \text{no. School days}}\right) \times 100
\]

\[
= 93\%
\]
RETENTION RATES

<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>91.48%</td>
<td>59%</td>
<td>51.3%</td>
</tr>
</tbody>
</table>

STUDENT DESTINATION

Based on student information from the HSC class of 2007 the following table represents a destination survey:

<table>
<thead>
<tr>
<th>Workforce</th>
<th>Further study</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.36% - full time workforce no tertiary related studies</td>
<td>53.57% - have entered into further tertiary studies at the following Universities: Univ of Western Sydney, NSW University, University of Canberra, Latrobe University, ANU, Wollongong University to name a few. Included in this percentage is also students whom have taken on full time TAFE courses.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
2. Catholic Life and Mission

2.1 Catholic Heritage

The Sisters of Mercy and Marist Brothers together with local priests established and expanded the College as a place where young people could learn about their faith and take part in the sacraments, as well as receive an education comparable to that offered at any other school. The college has built on the legacy of the Sisters and Brothers, and of the community that supported them. Marian Catholic College has taken its name in the honour of Mary, the Mother of God who is the patron saint of both congregations.

2.2 Liturgical Life

Marian Catholic College is committed and passionate about providing liturgical experiences that reflect the life of the community while celebrating the presence of God amongst us.

Mass is celebrated throughout the year, commencing with the opening school mass. Other significant liturgical feasts are also celebrated, such as Ash Wednesday, Holy Thursday and College Feast Day. Commissioning of school leaders, graduation and end of year are also celebrated with the inclusion of mass. Throughout the year students also participate in the Sacrament of Reconciliation.

Retreats are held each year for Year 11 & 12 students at Harrietville and Amberly respectively. These days provide the students with the opportunity to reflect on their lives and acknowledge the presence of God within them. It also gives the students an opportunity to bond with their year group and affirm the gifts, talents and uniqueness of their peers.

Students in Years 7-10 have separate one day retreats which endeavour to highlight the gifts God has given us and time is spent on learning to understand that we can share our gifts to not only develop ourselves but add to the greater good of our community.

Finally, a staff retreat was held this year. The theme taken focused on the vocation of teachers.

Staff and students also uphold a vibrant prayer life by participating in daily prayer during morning meetings and in homeroom groups.
2.3 The School in the Life of the Parish and Diocese

Local Parish Priests and Assistant parish Priests play an active role in providing the sacramental life of the college. Regular masses and liturgies enable our local priests to remain in contact with the young parishioners of the neighbouring parishes. The Bishop of Wagga Wagga, Gerard Hanna has also presided over a number of liturgies.

2.4 Religious Education Curriculum

The Religion Department bases its teaching on the Sharing our Story program. This was implemented and taught for the first time in 2007 for both stage 4 & 5 students. Also implemented for the first time was the 1 Unit Studies of Religion Course for the Yr 11 students of 2007, with the 2 Unit course being introduced for the incoming 2008 Year 11 students.

Religious Education is assessed and reported to parents in semester reports.

2.5 Catholic Worldview

Marian Catholic College’s mission statement states that the college participates in the mission of the Church to transform the world into the family of God. We achieve this through our connection to the local community, through focus on social justice and through concern for the wider community. In 2007, students continued to be generous in their support for several charity based organisations through the missions and other school based initiatives. These include Caritas Australia, Can Assist, Riding for the Disabled, Legacy and the Red Shield Appeal.

2.6 Parent Participation

Marian Catholic College works in partnership with families and parishes in providing the students with a variety of liturgical experiences throughout the year, with emphasis being placed on the Catholicity of the College.

Parents and the wider school community are invited to celebrate the schools liturgical feasts including the Leadership Commissioning and Graduation Masses.
2.7 Professional Learning in Catholic Life and Mission

Teachers of Religious Education have been involved in numerous Professional Learning Days to implement the Sharing our Story program for 7-10. Teachers have also been involved in courses and workshops designed to assist with the implementation of the Studies of Religion program. This included a 4 day intensive course at the Broken Bay Institute and a one day workshop run by the Diocese of Parramatta.

