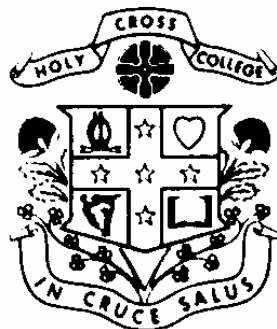


Holy Cross College Ryde



Annual Report to the Community 2006



About this Report	1
Principal's Message	2
Parent Representative Body	2
Student Representative's Message	3
School Features	3
Catholic Life and Religious Education	4
School Curriculum	4
Student Performance in Statewide Tests and Examinations	6
<ul style="list-style-type: none">• Includes National Benchmarks and Comparative performance over time	
Professional Learning and Teacher Standards	10
Teacher Attendance and Retention	11
Student Attendance and Retention	12
Post School Destinations	12
Enrolment Policies and Profiles	12
School Policies	14
School Determined Improvement and Targets	15
Initiatives Promoting Respect and Responsibility	16
Parent, Student and Teacher Satisfaction	16
Summary Financial Information	17

ABOUT THIS REPORT

Holy Cross College Ryde is registered by the Board of Studies (NSW) and managed by the Catholic Education Office, Sydney, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report to the School Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the implementation of the school's Annual Development Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Sydney. This Report has been approved by the CEO, Sydney in consultation with the Regional Consultant who monitors that the school has in place appropriate processes to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters, yearbooks and other regular communications. The report will be available on the school's website by 30 June 2007 following its submission to the Board of Studies.

The contents of this report will be discussed at the Parents and Friends meeting in February.

Further information about the school or this report may be obtained by contacting the school on 98081033 or by visiting the website at www.holycrosscollegeryde.org.

Gary Williams
PRINCIPAL

9 FEBRUARY 2007
DATE:

PRINCIPAL'S MESSAGE

This Annual Report to the College community attempts to provide information about performance, achievements, initiatives and developments during the 2006 school year. The educational endeavours of the College were shaped by the goals set in the Annual Development Plan for 2006, our Mission Statement and legislative requirements, both state and federal.

Additional resources were provided in specific areas to ensure goals set were achieved. An extensive review at the end of the school year evaluated the College's performance and helped establish directions for the school year ahead.

The major curriculum issues dealt with this year were compulsory change to the reporting system, values education and the integration of ICT into all curriculum areas.

The College received a grant from the Commonwealth Government from the Improving Our Schools Program. This money was spent on purchasing new musical instruments and improving our hall facilities.

Our building program continues to develop but at a slower pace than we hoped for at this time last year. The old music rooms have been demolished and temporary demountable classrooms installed until our new TAS building is finished. This has provided extra playground space for Year 7, which is a bonus. The music facilities will be moved to one of the spaces vacated by TAS when the new building is finished. There has been some delay in the starting time because of finances but at this stage, I am hopeful that construction will commence early next year (2007).

I would like to thank all parents and staff for their continued support during the year as we all work together to continue to improve the quality of education we offer to our students.

PARENT REPRESENTATIVE BODY MESSAGE

The Parents and Friends Association met at the College each term. Some of the initiatives this year included the organisation of social gatherings, participation in a Values Forum, consultation with the school Principal in relation to changes to school policies, fees and charges and the adoption of a new Constitution at the Annual General Meeting held in term four. Members of the P&F represented the College at different parent forums and on the Ryde District Catholic Schools Council.

The P&F raised \$29,130 through the fund raising levy. The P&F decided to spend this money on expanding the locker area and providing storage facilities for bags in the Library. The cost of providing these facilities was \$29,195. It was decided that the levy for 2007 would be increased by \$10.00 to \$70.00 for the year per family. The P&F also ran a very successful second hand uniform shop that enabled items of school uniform to be recycled and helped reduce uniform costs to parents.

Marion Cornish, President, Holy Cross College Parents and Friends Association. 2006-7

STUDENT REPRESENTATIVE'S MESSAGE

During term three the Senior College Council members for 2007 were elected by the students and staff. A new SRC model was adopted with two representatives from the Senior Council responsible for a year group. Senior Council members attended a leadership camp to help clarify their roles and develop leadership skills. The College Captain and Vice Captain were elected at the camp. SCR members raised money for charity, donated blood and helped run school activities during the year.

