

Patrician Brothers' College Fairfield

Annual School Report to the Community

2008



School Contact Details:

268 The Horsley Drive FAIRFIELD NSW 2165

info@pbcfairfield.catholic.edu.au

www.pbcfairfield.catholic.edu.au

(Ph: [02] 9728 4488 Fax: [02] 9727 7651)

CONTENTS

Page

About This Report 1

Message From Key School Bodies 2

School Features 2

Catholic Life And Religious Education 5

School Curriculum 6

Student Performance In Tests 7

Professional Learning And Teacher Standards 10

Teacher Attendance And Retention 11

Student Attendance And Retention 11

Post School Destinations 12

School Policies 12

School Determined Improvement Targets 14

Initiatives Promoting Respect And Responsibility 15

Parent, Teacher And Student Satisfaction 15

Financial Statement 16

ABOUT THIS REPORT

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

The *Annual School Report to the Community* for this year provides the 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 CEO, Sydney. This *Report* has been approved by the CEO, Sydney in consultation with the Regional Consultant who monitors that the school has appropriate processes in place to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* will be available on the school's website by 30 June 2009 following its submission to the Board of Studies.

The contents of this *Report* will be discussed at the College Executive Meeting in February 2009. The report availability will be advertised in the College Weekly newsletter 'The Link'.

Further information about the school or this *Report* may be obtained by contacting the school on (02) 9728 4488 or by visiting the website at www.pbcfairfield.catholic.edu.au.

PRINCIPAL: John Killeen

DATE: February 2009

MESSAGE FROM KEY SCHOOL BODIES

Principal's Message

Since opening in 1953 Patrician Brothers' College, Fairfield has striven to provide excellence in Catholic boys' education. The enhancement of the provision of the quality Catholic Education has been my priority this year. I am totally committed to the creation of a unique school climate of unconditional acceptance and excellence for all. Our College theme for 2008 has been 'be the difference that makes a difference'. Young men at Fairfield are encouraged to 'dare to do' and believe that they can in fact soar to the greatest heights, academically, socially and spiritually. The partnerships we build with parents and the wider community are the cornerstones of the education, that, we together can achieve. In this year of the Bicentenary of the Patrician Brothers' Order there have been many outstanding achievements. In recognising these achievements, we as a community acknowledge the gifts and talents in every student.

Parent Representative Body Message

I have seen first hand through my role as a "parent representative" on the Finance Committee, decisions made by caring staff looking to the future and putting the needs of the boys first; by moving forward with the latest technology to maintain a high standard of education. Parents are welcomed as volunteers for the canteen as well as the VIP reading program. This helps make our school community special.

Student Representative's Message

The Student Representative Council (SRC) consists of two students from each of Years 7 to 11, led by the five members of the Year 12 Student Executive. Discussions this year encompassed the review of the new College sports uniform, the potential redevelopment of the College Newsletter, *The Link* and the acquirement of the Federal Government's Solar Schools' Grant. In the coming year the Council will initiate the new College House Points System to further the Patrician sense of community, aim to provide water tanks for use in the College, and further provision of amenities in the College. The Council has and will continue to support various charities such as the Delany Foundation.

SCHOOL FEATURES

Patrician Brothers' College, Fairfield is a systemic, boys 7-12 comprehensive Catholic College, administered by the Southern Region of the Archdiocese of Sydney. The College has a rich tradition and heritage in the charism of the Congregation of the Patrician Brothers. The College commenced in 1953 and provides quality Catholic education for young men largely drawn from the Parishes of Fairfield, Smithfield, Cabramatta, Villawood and Bossley Park.

At the 2008 August Census the College Community consisted of 1065 students. A full and part time dedicated staff (70.40) was supported by an equally committed Special Needs (2.4) and English as a Second Language (ESL) (1.2) staff. Six teachers' aides are employed to support students with specific physical and/or learning needs. The ancillary staff consists of nineteen full and part time, non teaching personnel and four dedicated Parish Priests and their Assistants from our feeder parishes.