The Diocesan Policy on Professional Requirements for the Accreditation of Teachers of Religious Education can be found at:
www.cso.wagga.catholic.edu.au

A new Diocesan Policy on Professional Development Requirements for the accreditation of Teachers of Religious Education can be found at the Catholic Schools Office website www.cso.wagga.catholic.edu.au. The Catholic Schools Office has compiled a list of tertiary institutions offering courses which meet the diocesan requirements for the teaching of Religious Education. The policy states:

All teachers of Religious Education in Catholic Schools in the Diocese of Wagga Wagga are expected to have accreditation to teach Religious Education in a Catholic school in the Diocese of Wagga Wagga, or to complete the necessary requirements within five years of their initial employment. The following up of this requirement will be the responsibility of the Service Leader: Religious Education who may request the assistance of the Service Leaders: Leadership and Catholic Schools Office staff.
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:

www.cso.wagga.catholic.edu.au

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

3.2 **School Implementation of Diocesan Policy**

In Years 11 and 12 our pastoral team again successfully led two retreats, where the students were able assess and reflect on issues relevant to their lives at the moment.

Our Year 11 peer support leaders with staff also produced a caring time of introduction for our Year 7 students culminating in bonding day where an appreciation of difference and respect of others was a strong emphasis for the all students.

Our pastoral support team and staff are fortunate to have ready access to youth pathways officers, school and centacare counsellors, accessline, Griffith Council, police liaison officers and other networks to assist year co-ordinators in their pastoral care roles with students.

Programs continuing to assist students in 2007 included the Year 7 Rock and Water program for boys and the WHY TRY Program for emotional intelligence for Year 9 students, both were well received and appreciated.

Mr Gerard Sullivan from the Catholic Schools Office, Wagga Wagga began to liaise with year co-ordinators and staff regarding student behaviour problems which has helped us lead into year-norming processes which will continue in 2008.

All classes have direct opportunities for students to increase their understanding and developing better relationships with fellow students and staff in bonding days, retreats, school sports days and everyday life in the College.
All students and are regularly made aware of their rights and responsibilities in regards to discrimination and harassment to all individuals.

**Welfare Committee**

The 2007 Welfare Committee is comprised of the Principal, Assistant Principal and Year Coordinators.

**Welfare Policy**

The College works towards relationships that are characterised by respect for the dignity and uniqueness of each person and by justice, love and sharing. Implementation of Diocesan Pastoral Care and Discipline policies contribute towards this work.

3.3 Pastoral Care of Families

The Marian Catholic College year started with the tragic loss of Year Twelve student Andrew Farrugia. This immediately set in action our pastoral care team to care, comfort and look after our community members. With the involvement of our School Counsellor, staff and Centacare, community workshops, parent evenings and counselling were put in place to help assist in the welfare of any struggling students and families. The Marian community acknowledges the support of Centacare, the Catholic Schools Office, Catholic primary schools, state schools, many local authorities, agencies, government health workers and the efforts of many individuals who came to the aid of our community at this difficult time.

3.4 2007 Initiatives

After some review with staff, students, the parent body and College Council the College have developed a new Pastoral Care Policy to be introduced in 2008. The features of the new policy are:

1. An education program delivered by a team of year group teachers on welfare issues, such as mental health, belonging, diversity, resilience, loss & grief, stress, bullying & harassment, goal setting and post school options.
2. A clear process of responses to inappropriate behaviour.
3. A clear process of responses to acknowledge students who contribute to a positive school environment.
4. A licence system to acknowledge students behaving consistently in a positive manner and support those students who have difficulty meeting expectations.
5. A revision of Marian Catholic College awards.
A new timetable and homework policy is also hoped to further help and assist students in their learning and attaining their potential. There is compelling evidence that suggests that longer lessons will:

Provide an opportunity to employ a greater range of teaching methods
Cater more effectively for a range of learning styles
Encourage student autonomy
Provide adequate frequency of lessons in the light of research on memory
Offer greater opportunity to get to know students, particularly introverted students
Reduce time loss and noise due to movement
Ease the load on teachers
Reduce the amount of equipment to be brought to school each day

It was felt that the longer break (lunch) was more desirable in the cooler part of the day (sun smart) and at a time when students tend to consume the most food. Hopefully this will encourage the eating of more nutritious food during this break rather than filling up on snack food.

A new uniform will be introduced in 2008 which is seen as a considerable improvement on the current and it has been received most positively by students, staff and parents.