Timothy Austin, College Captain 2007.

SCHOOL FEATURES

Holy Cross College is located at 517 Victoria Road Ryde on a ten hectare site purchased in 1895 by the Patrician Brothers. The original main sandstone building remains the dominant feature of the site. It was opened in 1898 by Cardinal Moran. The College has seven feeder schools at Ryde, North Ryde, Gladesville, Hunters Hill, Drummoyne, Five Dock and Denistone. Students are divided into four pastoral classes. The teaching staff this year consisted of 45 full-time and 5 part-time teachers. All teachers are fully qualified and accredited by the Catholic Education Office to teach in Catholic schools. There is one Patrician Brother in a non-teaching capacity, a fully qualified school counsellor and 15 support staff employed to provide ancillary services.

Special Features of the College include:

- A commitment to Catholic values.
- Professional, well qualified and dedicated staff.
- Excellent teaching and learning facilities.
- Leadership in the use of Information and Communication Technology in teaching and learning.

- The TEC (Technology Enabled Class) Programme which incorporates the use of notebook computers into classroom teaching.
- Comprehensive curriculum offerings including VET courses.
- Bands and music tuition.
- Broad sporting program.
- Extensive grounds and sporting facilities.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

Holy Cross College follows the Archdiocesan Religious Education Curriculum and uses the student texts, *To Know, Worship and Love*, as authorised by the Archbishop of Sydney, Cardinal George Pell. All students attended Religious Education classes and participated in the assessment programmes associated with each course.

Senior retreats for Years 11 and 12 were held. Our senior students showed a real commitment during the retreats to becoming better Christians and left with a better sense of purpose in relation to their schooling. Successful reflection days were held for all other years.

Whole school liturgies were held to celebrate the opening of the school year and the Feast of the Holy Cross. Years 10 and 12 participated in Graduation Masses. Year groups attended Mass at St. Charles' Parish Church every Friday morning and opportunities were given for students to attend Reconciliation on a regular basis. All staff and student participated in prayer during the year. Students collected money for a number of different charities and participated in SVDP winter and Christmas appeals.

SCHOOL CURRICULUM

Holy Cross College follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) and implements the curriculum requirements of the Catholic Education Office. The curriculum, teaching and learning are informed by the priorities, goals and indicators outlined in the *Sydney Catholic Schools, Towards 2010 Strategic Leadership and Management Plan*, in particular: *Key Area 2*, (Students and their Learning) and *Key Area 3* (Pedagogy). Staff at our school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The school offers fifteen Board of Studies mandated and approved School Certificate Courses and approximately 25 Higher School Certificate Courses. Courses offered at both the School Certificate and Higher School Certificate Level Include:

Particular features of the school's curriculum include:

- TEC Program (Technology Enabled Classes) – The program enables students from Years 7 and 8 to engage in learning through technology aimed at developing their technological capabilities. Each individual student has sole use of a laptop computer for use at school and home. Students participate in activities that are developed to incorporate a variety of Information Communication Technologies
- Learning Support Programs – The College provides a comprehensive range of valuable learning support services. These include: Individualised and small group instruction in each Key Learning area; Assignment support; Examination support; Individual education programs; Transition programs; Work experience opportunities and Professional consultation with outside community services.
- VET Programs - The College has an extensive VET program where students at the HSC level are provided opportunities to participate in VET courses offered at the school and at the surrounding TAFE Colleges. Course offered at the School level include: Construction, Information Technology and Business Services, with further expansion expected especially into the area of Hospitality.
- Whole school approach to Literacy and Numeracy – The College has a whole school plan to promote and develop literacy and numeracy skills among the student body. This includes screen testing all year 7 students in reading, writing and numeracy. A full analysis of both SNAP and ELLA each year is completed to identify areas of need and develop appropriate strategies. A reading program operates on a daily basis with assistance from teachers and parent volunteers. Scheduled Literacy support classes are operated for students in years 7 to 10. There is also ongoing professional development of staff.