Patrician Brothers' College Fairfield (PBCF) aims to produce confident young men with a positive outlook and attitude to their faith, peers, parents and staff via the delivery of a quality educational experience within the formal and co-curricular program. The students' holistic education encourages them to develop a strong sense of belonging with an ensuing passion and fierce loyalty to the College. The College has a formidable reputation within the wider community which is recognised and respected by the students and their parents.

The College Prospectus, our yearbook - the Rosarian and the College Website outline in greater detail the educational features of the College, including its tradition of excellence in boys' education.

The boys of PBCF provide the community with its richest resource. They are collectively open, friendly, welcoming and disarmingly honest. The vibrant cultural mix has provided the College with a constant source of enrichment and the collaborative tone of the College is testimony to their tolerance and ability to live out the aspirations of our modern multicultural society, in a way that gives daily expression to their Catholic identity. The boys enjoy a rich and diverse prayer life whilst at the College.

The major language groups after English are Vietnamese, Spanish, Italian and Arabic. Eighty five percent of the student population come from Non English Speaking Backgrounds (NESB).

It is important to note that the College draws a high proportion of young people from Fairfield City, which is possibly the most ethnically diverse community in Australia. Fairfield City has a high proportion of Catholics.

The Local Government Area (LGA) is one of the most socio-economically disadvantaged areas in NSW, evidenced by statistics relating to employment, education, housing, ethnicity and crime. It should be noted however, that while this profile summarises the LGA, Fairfield City has significant diversity in geography (urban and rural areas), as well as population and socio-economic characteristics.

For example:

- Fairfield has both the highest number and the highest proportion of overseas born people to any LGA in NSW. Similarly, Fairfield has both the highest number and highest percentage of people speaking a language other than English of any LGA in NSW.
- Fairfield may be the most ethnically diverse population in Australia, with more than one hundred and thirty different countries of birth and sixty six different languages spoken in the home.
- Almost three-quarters of the population are from a NESB.
- Importantly, Fairfield also ranks first for the number and proportion of people who are 'poor' English speakers. For children under thirteen years of age, the statistics are very similar. Approximately 30.2% of children under thirteen have poor English competency. More than two in five children speaking Vietnamese and Khmer have 'poor' English competency, and almost two in five Cantonese children have poor English competency.
- Between 1996-97 Fairfield LGA received the largest number of new arrivals and humanitarian entrants in NSW.
- Fairfield City LGA is the most relatively disadvantaged LGA in Sydney and the fourth most disadvantaged LGA in NSW according to the Australian Bureau of Statistics' SEIFA Index of Relative Disadvantage.

PBCF strongly endorses a faith development program, which is developed through in the context of the parish. The College does not describe itself so much as a community but more as a large family of faith, which is an active ministry of each parish. Our College believes that parents are the first and most important educators of their sons. We believe we work in partnership with parents and encourage them to share in the learning process and pastoral care programs that boys experience at PBCF. Parental support for the College is both expected and essential. Voluntary help has always been provided in many areas of College life, including VIP reading recovery, the Finance Committee, working bees and as volunteer assistants in the College canteen.

PBCF provides opportunities for parents to attend information evenings, parent forums and parent/teacher evenings. The College employs a Vietnamese Liaison Officer and Sudanese Liaison Officer, who provide not only a linguistic service but also both day and evening opportunities for parents to raise concerns and contribute to their sons' education. Our parents are always encouraged to contact staff whenever there is a matter of concern.

PBCF also maintains links with the wider community. The College has strong links with the Old Boys' Union, local businesses, Police, all levels of Government, and Sporting and Service Clubs in the district.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

Patrician Brothers' College Fairfield follows the Archdiocesan Religious Education Curriculum and uses the student texts, *To Know, Worship and Love*, as authorised by the Archbishop of Sydney, George Cardinal Pell.