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 www.cso.wagga.catholic.edu.au

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

4.1 Curriculum Overview

The curriculum includes Education in Faith (Religion Studies) and Personal Development, as well as leading to the School Certificate and Higher School Certificate, according to the rules of the NSW Board of Studies. It aims to provide education for the whole person, for life now, for responsible citizenship in adult life and for life beyond this life.

Marian Catholic College is characterised by the breadth and diversity of curriculum offered. This has been largely supplemented by the Griffith Link Day, in which MCC is strong an active member. Continued cooperation between MCC the local high schools and Griffith TAFE has continued to see growth in VET courses, increased retention rates and a diverse range of pathways for students entering stage 6.

Courses offered by the College are outlined in the College prospectus and details and requirements of courses at each stage are listed in the handbooks distributed at the beginning of years 7, 9 and 11.

4.2 Approach to Learning and Teaching

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 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.

During this year considerable time has been devoted to the teaching and learning needs of our diverse population through a curriculum which is differentiated and adjusted accordingly. Special emphases are literacy and numeracy in all KLA’s, provision for gifted students, an emphasis on curriculum areas that are relevant to the local community, its culture and interests.

The language other than English is Italian, reflecting the roots of much of the local Catholic community. Areas of particular strength through the College are in the Creative and Performing Arts, particularly Visual Arts and Drama. This was best highlighted by a musical extravaganza at the Griffith Regional Theatre, of the musical Disco Inferno. This was a significant event in the school calendar in 2007, involving 132 students and 5 staff members over four performances.

The college has also an increased number of students with special needs. Special needs students are welcomed at the College; there is expert Special Education teaching and support staff to develop and implement special programmes.
A particular challenge to the college and staff has been the strong growth in numbers which has continued to increase the diversity of the student population both culturally and academically. KLA coordinators have been asked to look at class structures, homework policies and available resources to best cater for and ensure that academic excellence is the priority for stages 4 and 5 in 2007.

The school executive has devoted a lot of time in reassessing the curriculum needs and structures in the school to best cater for this growth. With some implementation designed for term 2 2007, further implementation in 2008 (transition year) and a view to full implementation at the beginning of 2009.

These structures were designed to address the following areas:
- cater for increased enrolments in years 7 – 11
- cater for abilities ranges of students
- minimising “free periods” in year 11
- reduce the number of units in stage 6
- increase the time per subject in stage 6
- streamline the time allocations per subject in stages 4 and 5
- allow for and increase involvement in Griffith Link Day
- best use / monitor IT usage
- best utilisation of teaching and support staff
- best model for day structure with homeroom, breaks, number of periods etc

ELLA and SNAP results (see below) confirm the challenges to learning experienced by those of our students who live in households where adults speak to them in a language other than English.

The curriculum aims to overcome the geographic isolation of Griffith by encouraging students to take part in as many State and Nation wide learning experiences and competitions as possible.

The College also addresses the range of learning needs and interests of our students by offering a wider choice of subjects than is usual in a school of its size. The curriculum structure allows for a broad subject choice. This is achieved in Stage 5 by the combination of elective classes across years 9 and 10 and accessing the Open High school especially for languages; in Stage 6 (years 11 and 12), strategies such as timetabling classes outside normal College hours and making use of opportunities offered by other education providers enable very small groups or individual students to study courses of their choice. In year 12 in 2007, for example, 58 students presented a total of 35 courses for the HSC. This range is only possible because of great flexibility in course delivery. Of the 35 courses, the College
taught 21 face-to-face and supervised another 2 courses delivered by distance education. The Griffith Link programme enabled our students to study a further 12 subjects.

Communication between parents and teachers about student progress is encouraged: parents are welcome to contact the College at any time with concerns; an interim report is sent at the end of the first term of enrolment at the College; written reports are sent at the end of terms 2 and 4; formal opportunities to discuss progress take place at the end of terms 1 and 2.