Particular features of the school's co-curricular program include:

1. Technology Enabled (TEC) program for year 7 and 8 students.
2. Gifted and Talented and Student Acceleration programs
3. Elite Sports program
4. Environmental Group
5. Social Justice Student Committee

Additional to the formal curriculum, is the school's involvement in community service activities which include:

Red Cross Blood Bank, Specific Patrician Charities, Caritas, Youth off the Streets, St Vincent Christmas Appeal, Communities for Communities (Links with a school in Burma), Bandana Day, Red Nose Day, and supporting the needs of current and ex- students of the College, Students teachers attend local primary schools and nursing homes in December, where they put on a Christmas concert.

The school's homework centre, which was opened in 2005, continues to expand in student numbers, particularly in the weeks leading up to exams. The centre is housed in the school library where students have access to a wide range of learning resources including computers with access to the internet and the Colleges intranet. Teaching staff volunteer to supervise the centre which closes at 5:00pm.

The School Representative was re-developed to provide better opportunities for the leaders across the College to develop there leadership skills. This included the introduction of a senior SRC leadership training retreat, and the introduction of a Junior SRC leadership training day, which is lead by the Senior School Representative Council.

STUDENT PERFORMANCE IN STATE WIDE TESTS

ELLA and SNAP

Students in NSW sat the English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Program (SNAP) in March this year.

The test results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs. Additionally, the results can be used by schools to monitor literacy and numeracy development through time.

	ELLA			SNAP
	Reading	Language	Writing	Numeracy
School mean (2006)	89.5	88.4	90.2	84.5
State mean (2006)	88.9	88.8	88.8	84.7

The 2006 SNAP and ELLA results demonstrated that the students of Year 7 at Holy Cross College are relatively highly proficient across all areas. Though the percentages provided above do not identify clear areas of need demonstrated by a portion of the student body, especially in the areas of Language and Reading. These results do give a positive indication for the future with the incorporation of strategies to build on the students Literacy and Numeracy skills. The College should see positive results in both the School Certificate and Higher School Certificate.

National Benchmarks

The Commonwealth Government sets minimum acceptable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks. The performance of the students in our school in the Year 7 English Language and Literacy Assessment (ELLA) and in the Year 7 Secondary Numeracy Assessment Program (SNAP) is compared to these benchmarks.

The percentages of students in this school achieving the national benchmarks are reported below.

	ELLA		SNAP
	Reading	Writing	Numeracy
2006	89.8%	96.3%	81.1%
2005	87.9%	92.2%	82.7%

The above results indicate that the year 7 students of 2006 have similar needs of the students of 2005. The percentages provided in the Reading column reflect the needs of students in the areas of and reading and therefore Language. To help meet the needs of the students in these areas the College has continued with the reading program, and a whole school approach to develop and incorporate appropriate strategies in literacy and numeracy.

School Certificate results

The percentage of students achieving bands 4, 5 and 6 is reported against statewide performance in each of the subjects shown. Comparative performance with the 2005 cohort is also shown.

		English Literacy		Mathematics		Science		Australian History		Australian Geography	
		School	State	School	State	School	State	School	State	School	State
% in bands 4, 5, 6	2006	85%	71%	45%	41%	83%	62%	65%	52%	82%	66%
	2005	62%	67%	65%	51%	77%	68%	70%	63%	61%	60%

Students achieved outstanding results in their 2006 School Certificate Examinations with all subjects 2 or more percent above the state averages. The percentages of Bands as indicated above reflect the commitment made by the students and teachers to produce the best possible results. The above results overall meant that 73% of results were in Bands 6, 5 and 4. There are still areas for improvement especially in the mathematics area, but these results provide the College a opportunity to identify areas of need and develop strategies that will assist the students development leading into the HSC.

In the 2003 Ella results students from the 2006 School Certificate group achieved the following results:

Writing: 95% of students were in the Highly Proficient and Proficient areas.

Reading: 93% of students were in the Highly Proficient and Proficient areas.

Language: 84% of students were in the Highly Proficient and Proficient areas.

These results clearly indicate the direct correlation between the performance of students in Ella in Year 7 and the results achieved in the School Certificate. Though the results between Ella and SC also indicated that the College needs to continue doing appropriate analysis of Ella and Snap to ensure appropriate strategies are developed and implemented to develop the students leading into the School Certificate Year.

