

2020

ANNUAL SCHOOL REPORT



La Salle Academy

96 Rabaul Street, LITHGOW 2790

Principal: Mrs Joyce Smith

Web: <http://www.lasalleacademy.catholic.edu.au>

About this report

La Salle Academy (the 'Academy') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education Diocese of Bathurst (CEDB). CEDB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CEDB. Additionally, the Report complements and is supplementary to other forms of regular communication to the Academy community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as Academy and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the Academy's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the Academy directly or by visiting the Academy's website. Information can be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

The year of 2020 will be remembered as one of the most challenging years for Australian education. We started the year with goals and plans in place, despite the ravages of bush fires that swept through the region during the January school holidays.

We knew it was going to be a big year for La Salle Academy, as the school was scheduled for a Post Remuneration Exercise for the Nationally Consistent Collection of Data (NCCD) and Diocesan Whole School Review, which is completed every five years. The NCCD audit was to look at our processes and documentation of the delivery of education for students with identified disabilities. The Whole School Review is an evaluation tool which looks at all aspects of the school in relation to religious and spiritual formation, curriculum, pastoral care, financial and resource management and school growth. The preparation for the NCCD Audit and Review began in 2019 and was well underway and on track for successful completion at the end of Term 1.

Unfortunately, world events took a horrible turn, with the spread of the COVID 19 Coronavirus pandemic. The nature of our educational delivery had to change in a matter of days and a program of remote learning for students had to be implemented. While the school continued with open doors throughout the year, our staff rose to the challenge and continued to provide quality education for our students through online learning. While sporting events, excursions and other school programs had to be put on hold for the remainder of the year, La Salle Academy completed 2020 with a fresh perspective on education.

We thank all members of our school community for their support, collaboration and prayers as we endured one of the most challenging years for Australian education.

Parent Body Message

It has been said that parents are the first and primary educators of their children. That statement has never been more true than in 2020. Due to COVID 19, parents and teachers had to work more closely together than any other year, with the implementation of remote online learning. This all happened very quickly and without warning, with parents responsible for ensuring that their children kept working through their school work and attending Zoom lessons provided by the teachers.

Without knowing how long this was going to be required, it was a difficult time for students and parents to cope with, but the teachers should be commended for going above and beyond to ensure that students were provided with work to keep them on track with their learning programs. For some families without reliable internet and students who had learning

difficulties, the school still stayed open so that students could have the option of working at school with teacher assistance. Hard copies of work could be collected from the school if students had trouble with accessing the work online.

Parents really appreciated the ongoing support that La Salle Academy provided in 2020 and we have a renewed appreciation of the difficult job that teachers have. Thank you!

Student Body Message

When we started back to school in 2020, we had hopes of a really good year, especially Year 12 students. The Swimming Carnival was held early in Term 1 and it was a great day. Little did we know at that time, that it was going to be one of the only sporting events and school activities we were going to have during the year.

Due to the COVID 19 pandemic, it meant that excursions and many other events that we enjoy had to be cancelled or postponed. Things became pretty serious when we had to start remote learning from home. We actually missed being at school with our friends and teachers and it was pretty scary because we didn't know how long we were going to have to do the remote learning.

When the NAPLAN was cancelled, Year 12 were really worried about what this was going to mean for the Trial Examinations and Higher School Certificate (HSC) Examinations, but also the traditional things that Year 12 enjoy at the end of the year, such as the graduation and formal. This caused a lot of stress for the older students.

Luckily, we were able to eventually go back to school and do some of those things, but with some "Covid-safe" changes. Our teachers really helped us a lot through all of this and helped us to catch up with some extra tutorials when we went back to school. We would like to thank the school for getting us through the year. Without the hard work of the teachers, we couldn't have done it. Thank you!