Integration of Catholic values across the Curriculum and belief statements

Patrician Brothers' College, Fairfield continues to live in the traditions of the Patrician Brothers' charism as highlighted through the daily praying of The Breastplate of St Patrick. Gospel values are incorporated through each Key Learning Area (KLA) by the Sense of the Sacred document in each program. This enables Catholic principles to be incorporated in each KLA curriculum.

Accreditation of Religious Education Teachers

The College continues to provide opportunities for all staff to undertake professional development that will enhance accreditation to teach Religious Education (RE) and further individual qualifications.

How spirituality is fostered in the College and Communal Prayer Life of the College

Prayer is a central focus of College life as reflected through the following - each morning members of the Student Executive lead the College community in the praying of The Breastplate of St Patrick, prayer before lunch, Monday lunch time prayer and Wednesday Adoration of the Blessed Sacrament. Further opportunities are supported through College retreats for each Year group, with Year 11 experiencing a residential retreat. Throughout the year the celebrations of Mass are held every First Friday of the Month, the Solemnity of the Assumption of the Blessed Virgin Mary, Opening College Mass, staff Masses, semester Masses and Christmas Mass and at various Year group retreat days. In addition major liturgical celebrations are conducted on Ash Wednesday, Holy Thursday and the Feast of Blessed Mary MacKillop. During the year feeder parish priests conduct the Second Rite of Reconciliation. Throughout the months of May and October the Rosary is recited in the College Chapel.

Sacramental Programs and Special Celebrations

The opportunities for staff and students to celebrate mass and receive the sacrament of Reconciliation are enormous. The College with the support of feeder parish priests and the CEO, Revesby are investigating programs that will enable new evangelisation among staff and students.

This year has seen the celebration of World Youth Day 2008 (WYD2008), the Bicentenary of the Patrician Brothers and a Holy Week twilight retreat offered to senior students at the College, Mary MacKillop College and Cerdon College. Parent involvement is incorporated with the celebration of Mother's Day and Father's Day Masses, prefect investiture and SRC induction ceremony.

Peace and Social Justice Initiatives

The College Social Justice group 'The Breastplates' organises with the support of the College community a number of programs during the year. These include Caritas Australia, the Charitable Works Appeal, and the St Vincent de Paul Society Winter and Christmas Hamper Appeals. In addition the College supports the many activities of the Patrician Brothers through the Delany Foundation. Year 9 and Year 10 students participate in 'Meals on Wheels' and visitations to a local Aged Care facility respectively and many undertake the Forty Hour Famine Appeal. The College is very active in the Southern Region Social Justice days.

Involvement in the broader life of the Church

2008 has seen the College community involved in the celebration of WYD2008. This magnificent event saw the involvement of staff and students both working at the College hosting some seven hundred German pilgrims and participating in the WYD2008 week events.

Active partnership with local Pastors

The College continues to foster strong partnership with local pastors - Fr Terry Bell and Fr Andrew, Fairfield and Chaplain for Years 11 and 12; Fr Patrick McAuliffe, Cabramatta and Chaplain for Year 8; Fr Huy, Cabramatta and Chaplain for Year 7; Fr Albert, Smithfield and Chaplain for Year 10 and Fr Damian, Smithfield and Chaplain for Year 9. The College is extremely grateful for the support these pastors have given to faith and spiritual development of the staff and students.

SCHOOL CURRICULUM

Patrician Brothers' College Fairfield 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 members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

STUDENT PERFORMANCE IN TESTS

National Assessment Program in Literacy and Numeracy

Students in Year 7 and Year 9 sat the *National Assessment Program in Literacy and Numeracy* (NAPLAN) for the first time in May this year. NAPLAN supersedes the previous state-based *Secondary Numeracy Assessment Program* (SNAP) and *English Language and Literacy Assessment* (ELLA). NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The table provided shows the percentages of students who achieved particular skill bands and who achieved at or above minimum standards. Student results are reported in six skill bands. Year 7 results are reported across bands 4 to 9 and Year 9 results are reported across bands 5 to 10. Literacy is reported in four content strands: reading, writing, spelling, grammar and punctuation. Numeracy is reported as a single content strand.