The 2006 School certificate results indicated a major improvement across most subject areas compared to the 2005 results the Areas of English Literacy' Geography, and Science. The Band Result for Mathematics even though being above the State average for bands 4, 5, 6 has seen a decline compared to the 2005 results and is an obvious concern. This clearly indicates that more focus needs to be placed in developing the students numeracy skills after the SNAP testing in Year 7 and leading into the School Certificate.

School Certificate Targets for 2007

Performance Bands		English Literacy	Mathematics	Science	Australian History	Australian Geography
Bands 4, 5, 6	School Target (2007)	75%	55%	80%	65%	70%

Higher School Certificate results

The percentage of students achieving bands 4, 5 and 6 is reported against statewide performance in each of the subjects shown. Comparative performance with the 2005 cohort is also shown.

		Studies of Religion 1		English Standard		English Advanced		General Mathematics		Mathematics	
		School	State	School	State	School	State	School	State	School	State
% in bands 4, 5, 6	2006	75%	76%	49%	33%	90%	83%	68%	50%	78%	65%
	2005	65%	84%	51%	34%	88%	90%	64%	58%	60%	64%

Students achieved outstanding results in their 2006 Higher School Certificate Examinations with 68% of courses above state averages and 12 % of Courses less than 1 % below State average. This equates to the Colleges 'Best Ever' results since the start of the New HSC. The above results and including all other courses undertaken in the HSC overall meant 72% of results were in Bands 6, 5 and 4. In comparison to the 2005 results where only 32% of courses were above State average and 63% of results were in Bands 6, 5 and 4. These results are a reflection of the commitment of the students to achieve there best and the dedication of staff to improve the academic performance of students at the College.

The 2006 Higher School Results relative performance comparison with same cohort (Year 10, 2004) using 2004 School Certificate results indicates that overall students achieved as expected. From the primary analysis done by Decourcy the students' results in the 2006 HSC indicated:

English Advanced: Students achieved better than expected
 English Standard: Students achieved within the range expected.
 Mathematics 2 Unit: Students achieved better than expected
 Mathematics General: Students achieved as expected
 Studies of Religion II: Students achieved better than expected
 Studies of religion I: Students achieved with the range expected
 Economics: Students achieved better than expected
 Business Studies: Students achieved better than expected

Higher School Certificate Targets for 2007

Performance Bands		Studies of Religion 1	English Standard	English Advanced	General Mathematics	Mathematics
Bands 4, 5, 6	School Target (2007)	70%	50%	85%	50%	70%

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning

Professional development days were held for staff during the year. Topics covered included developing an understanding of the CEO's Learning Framework, developing ICT skills, the integration of ICT into curriculum, personal spiritual growth and the use of Self Review Instruments in school improvement processes. As well, individual staff members attended professional development courses and network meetings for KLA's. Each KLA was allocated an amount in their annual budget for professional development. Total amount allocated was \$11,785 or \$235 per teacher. Every staff member participated in professional development activities during the year.

Teacher Standards

The following table sets out the number of teachers on this staff who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent.	50
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0

All teachers at Holy Cross College have the required higher education qualifications needed to teach in a secondary school. Teachers delivering VET subjects have the required industry standards. Teachers are encouraged to update professional standards by undertaking relevant courses and attending inservice courses.

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2006 was 96.61%. This figure does not include teachers on planned leave. Teacher attendance rates were good, indicating high motivation and morale among the teaching staff.

The Teacher retention rate from 2005 to 2006 was 82.14%. Most of the teacher movement resulted from teachers wishing to gain more experience in different schools to improve their prospects of gaining a position of responsibility in the future. There were no retirements and one teacher left to take up a new career.

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

The average student attendance rate during 2006 was 91.73%. The College has in place a well-developed system to monitor and track student attendance. Absences from school without explanation are followed up and parents informed of any concern in relation to attendance.