School Features

Lithgow is an industrial city whose economic base is derived from the industries of coal and energy. Our student population comes mainly from the greater Lithgow area but extends to Wentworth Falls and Cullen Bullen. Our main Catholic feeder schools are St Patrick's Primary School Lithgow, St Joseph's Primary School Portland and St Joseph's Primary School Oberon. An increasing number of students reside in townships within the Blue Mountains area. Students who are not Catholic may also seek enrolment at La Salle, provided they are willing to participate in the religious and liturgical life of the school and support its Catholic mission and ethos.

La Salle was established in 1953 by the De La Salle brothers, as a Catholic school for boys. The Sisters of St Joseph joined in partnership with the De La Salle order. By 1995, the school was operated solely by lay staff. The Academy commenced its first Year 11 cohort in 1997. Over the years, a number of additions have been built, including a gymnasium, farm, Trade Centre and a new school hall. The school has a large oval and other dedicated areas for sport and recreation. In 2020, the start of a three-phase renovation plan for the Science Laboratories was completed, with the refurbishment of Laboratory 2 and preparation areas.

Parents are welcome and encouraged to assist in an educational partnership with staff. Parental involvement can range from volunteering in the school canteen, coaching sporting teams, providing transport to extra-curricular events, attending information meetings, parent/teacher nights, providing learning assistance, etc.

La Salle Academy has established a reputation of academic excellence in the region. Despite the small student population, the school has maintained the capacity to offer a wide range of elective choices to students, including pathways for distance education, vocational education, traineeships and other avenues of learning.

A high level of expectation is placed upon students to achieve to their full potential by effort, persistence and application to their studies. A wide variety of extra-curricular activities are offered to students at La Salle Academy that cater for the interests and skill development of all students. Students are encouraged to participate in as many community activities as practical, as this will foster a comprehensive approach to their spiritual, academic and social development.

Student Profile

Student Enrolment

The Academy caters for students in Years 7-12. Students attending this Academy come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020:

Girls	Boys	LBOTE*	Total Students
109	120	9	229

* Language Background Other than English

Enrolment Policy

Catholic Education Diocese of Bathurst has established an Enrolment Policy for Systemic Catholic Schools in the diocese. The policy has been developed in the context of government and system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of a Single School Fee (which incorporates local costs), the Capital Works Levy and Subject Specific Costs. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling may be accessed through the [Diocesan website](#)

Student Attendance Rates

The average student attendance rate for the Academy in 2020 was 88.18%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
90.80	88.90	89.40	89.80	88.60	81.60

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The Academy, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, Academy staff, as part of their duty of care, monitor part or whole day absences.

Academy staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the Academy community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Executive Director of Schools and designated CEDB Safeguarding Officer are provided with regular information about students for whom chronic non-attendance is an issue and for whom the Academy's strategies have failed to restore regular attendance.

Student Retention Rate

Of the students who completed Year 10 in 2018, 67% completed Year 12 in 2020.

Senior Secondary Outcomes

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

Senior secondary outcomes 2020	
% of students undertaking vocational training or training in a trade during the senior years of schooling	20 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

Each year the Academy collects destination data relating to the Year 12 student cohort.

Of the 33 students who completed Year 12 in 2020, 64% were accepted into university courses of their choice, 12% planned to attend TAFE or other institutions, 14% entered the workforce and 10% have not reported their post-school destination.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	43
Number of full time teaching staff	27
Number of part time teaching staff	16
Number of non-teaching staff	15

Total number of teaching staff by NESA category

Teachers at this Academy are accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead Teacher are voluntary. The number of teachers within the Diocesan Schools System at these levels is as follows:

- Conditional teachers 36
- Provisional teachers 50
- Proficient teachers 857
- Highly Accomplished and Lead Teachers 1

Additionally, there are approximately 8 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the Academy.

Professional Learning

The ongoing Professional Learning of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific professional learning, meetings and conferences, and a range of programs provided by CEDB. The Academy takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional learning. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following information provides specific details relating to the focus of three of these professional learning days.

Summary of professional learning at this school

During Term 1, staff Professional Learning had a focus on Child Protection updates, preparation for the Whole School Review and NCCD Post Enumeration Exercise. Staff continued to work on improvements to assessment and curriculum programs.