The school results shown are compared to students nationally. Further information regarding school performance in NAPLAN against NSW trends has been provided in the school newsletter dated 24 September 2008 and is available on the school website www.pbcf.nsw.edu.au and from the school administration office.

NAPLAN 2008: % in bands		Year 7 ^A			Year 9 ^B		
		Band 9	Bands 7, 8, 9	Bands 5, 6, 7, 8, 9	Band 10	Bands 8, 9, 10	Bands 6, 7, 8, 9, 10
Reading	School ¹	5%	49%	97%	5%	53%	97
	National ²	8%	53%	94%	6%	46%	93%
Writing	School ¹	2%	38%	94%	6%	44%	93%
	National ²	9%	52%	92%	8%	43%	87%
Spelling	School ¹	8%	74%	97%	13%	65%	97%
	National ²	8%	56%	92%	6%	48%	90%
Grammar and Punctuation	School ¹	4%	48%	93%	8%	44%	93%
	National ²	7%	49%	92%	5%	42%	90%
Numeracy	School ¹	22	67	99	17%	64%	98%
	National ²	12%	55%	95%	8%	47%	94%

Notes:

^A Year 7: Highest band = band 9; Lowest band = band 4; Bands 5-9 represent the % of students at or above minimum standards

^B Year 9: Highest band = band 10; Lowest band = band 5; Bands 6-10 represent the % of students at or above the minimum standards

¹ Source: SMART data analysis package

² Source: NAPLAN Summary Report 2008 (www.naplan.edu.au)

Whilst the Year 7 students are under-represented in the top bands for Literacy, they exceed the national average in band 7. In other words, the Year 7 students, generally are performing within expectations, when compared to the national average. The Year 9 students are well represented in the top bands, for literacy, and exceed the state average in band 7 and band 8. The national average band is nominated as the top end of band 7. In other words, 85% of our Year 9 students are represented in bands 7, 8, 9 or 10. For a school in which English is a Second Language (ESL) for most families, this is a great result. In the area of numeracy, the Year 9 students excelled themselves and were either above or approximating state average for bands 7, 8, 9 and 10.

School Certificate

Students in Year 10 sat for the School Certificate (SC) examination in November this year. The table provided shows the percentage of students who achieved in the top three bands and shows comparison with results from previous years.

	School Certificate: % of students in bands 4, 5, 6					
	2006		2007		2008	
	School	State	School	State	School	State
English Literacy	85%	72%	75%	73%	80%	76%
Mathematics	61%	41%	61%	46%	62%	49%
Science	77%	63%	70%	67%	67%	65%
Australian History	61%	53%	51%	61%	51%	51%
Australian Geography	80%	67%	77%	72%	76%	66%

The College has consistently been above state average for the last three years in English, Mathematics, Science and Australian Geography. Australian History and Australian Geography have been taught on a semester rotation. In 2009, both courses are being taught in parallel from Years 7-10.

Higher School Certificate

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

	Higher School Certificate: % of students in bands 4, 5, 6					
	2006		2007		2008	
	School	State	School	State	School	State
Studies of Religion 1	94%	77%	85%	77%	73%	78%
English Standard	41%	34%	58%	39%	62%	38%
English Advanced	96%	82%	98%	89%	100%	89%
General Mathematics	40%	50%	53%	59%	41%	56%
Mathematics	70%	65%	72%	70%	69%	72%
Studies of Religion 2	100%	77%	N/A	N/A	86%	80%
Business Studies	69%	59%	63%	52%	69%	61%
Software Design & Development	92%	67%	100%	67%	92%	70%

In general, the College consistently performs above state average in English (Standard and Advanced), Studies of Religion 2 Unit, Business Studies and in Software, Design and Development. These areas have teachers who in 2008 began to implement 'Brain Compatible Teaching Strategies'. The other courses listed have been above state average for two out of the last three years. All faculties have emphasised professional development of staff through faculty meetings and in-service opportunities.