Retention Rates

Of the 2004 Year 10 cohort, 77% continued on to Year 11. 86% of the 2005 Year 11 cohort continued on to complete Year 12. The overall retention rate from Year 10 2004 to Year 12 2006, was 66%. Students left at the end of Year 10 to transferred to other schools, take up employment opportunities or attend TAFE. Students who left during Years 11 and 12 did so mainly to take up employment opportunities.

POST SCHOOL DESTINATIONS

Of the 86 students who sat for the HSC in 2006 approximately 30 received first round offers of a place at university. The number of students who took up the offer or received subsequent offers is not known as is the number attending TAFE and entering the workforce.

ENROLMENT POLICIES AND PROFILES

Children from all families who are prepared to support Catholic ideals and principles may be considered eligible for enrolment. Priority in enrolment will be given firstly to children attending feeder Catholic primary schools for Holy Cross College, then to children from other Catholic primary schools, then to Catholic children attending other schools. Children of families of other faith convictions attending non-Catholic schools will then be considered. Students with special educational needs will be considered for enrolment. The College staff, in conjunction with the Special Education Consultant from the Catholic Education Office will consider each enrolment and determine if the College can meet the individual needs of each student before enrolment will be considered. All students enrolling at the College must demonstrate the ability to fit into a mainstream class of mixed ability students and must not be considered a danger to the physical or mental welfare of other students and the teaching staff.

The College has an enrolment package that is distributed to all parents seeking enrolment. It contains policy statements on the following:

- Enrolment including students with Special Needs.
- Pastoral Care
- Discipline
- Bullying and Harassment
- Power of Search
- Homework
- Use of mobile phones
- Uniform, grooming, hairstyles and jewellery
- Schedule of fees and charges
- Use of the Internet
- Examinations
- Privacy
- Child Protection
- Excursions

All parents must read and sign that they agree with these policies before enrolment. Failure to provide information on the special needs of a student may result in the withdrawal of an offer of a place.

Enrolment Profile

The student population at the February Census 2006 was 652 students. There were 107 students in Year 7, 119 in Year 8, 127 in Year 9, 115 in Year 10, 98 in Year 11 and 86 in Year 12. There were 281 students from a Non-English Speaking Background.

The full text of school enrolment policies may be accessed via:

- Archdiocesan Enrolment Policy
- Archdiocesan Policy on the Enrolment of Students with Special Needs
- School Administration Office
- Enrolment Package.

There were no changes made to the enrolment policies during the year.

SCHOOL POLICIES

Student Welfare Policy

The school's Pastoral Care Policy is based on the Archdiocesan Pastoral Care document *Pastoral Care of Students in Catholic Schools (2003)*. The school's network of pastoral care measures are based on the principles of restorative justice. A more comprehensive Anti-Bullying Policy was developed for the start of the school year and published in the Student Diary. The full text of the College's Pastoral Care Policy is given to each family upon enrolment and can also be found in the Student Diary for 2006.

Discipline Policy

The school bases its Discipline Policy on the document *Pastoral Care of Students in Catholic Schools (2003)*. The policy is based on procedural fairness and is discussed with students on a regular basis. The full text of the College's Discipline Policy is given to each family upon enrolment and can also be found in the Student Diary for 2006. Corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school. There were no changes made to this policy during the year.

Complaints and Grievances Resolution Policy

The College follows the Catholic Education Office's *Guidelines for Resolving Concerns and Complaints in our School*. This policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive, conciliatory environment. The full text of school policies may be obtained from the College's office.

SCHOOL DETERMINED IMPROVEMENT AND TARGETS

The Current Strategic Management Plan for Holy Cross College runs from 2003 to 2007. Each year an Annual Plan is developed and the staff then directed to develop appropriate strategies to implement the plan. Both plans can be viewed on the College's web site. Priorities from this year's plan were selected using the CEO developed Self Review Instruments:

Key Area 2 Students and their Learning

2.3 Reporting Student Achievement

2.4 Integration of ICT

Key Area 3 Pedagogy

3.3 Teaching Practice

Key Area 4 Human Resources Leadership and Management

4.1 Recruitment selection and retention of staff

Key Area 5 Resources, Finances and Facilities

5.1 ICT Resources

Key Area 6 Parents, Partnership, Consultation and Communication

6.3 Links with the Wider Community

As well, the College set achievement targets for School Certificate and Higher School Certificate results (see Student Performance).