During Term 2, the Professional Learning Community worked on Numeracy, after a Professional Development Day presented by Rachel Hughes.

In Term 3, after two postponements due to COVID 19, our annual staff Spirituality Day was cancelled.

In Term 4, staff enjoyed a Professional Development Day on Behaviour Management, students with special needs and literacy, presented by CEDB Education Officers. The term concluded with annual First Aid training.

Catholic Identity and Mission

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Catholic Schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The Academy follows the Diocesan Religious Education Curriculum and uses the student resources *To Know, Worship and Love*, and *Understanding Faith*, as authorised by the Bishop of Bathurst.

Students in Years 6 in Catholic schools in the Bathurst Diocese undertake the Diocesan Religious Education Test annually. The test consists of multiple-choice questions with the results analysed by CEDB to inform diocesan teaching and learning in Religious Education.

La Salle Academy is a faith community that has Christ as its foundation. Our school motto is *Christus Vincit*. (Christ Conquers) We believe that it should be possible to meet Christ in all aspects of the life of the school and this bolsters all of our intentions and motivation in the expression of our Catholicity, and in teaching and learning. Jesus Christ and His teachings are therefore central and clearly articulated in the school's vision and mission statement, which informs all communications and aspects of policy, planning and action in the school.

The school community is committed to quality relationships characterised by respect for the dignity of all. Explicit Gospel values permeate all of our teaching and learning programs and our rich Catholic curriculum proactively ensures that all in our faith community have opportunities to reflect on the Catholic faith, its traditions and culture which are actively fostered and celebrated. The celebration of the Eucharist, Sacrament and prayer in many forms is central to the vibrant religious life of our school. There are many opportunities for active liturgical involvement, as students are encouraged to participate in reading of scripture, singing, playing musical instruments and as special ministers of the Eucharist. We are participants in the wider world and as disciples are called to actively bring Christ's love to all we meet.

Our house groups support various charities by fundraising for organisations such as St Vincent de Paul, CARITAS Australia, Catholic Mission Australia, Bear Cottage, Lithgow Walk 'n' Talk. Year 11 students host an annual Christmas party at Bob's Place in Wallerawang. Such initiatives show the extent to which students at La Salle Academy follow the example of Christ to look to the needs of the least, lost and vulnerable in our world. La Salle Academy lives its mission through its witness, care and expectation of excellence.

Love of God, love for our neighbour and the inspiration and example of Christ are therefore at the core of the Religious Education Curriculum. We follow Catholic Education: Diocese of Bathurst's set Year 7 to 10 Religious Education programs, with staff planning a range of

learning activities across the year to engage and enthuse learners. Youth ministry has a special focus, especially through the CSYMA program, youth masses and other Diocesan and Australian events. Students enjoy participation in the school Retreat Program, facilitated by the Lasallian Youth Ministry Team.

All aspects of Catholic life at our school offer rich experiences for the connection of faith in our diverse community.

Curriculum, Learning and Teaching

Secondary Curriculum

The Academy provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) are English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages, and Technological and Applied Studies (TAS). In addition to this, the Academy implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

La Salle Academy provides learning experiences that are engaging and encourage every student to improve their knowledge and skills. The school follows NESA syllabus requirements in every course of study, as required for Registration and Accreditation under the Education Act 1990 (NSW). It works in partnership with Catholic Education Diocese of Bathurst to ensure that the standard of teaching and learning at the school employs the highest levels of educational excellence.

The teachers display a wide breadth of experience and have access to relevant professional development. This assists them in maintaining the highest standards of teaching practice and pedagogy, which reflects current educational research and developments in the delivery of curriculum.

The school operates on a five period, 10 day cycle. Each learning period is 60 minutes in length. All subjects in Years 7-12 operate either at or above the indicative hours recommended by NESA. In conjunction with their other subjects, all students attend Religious Education classes.