Targets

The following targets have been set by the school for 2009. The targets indicate the percentage of students attaining performance bands 4, 5 and 6 for selected subjects for each examination shown.

School Certificate	
Subject	Target
English Literacy	75%
Mathematics	65%
Science	70%
Australian History	55%
Australian Geography	75%

Higher School Certificate	
Subject	Target
Studies of Religion 1	80%
English Standard	62%
English Advanced	100%
General Mathematics	45%
Mathematics	75%

Targets have been set by the KLA Coordinators, mindful of student and group ability, as well as the effect of syllabus changes that have occurred.

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole school staff days, subject specific inservices, meetings and conferences.

The school held three whole staff days in 2008 and one Learning Symposium of two hours. The content of these days was as follows: (term 1) learning symposium on the Disability Discrimination Act and differentiating the curriculum for students with learning needs, (term 2) Integration of ICT, elearning, (term 3) staff spirituality and (term 4) first aid, Asthma/Anaphylaxis. Faculty meetings are regularly held every Monday of the school term on a rotational basis. Staff meetings are held twice a term and a comprehensive staff briefing each Monday morning. During term 2 and term 3, all teaching staff were inserviced on Brain Compatible Teaching Strategies, as a result of two teachers attending the Fifth Annual Thinking and Learning Conference.

In a system of schools, costs incurred for professional development activities can be expended from a variety of sources. These sources include the Federal Government and the CEO. In addition to this, the school expended \$250.00 per teacher; examples of the professional development activities to support staff were TAFE courses in IT and Languages, Beginning Teacher courses at NIDA and Senior First Aide Courses via St John's Ambulance. The school's average expenditure per teacher in 2008 on these activities was \$474.00. This figure has been calculated by CEO and reflects expenditure on casual release days and professional development activities in particular categories.

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.	78
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

The teaching standards of the staff are of graduate or postgraduate status, specialising in the courses offered by the Board of Studies in the SC and HSC. Teachers who teach Catholic Studies are additionally accredited by the CEO Sydney. The average years of teaching experience of staff is approximately fifteen years.

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2008 was 95%. This figure does not include teachers on planned leave. The teacher retention rate from 2007 to 2008 was 88%. The College experiences very little turnover in staff. Staff who leave the College are often those who had PBCF as their first permanent or temporary appointment and seek another school experience or permanent position. In 2008 one staff member retired and another two chose to pursue an alternative career, whilst two other staff members gained promotions at other Catholic schools.

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

The average student attendance rate during 2008 was 95.1%. The Senior Year groups had a slightly higher average rate than the Junior Year groups. The majority of absences were attributed to sickness, with a small percentage of the students being granted leave to travel overseas with family.

Retention Rates

85.6% of the 2006 Year 10 cohort continued onto Year 12 (2008). The Year 10 cohort of 2007 had one hundred and eighty six students sit for the SC. Of this cohort a number of boys acquired apprenticeships and traineeships in the local area and did not apply for a position in Year 11. Of the one hundred and seventy seven applicants one hundred and sixty six were accepted into the 2008 Year 11.

**POST SCHOOL DESTINATIONS
DESTINATION SURVEY YEAR 12 2008**

Destination Indicated	Number
Unknown or No destination indicated	13
University or Workforce	2
University	84
University or TAFE	10
TAFE	10
Workforce	17
TAFE/Workforce/Traineeship	5
Private College	4
Gap Year 1	1
Armed forces	3
Total	149

Destination Indicated	Number	%
Unknown or No destination indicated	14	9.4
University	90	60.4
TAFE	21	14.1
Workforce	24	16.1
Total	149	100

Patrician Brothers' College Fairfield has a very successful record of post school destinations. Approximately 75% of students seeking a university placement received a first round offer. When second and final offers are made we anticipate that 80% of these students will attend a University.