4.3 Significant Initiatives

There were a number of significant initiatives which were implemented in 2007, with a view to develop further in 2008:

- Strengthen academic results in years 7 - 10
  - revamping of school structure designed to address the above areas of need
  - the addition of a one point IT coordinator:
    - designed to best help support teachers both in administration duties and teaching pedagogy
    - monitor / improve the school network
  - the addition of an IT assistant, employed for the assistance of staff and IT coordinator
  - increase aid time, to best cater for the increased number of students with special needs
  - additional teaching staff to cater for the increase in student numbers
  - creation of an additional stream in year 7, to best cater for the increased numbers and diversity of students in that year
  - trialed Essential Secondary Science Assessment (ESSA)
  - homework policy revamp
  - G&T
    - Mathematics Enrichment Program
    - Information Technology and Visual Arts extension program
    - Extension class in year 8 mathematics

- Strengthen academic results in years 11 - 12
  - Introduction of SOR 1 unit
  - Reduction to a 13 unit timetable for year 11
  - Visual Arts and Design & Technology Major Works
  - Planning for 2008, 12 unit timetable

- General School Initiatives
  - curriculum reviews in Science and CAPPA
  - Italy trip
  - School musical “Disco Inferno”
  - Guitar lessons
  - Staff participation in Curriculum Reviews
  - Students in Jobskills program

4.4 Student Achievement

Literacy – In the ELLA test, the college results were one point below the state mean with the girls out performing the boys in the same ratio as the state. One boy was exempt from the test due to a cognitive disability, and five students did not reach the National Benchmark in both reading and writing.
The college has a strong focus on literacy, with a number of in-service days and meeting times being devoted to literacy strategies and school structures to help imbed literacy into daily teaching over the past five years.

This will continue to be a focus in 2008 with the school’s large number of phase 3 ESL students, where an impoverished language spoken in the home.

The following practices were implemented in 2007 to help with improving literacy levels amongst the students:

- All students entering year 7 were tested in the first three weeks of the year and the results used to form tutorial groups for approximately 25 students with special needs in literacy.
- Targeted tutorial assistance was given to students from all year levels, including 7 Afghani refugee students who joined the college during 2006/7.
- An extra stream in Year 7 was created to best manage the increased numbers and ability ranges of students

**Numeracy** – In the SNAP test, the college results were one point above the state mean with the girls out performing the boys. There were a number of students who did not reach the National Benchmark, despite our students performing above the state mean in most areas.

The following practices have continued to be implemented in 2007 to help develop numeric skills and promote Mathematics at the college:

- Consistent after school tutorials were provided by teachers.
- Promotion and implementation of Mathematics week
- The College continued the practice of giving priority to the structure and staffing of classes to assist students in numeracy development.
- Despite numeracy weaknesses identified in students entering year 7, Mathematics was once again identified as a College strength in the analysis of the HSC results.

**School Certificate**

In 2007, 88 students completed the School Certificate across eighteen different courses. The School Certificate courses showed a drop off in performance at the top bands. Mathematics however, showed a considerable improvement from the very disappointing results in 2006.

English and Science have maintained fairly consistent results over the past 5 years, with HSIE showing steady improvement.

The Computing Skills test showed 41% of students are Highly Competent and the remaining achieved in the competent range.
Policies and structures have been developed and are further developing in 2007 to help improve these results – with a number of those points listed above in Significant Initiatives. However, we will not see the full implications of these initiatives until year 10 2009.

**Higher School Certificate**

In 2007, fifty eight students from the college presented for the HSC. Students completed courses of study in thirty five subjects. Of these courses twenty one subjects were delivered by the college, two were studied through distance education and the remaining twelve TVET courses were possible through the Griffith Link Program.

The John de Courcy analysis has shown the college’s Overall School Result to be in line with the state mean, whilst the Achieved vs Expected Scale shows the college to be significantly above the “expected result”. This has been a steady improvement from 2006 (which was also above the “expected result”).

John de Courcy’s School Summary for 2007, shows that all courses studied at the college were either in the expected range or above the expected range.

Individual results have made it possible for many of the students to access tertiary institutions. Four students gained early entry places whilst others have deferred for a year or sort full time employment.