Students who need learning support are also catered for at La Salle Academy. Through a program of integration, identified students access tailored learning plans to support their learning needs. Students who display a high level of skill or aptitude also have opportunities to be further challenged to improve their knowledge and abilities through engaging extension activities.

All students are encouraged to become involved in community events, excursions and extra-curricular activities, as these are important avenues for learning outside of the classroom. They are an extension of the learning and skill development that students experience in the classroom.

Students in Stage 4 are not streamed by ability, except for Year 8 Mathematics. In addition to the other compulsory courses of study during Years 7 and 8, History and Music are delivered

during Year 7; and Visual Arts and Japanese are completed during Year 8. For these subjects, this approach allows for greater depth of study in each course during Stage 4.

Students in Stage 5 and 6 have access to a wide range of elective choices, which include Vocational Education through the school Trade Centre or local TAFE. These courses are offered in the frameworks such as Construction, Human Services, and Hospitality. Stage 6 students have access to Extension courses in English (1 and 2), Mathematics (1 and 2), Music, Science and History. The school also supports students undertaking programs of study through Distance Education courses delivered by the Diocese of Lismore, for subjects not timetabled during the school day.

Student Performance in Tests and Examinations

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the Academy's planning and is used to support teaching and learning programs.

Student results show as skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN is one aspect of school assessment and reporting processes, and compliments the extensive ongoing assessments made by teachers about each student's performance and learning throughout the year.

Due to the restrictions of COVID-19 in 2020, NAPLAN was cancelled, meaning students in Years 3, 5, 7, and 9 did not have the opportunity to undertake these tests.

Higher School Certificate (HSC) Diocese

The results of the Academy's Higher School Certificate (HSC) candidature are reported for particular subjects. The information provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented in recent years which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

Despite the challenges presented during the Remote Learning Program, the 2020 HSC cohort achieved pleasing results and the DeCourcy Analysis indicates that the overall results of our Year 12 students sat above the state averages for all students who completed the HSC in 2020. In addition, four of our students achieved a Band 6 and were the top achievers in the Diocese for Legal Studies, English Advanced, English Extension 1, Construction and Information Processes and Technology. There were also 43 Band 5 results across the variety of subjects studied by Year 12 students. All students who applied for entry into university courses were offered placements.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2018		2019		2020	
	School	State	School	State	School	State
Studies of Religion I	30 %	37 %	27 %	46 %	29 %	44 %
English (Advanced)	38 %	63 %	38 %	62 %	44 %	63 %
English (Standard)	7 %	15 %	0 %	12 %	0 %	12 %
Mathematics Standard 2	0 %	52 %	40 %	49 %	20 %	25 %
Agriculture	0 %	0 %	0 %	0 %	40 %	39 %
Ancient History	0 %	0 %	50 %	36 %	100 %	33 %
Construction Exam	0 %	0 %	0 %	26 %	100 %	42 %
Industrial Technology	50 %	23 %	17 %	22 %	0 %	24 %
Investigating Science	0 %	0 %	50 %	24 %	100 %	28 %
Personal Dev,Health & PE	11 %	33 %	0 %	32 %	38 %	34 %

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2020, the number of students issued with a RoSA was 2

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The Academy's Pastoral Care and Student Wellbeing Policy, guidelines and procedures are underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Catholic Education Diocese of Bathurst Pastoral Care and Wellbeing Framework provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The diocesan Pastoral Care and Wellbeing Framework assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing
- creating teaching and learning communities where all members of the Academy community are safe from harassment, aggression, violence and bullying
- responding to new and emerging pastoral care and student wellbeing challenges.

No changes were made to the Diocese of Bathurst Pastoral Care and Wellbeing Framework this year. The Framework can be accessed at the [Pastoral Care and Wellbeing Framework](#).

The full text of the Academy's Pastoral Care and Wellbeing Policy and procedures may be accessed on the Academy's website. Changes made to the policy are notified to the community via the Academy's newsletter.

Behaviour Management and Student Discipline Policy

The Academy's Behaviour Management and Student Discipline Policy and procedures are aligned to the Pastoral Care and Student Wellbeing Framework. The Academy's policy operates within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning for all students. It supports the development of positive social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring respect for the rights of all students and staff.