A number of our Year 12 students opted for a Vocational Pathway. These students have applied to study Associate Diploma, Diploma and Certificate courses at TAFE and/or have secured full-time employment in retail, hospitality, construction, information technology or a manufacturing trade. We anticipate that all Year 12 students will gain entry into a University or TAFE course or secure full time employment.

SCHOOL POLICIES

Enrolment Policy

The school follows the Archdiocesan Enrolment Policy. The policy has been developed in the context of government and system requirements. Children from all families who are prepared to support Catholic ideals and principles may be considered eligible for enrolment. Priority for

enrolment is given in a specified order as outlined in the full policy document, however special consideration may be given to individual cases. All parents are provided with an enrolment package that includes CEO and school policy statements. Enrolment fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Year	7	8	9	10	11	12	Total	7 to 10	11 to 12
2008	186	192	174	185	167	148	1052	737	315
2007	195	185	186	186	174	158	1084	752	332
2006	191	195	195	185	167	152	1085	766	319

The full text of the Archdiocesan Enrolment Policy may be accessed via the:

- CEO public website
- College website www.pbcfairfield.catholic.edu.au
- College administration office and the enrolment information package.

There were no changes made to enrolment procedures during 2008.

Student Welfare Policy

The Student Welfare Policy is based on the Archdiocesan Pastoral Care document *Pastoral Care Guidelines for Catholic Schools (2003)* which can be accessed from the CEO public website. In this document, the dimensions and features of Pastoral Care are described, as well as approaches to policy formulation, review and implementation. This document is the key reference point for the school's Pastoral Care Policy. Related documents include: *Countering Harassment of Different Kinds, Dealing with Illegal Substances in Schools, Dealing with Prohibited Weapons in Schools, Strategies for Dealing with Cyberbullying, Disability Standards 2005, Management of Students with Challenging Behaviours: Guidelines for Primary/Secondary Schools (2007)*.

The College's network of pastoral care measures are based on the principles of restorative justice and due process. It is mainly concerned with the fostering of student self-discipline, personal responsibility and mutual respect. It aims to develop students who recognise that their fundamental freedoms come at the reciprocated responsibility to provide the same for others.

The full text of the school's Pastoral Care Policy may be accessed via the:

- *Archdiocesan Pastoral Care Policy for Catholic Schools 2003* CEO, Sydney.
- College administration office.

The Year 7 Peer Support Program, led by Year 10 students, continued in 2008. The Police Liaison Program and Conflict Mediation Program also continued. There were no changes made to this policy during 2008.

Student Management Policy

The College bases its discipline policy on the document “Pastoral Care of Students in Catholic Schools, 2003” and is called the “Student Management Plan”. This policy is based on procedural fairness and is discussed with students on a regular basis. Information on the policy is also included regularly in the College Newsletter, titled the LINK.

Corporal punishment is expressly prohibited in this College

The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

The full text of the Student Discipline Policy and its associated policies may be accessed via:

- school administration office
- student diary

There were no changes made to this policy during the 2008.

Complaints and Grievances Resolution Policy

The school adopts the Archdiocesan *Guidelines for Resolving Concerns and Complaints at Sydney Systemic Catholic Schools (May 2007)*, available on the CEO public website in the development of its school policy. The scope of the guidelines encompass children’s learning, behaviour and welfare, school organisation and management, and student health and safety issues.

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. Pathways for raising concerns are set out in the information brochure available from the College administration office.

The full text of the school policies may be accessed by collecting from the administration office the brochure *Resolving Concerns and Complaints at Schools, Information for Parents and Caregivers*.