**Targets for 2008**

- Prepare staff for the cyclical curriculum review of KLA areas.
- Consolidate / review timetable and structural changes.
- Continue to support teachers with the introduction of Studies of Religion 1 & 2 unit.
- Develop Life Skills courses for three year 11 and three year 9 students and two year 8 students and one year 7 student with moderate disabilities.
- Continuation of the job skills program.
- Continue to strengthen Literacy/Numeracy Program including the use of adjustments for students with learning difficulties.
- Make best use of IT coordinator and IT assistant through in servicing / support and up skilling of staff.
- In servicing of staff ahead of the implementation of Computerised Reporting.
- Continue to provide opportunities for staff to engage in ELLA, SNAP, SC and HSC marking.
- Continue to run extra streams in year levels where this would advantage literacy.
- Take a proactive approach to communication with feeder primary schools especially St Patrick’s School.
- Increase the number of parents attending interviews following reports.
4.5 Information, Communication and Learning Technologies

- 2007 brought the introduction of a one point IT coordinator position and IT assistant.
- As a result of the entry of the College into the Diocesan System in 2006, the Computer network was upgraded to accommodate Castnet and staff has been in serviced in its use again in 2007 with more work planned for 2008, with the addition of ELF and Learning Objects.
- IT has continued to be a priority in 2007 with IT skills continually being developed in curriculum days.
- IT skills are continually being monitored with the introduction of the Computing Skills test and integrated learning has been targeted in specific KLA areas.
- Computerised reporting has also been a priority this year, with a committee established, and proformas developed.
- Smart Boards were introduced for each KLA in 2006 and staff have received further inservicing in their use in 2007.

4.6 Professional Learning

Active engagement in a wide variety of professional learning activities was again a feature of the professional life of Marian staff in 2007. Staff were engaged in teacher induction and mentoring, KLA network meetings, Child Protection training, CPR updates and various technology – related professional learning opportunities.

The requirements of the NSW Institute of Teachers were implemented, with one teacher completing his documentation and report.

Several staff members have been given the opportunity to be part of the regional marking opportunities for ELLA and SNAP. With two teachers participating in HSC marking, in which one marked the practical component of Drama for the first time.
5. Extra Curricula Program

The College offers a rich variety of Extra-Curricular activities which are described fully in the College prospectus on our website.

6. Strategic Initiatives

2007 Priorities and Achievements

The Annual Report outlines the major work undertaken in the areas of pastoral care and curriculum over 2007. The details of which are explained in the relevant sections of this report.

2008 Priorities and Challenges

The implementation of the accepted alterations to both pastoral care and curriculum will bring with them many challenges as the community learns how to live the change.

Welfare: Settling the student community into a year level structure, allowing the new and acting coordinators time to address issues as they arise, focusing on agreed year norms and reviewing the changes as they are embedded in daily life will present opportunities for challenge and growth within the pastoral care structures.

Curriculum: In addition to the stated key areas of curriculum in the relevant section, the staff and parents will be presented with fully computerised reporting for the first time. Extensive professional learning of staff following by informing the parent community will be a priority to be addressed in 2008.

Professional Developments:

Marian Catholic College will endeavour to utilise numerous professional assistance in both Welfare and Curriculum Development. Consultant Robert Pereira has been contracted to work with the Year Coordinators on dealing with student management issues, particularly bullying. Education Officer-Learning support, Gerard Sullivan will focus on Year and class norming models for both students and staff. Staff will also have standard compliance training updates as required.

Resources:

Staff will have access to Professional Development throughout the year. This will entail both whole staff and individual training. The College will endeavour to provide quality resources at all times and seek to access as many available funding programs as we are able to commit ourselves to over the year that reflect the needs of our community.

7. Parent Participation

Parents will have access to the Parents and friends meetings, held every third Monday of the school year. Parents are also invited to join the School Council when vacancies arise.

Parent/Teacher/Student interviews provide another forum for parent discussion.

The canteen operates on a daily basis and the roster reflects the large number of parents are involved in contributing to this vital part of school life.
The college welfare program invites parents to discuss any concerns that arise throughout the year with the pastoral staff and regular contact has been made in 2007 and will be encouraged in the future.
4. **Financial Report**

This data shown below is a summary of Diocese of Wagga School System income and expense and includes income and expense of all system schools.
The total income and expense of the school, that is included in the above, is shown below.

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<thead>
<tr>
<th>Income Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>School Fees</td>
<td>11.8%</td>
</tr>
<tr>
<td>Other Fee Income</td>
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</tr>
<tr>
<td>State Government Recurrent Grants</td>
<td>23.3%</td>
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<tr>
<td>Commonwealth Government Recurrent Grants</td>
<td>58.6%</td>
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<tr>
<td>Capital Income</td>
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<td>Total</td>
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### Expenses

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<td>Non Salary Expenses</td>
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<tr>
<td>Capital Expenditure</td>
<td>7.1%</td>
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