The full text of the Academy's Behaviour Management and Discipline Policy and procedures may be accessed on the Academy's website. Changes made to the policy are notified to the community via the Academy's newsletter.

Anti-Bullying Policy

The Academy's Anti-Bullying Policy and procedures are based on and informed by Catholic Education Diocese of Bathurst policies for Diocesan Schools and are aligned to the Pastoral Care Policy and Student Wellbeing Framework. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

The full text of the Academy's Anti-Bullying Policy and procedures may be accessed on the Academy's website. Changes made to the policy are notified to the community via the Academy's newsletter.

Complaints Handling Policy

Catholic Education Diocese of Bathurst has established a Complaints Management Policy which is implemented across the diocese. The policy recognises that misunderstandings, differences of opinion, and complaints and grievances will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world.

The Policies and procedures reflect the legislative responsibilities and demonstrate our diocesan commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

In addition to this policy, there are also policies and procedures related to Child Protection, Procedural Fairness, and Whistle Blowers. All of these are available through the [CEDB website](#).

The full text of the Complaints Management Policy may be accessed on the [CEDB website](#) or by contacting Catholic Education Diocese of Bathurst.

Initiatives promoting respect and responsibility

There are a number of initiatives at La Salle which promote a culture of respect and responsibility. Some of these include:

- A vibrant house system which encompasses all aspects of school life.

- Whole school assemblies which are held each fortnight. They are facilitated by students, for students.
- Community activities are organised by students and staff for a number of causes, including fundraising for charities such as Red Cross, Caritas, St Vincent de Paul, Catholic Mission, Cancer Council and other organisations.
- Implementation of units within the school Academic Care Program and throughout the curriculum which relate to current issues such as anti-bullying, digital citizenship and cyber safety.
- Encouragement of students and teachers to attend local ANZAC Day ceremonies and marches.
- Different avenues of leadership experience for students, such as School Captains, House Leaders, CSYMI Leaders and Peer Support Leaders.
- Promotion of respect for the school resources, environment and uniform.

Respect and responsibility are aspects of the Gospel Values of Jesus and also are important characteristics of good citizenship within our community. These initiatives promote respect and responsibility by giving students opportunities to lead, serve, assist others in need, exercise care and kindness, initiate activities to promote social justice and develop the bonds of community. Students of La Salle Academy are often acknowledged in the greater Lithgow area for their contributions and service in a variety of different contexts within their community.

School Improvement

Catholic Education Diocese of Bathurst has collaboratively revised and implemented Quality Catholic Education (QCE) in all schools. The QCE framework supports the continuing focus on school improvement and transformation. Cyclical processes in CEDB and schools underpin the framework ensuring alignment and coherence.

Strategic Improvement Plans (SIP) are future focused documents that map the Diocesan and Academy's directions, focused specifically at improving outcomes for all students and staff through the areas of:

- Faith
- Learning
- Stewardship

Each year, the CEDB and Academy develops an Annual Improvement Plan (AIP) indicating the intended key strategic intent across these areas for the coming year.

A copy of the school's Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the Academy office.

Key Improvements Achieved

The Annual Improvement Plan for 2020 targeted the following key improvements:

- Improvement and greater consistency of documentation processes for the Whole School Review and NCCD Post Enumeration Exercise.
- Encouragement and facilitation of greater opportunities for daily prayer and reflection for students and staff through the Angelus, Rosary, Christian Meditation and a variety of other avenues.
- Development of the school Careers and Pathways programs for students.
- Continued development of the Professional Practice and Development process through greater opportunities for staff collegiality, collaboration and Professional Development, which are derived from the school Annual and Strategic Plans.

Priority Key Improvements for Next Year

Priority Key Improvements for 2021 include:

- Improved understanding of indigenous culture and the special place of First Peoples through acknowledgement and celebration, including the establishment of a Yarning Circle.