There were no changes made to this policy during 2008.

SCHOOL DETERMINED IMPROVEMENT TARGETS

Each year, the school develops an Annual Development Plan comprising priority areas for development, performance indicators and strategies. This is drawn from the school’s Strategic Management Plan and informed by the School Review and Improvement Framework. An extensive evaluation process of the priority areas is carried out in collaboration with the school’s Regional Consultant.

In 2008 the impetus continued from 2007 to develop, investigate and implement school based programs targeting students at risk. In particular the College focused on the integration of literacy and numeracy into KLAs as a priority. This was supported by professional development to heighten the awareness of the need to differentiate the curriculum.

Another priority area was the introduction of technology and elearning. The College Technology Committee established protocols and policies for the delivery of notebook computers to students in Year 9 in addition to developing strategies and programs in professional development related to elearning.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The College theme for 2008 was 'be the difference that makes the difference'. Students, staff and the wider community were challenged to evaluate their own lives to investigate how they can make the world a better place for all. These are the values of respect and responsibility that underpin and lie at the heart of Catholic schools. The students involved themselves in a variety of outreach activities including generous contributions to St Vincent de Paul, Youth Off The Streets and Caritas. Senior students were involved in the St Vincent de Paul night patrol and Year 10 students visited elderly residents of a local nursing home on a regular basis. The College Award Scheme requires that students commit to community/citizenship/social justice initiatives as fifty percent of the required quota for each award level. These awards are presented at Year and College assemblies. In 2008 the Federal Member for Blaxland introduced a Citizenship Award for schools in his electorate. This Award was presented at the annual prizegiving and concert.

PARENT, TEACHER AND STUDENT SATISFACTION

Patrician Brothers' College Fairfield prides itself on the effective lines of communication between parents, students and staff. The College hosts and holds a variety of information evenings and Festivals based on student performances, practical works and achievements. The large attendance by staff, students and parents and oral and written feedback of these events indicates great satisfaction with the programs offered at the College. The SRC and their Executive meet with the Principal and College Executive on a regular basis to evaluate and discuss school improvement initiatives and they have the mandate to raise concerns regarding teaching and learning, if necessary. The minimal turnover in students and staff is an empirical indicator and measure of student, staff and parent satisfaction in the values, ethos and programs offered at Patrician Brothers' College Fairfield.

FINANCIAL STATEMENT

Catholic Schools are accountable for all monies received. Each year, the Sydney Catholic Education Office submits to the Australian Government a financial statement on behalf of the 147 parish primary and regional secondary schools. This statement details the income and expenditure of each school and for the Archdiocesan system of schools. In addition, the Financial Report of the Sydney Catholic Education Office Catholic Education Office is audited annually by Moore Stephens. A summary of the income and expenditure reported for 2008 is as follows:

INCOME	\$million	EXPENDITURE	\$million
Parents' Contributions ¹	\$ 115.8	Education & School Support	\$ 141.2
Australian Government ²	\$ 317.8	Total Salary Costs	\$ 438.5
State Government ²	\$ 122.0	CEO Administration & Support ³	\$ 5.3
Government Targeted Grants	\$ 27.5		
Interest and Other	\$ -8.9	Deficit	\$ -10.8
Total Income	\$ 574.2	Total Expenditure	\$ 574.2

Notes

1. Parents' Contributions include Archdiocesan tuition fees of \$53.3 million. School Charges, Building Levy and P and F contributions of \$62.5 million.
2. Income from Australian 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.

Parents' contributions to this school as reported in this school's Annual Financial Questionnaire for 2008 submitted to the Australian Government Department of Education, Employment and Workplace Relations were:

Source	Amount
Archdiocesan Tuition Fees received	\$ 1,103,650
School Based Fees	\$ 761,279
Other Income (for example, Parents & Friends, Trading & Building Levy)	\$ 698,560
Total	\$ 2,563,489