Evaluation of the plan took place during term four by the school staff and Executive and the following observable practices were noted.

2.3 The reporting system now meets statutory requirements. There was a high turnout at parent/teacher meetings and constant evaluation of the reporting process took place.

2.4 High level of achievement on the Year 10 Computer Skills Test occurred. More use was made of the school's computer network by students and teachers. Professional development day was held for staff. There was increased use of ICT facilities by students and staff.

3.3 A whole school approach developed to reporting, assessment and special needs. Increased differentiation of the curriculum to meet student needs occurred.

4.1 Staff selection process was consistent with CEO guidelines. All new staff took part in an induction programme. Staff professional development encouraged.

5.1 There was improved maintenance of ICT resources. ICT usage increased. All staff took place in professional development activities related to ICT.

6.3 Information evenings held for all year groups. Orientation program held for new parents. Values forum held with parent involvement. Students were involves in social justice initiatives. Links with local parishes were strengthened.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

During the year members of our school community were invited to discuss the role of values in education. A forum was held, with parents and teachers from Holy Cross and other Catholic schools in the Ryde district. One of the outcomes from this was a review of the present student leadership structure and as a result, the introduction of a different SRC model for next year. We also held a leadership camp for our senior leaders where they had the opportunity to reflect on their roles and work on their leadership skills. Funding from the Commonwealth Government supported these initiatives.

PARENT, TEACHER AND STUDENT SATISFACTION

During the year the College sought the opinions of staff, students and parents about the school. The school staff was regularly given the opportunity to evaluate the performance of the College. A full day was set aside in term four to evaluate the year and rate the level of achievement of the goals set in the 2006 Annual Plan (see School Determined Targets). There was general agreement that considerable progress had been made in achieving these goals. Teachers were also well satisfied at the excellent School Certificate and Higher School Certificate results achieved in 2006. Parents were kept well informed and expressed satisfaction with the many opportunities they were given to meet with the school staff and receive information and discuss progress. At the Values Forum, parents expressed satisfaction with the efforts of the school to develop appropriate values and attitudes with students. Students expressed pride and appreciation for the education they received at graduation ceremonies for Years 10 and 12 and at the Prize Giving Evening.

FINANCIAL STATEMENT (2006)

Catholic Schools are accountable for all monies received. Each year, the Sydney Catholic Education Office submits to the Commonwealth Government a financial statement on behalf of the 148 parish primary and regional secondary schools. This statement details the income and expenditure of each school and for the Archdiocesan system of schools. In addition, the Financial Report of the Sydney Catholic Education Office is audited annually by Moore Stephens.

A summary of the income and expenditure reported for 2006 is as follows:

INCOME	\$million	%	EXPENDITURE	\$million	%
Parents' Contributions 1	\$108.3	19.8%	Education & School Support	\$35.5	24.8%
Commonwealth Government 2	\$289.8	53.1%	Total Salary Costs	\$408.8	74.8%
State Government 2	\$110.1	20.2%	CEO Administration & Support 3	\$6.6	1.2%
Government Targeted Grants	\$18.7	3.4%	Deficit	(\$4.7)	-0.8%
Interest and Other	\$19.3	3.5%			
Total Income	\$546.2		Total Expenditure	\$546.2	

Notes

1. Parents' Contributions include Archdiocesan tuition fees of \$51.2 million, School Charges & Building Levy & P&F contributions of \$57.1 million.
2. Income from Commonwealth and State recurrent government grants is received by the Catholic Education Office on behalf of the schools. Staff Salaries are paid from this income.
3. CEO Administration and Support excludes salaries which are included in total salary costs.
4. The Total Building Loans and Commitments as at 31 December 2006 were \$150 million.

Parents' contributions to this school as reported in this school's Annual Financial Questionnaire for 2006 submitted to the Commonwealth Government Department of Education, Science & Training were:

Archdiocesan Tuition Fees received	\$ 676,513
School Based Fees	\$ 530,385
Other Income (eg. Building Levy, Parents & Friends, Trading & Sundry)	\$ 328,397
	\$ 1,535,295