- Encourage the embedding of Gospel values and the implementation of Positive Behaviours for Learning approach to Pastoral Care.
- Development of a whole school policy, structure and response to serious incidents.
- Development of a manageable whole school approach to using data more effectively, to inform the learning and teaching process and to continually improve whole school, cohort and individual student performance. This can include Best Start, PATM/PATR, HSC and NAPLAN.
- Refinement of relevant and useful feedback to students for improvement.
- Continued work on the improvement of student Literacy and Numeracy levels.
- Establishment of a parent consultation group to provide input into school developments and initiatives.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the Academy has used a variety of processes to gain information about the level of satisfaction with the Academy from parents, students and teachers. Additionally CEDB undertakes extensive surveying of all stakeholder groups through School Improvement Surveys. This data is used to further inform school improvement.

Parent satisfaction

The opinions of parents are highly valued and evidence is gathered from parent/teacher evenings, information nights, canteen, school events, the School Improvement Survey and correspondence received. Feedback has indicated that parents are generally happy with the high level of teaching and learning standards at La Salle. Students have supplemented their learning with excellent online resources, which adds interest and relevance towards student achievement. There is acknowledgement from parents that the extra challenges posed in 2020 were handled well by the school.

A sample of some specific quotes from the School Improvement Survey includes:

"La Salle Academy offers a safe learning environment for all students and promotes inclusion for all."

"Feedback and discussion from teachers has been great through a difficult start to learning in 2020. The learning environment looks good, with a great staff demographic."

"As La Salle Academy is a smaller high school, I feel that my child has more access to resources, smaller classes means better learning outcomes. The Learning Centre is a great hub for students with differing learning needs. Great teachers who have the welfare of students as a priority."

Student satisfaction

Students have indicated a positive attitude towards the school through various surveys such as the Year 7 Transition Survey, Year 12 Exit Survey, Academic Care Surveys and School Improvement Surveys and have accessed their leaders to voice opinions or offer ideas. They have enjoyed participating in school events, especially regarding days which raise awareness of social justice issues. They have provided input into improving facilities in the school. The overall attendance rate of students is showing some pleasing improvements, which indicate increased engagement in school. A number of extra curricular groups such as

the Chess Club, Agriculture group and other activities are valued by students and many students volunteer and participate in activities within the greater Lithgow area, such as collection for Legacy, ANZAC Day marches, etc.

Some specific comments from students in the School Improvement Surveys include:

"The school provides support and promotes academic success."

"Our school does well with uniform and maintaining our school grounds."

"The school does well with teaching students about what they need to know."

"The school cares about our learning and has opportunities for everyone."

Teacher satisfaction

The teaching staff at La Salle have worked hard to facilitate changes in curriculum, school finance, processes and policies during the year. Further development of Professional Learning Community teams and Professional Practice and Development has facilitated greater communication, collaboration and collegiality of the staff. Even though La Salle is a smaller school, teachers have been successful in delivering a high standard in education even through the challenges of the remote learning program. This dedication to their students indicates a high level of teacher engagement and satisfaction in our school. Through the School Improvement Survey, staff have acknowledged some positive changes that have continued to take place within a very difficult year.

Some comments on the School Improvement Survey include:

"Collaborative teaching environment, especially through remote learning. The school is well-perceived in the community."

"I would recommend this school because of the teaching staff and how professional they are and how well they commit to the learning of their students."

"The facilities are continuing to improve i.e. Science labs, new carpet, furniture, etc. There is an improvement in compliance from the majority of staff and improvement in parental engagement through Parent/Teacher interviews, Parent Information Sessions, etc."

Financial Statement

School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$4,280,181
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,208,688
Fees and Private Income ⁴	\$740,598
Interest Subsidy Grants	\$12,365
Other Capital Income ⁵	\$101,175
Total Income	\$6,343,007

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$650,598
Salaries and Related Expenses ⁷	\$4,535,381
Non-Salary Expenses ⁸	\$1,390,981
Total Expenditure	\$6,576,960

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT