2010 ANNUAL REPORT TO THE SCHOOL COMMUNITY

St Bernard’s College
41 Rosehill Road, Essendon  VIC  3040

REGISTERED SCHOOL NUMBER: 1471
Contents

Contact Details ........................................................................................................................................ 1
Principal’s Report .................................................................................................................................. 6
College Board Report ............................................................................................................................ 9
Education in Faith ................................................................................................................................... 10
Learning & Teaching .............................................................................................................................. 12
Student Wellbeing .................................................................................................................................. 15
Leadership & Management .................................................................................................................. 16
Financial Performance ........................................................................................................................... 19

Contact Details

| ADDRESS       | 41 Rosehill Road  
               | ESSENDON  
               | VIC  
               | 3040 |
|---------------|--------------------------------------------------|
| PRINCIPAL     | Mr Tony Paatsch                                   |
| PARISH PRIEST | Fr Tony Kerin (Chaplain)                           |
| SCHOOL BOARD CHAIR | Mr Peter Hogan                               |
| TELEPHONE     | (03) 9289 1000                                    |
| EMAIL         | principal@sbc.vic.edu.au                         |
| WEBSITE       | www.sbc.vic.edu.au                                |
Our College Vision

Faith Development

St. Bernard's is a Catholic School community and bears witness to Gospel values which are central to all relationships within the College. We value Justice, Service, Hope, Love, Reconciliation, Honesty, Peace and the Acceptance of Others. These values link the College, the home and the broader community of the Church.

Personal Development

We recognize the need to accept and to affirm the value of each member of our community. The promotion of self-esteem, self-confidence and self-discipline is held as an important characteristic of our College life. Each person is encouraged to strive for excellence in all fields of endeavor with achievement acknowledged publicly.

Participation

We encourage the participation, by all members of the school community, in the life of the College. Decisions about the direction of the College should only be made following consultation with staff, parents and students.

Curriculum

We are committed to providing students with a Catholic Education which allows them to develop spiritually, academically, socially, emotionally and physically. We accept the challenge to provide a diverse and developing curriculum to cater for the variety of academic abilities and interests of our students. We aim to challenge students academically and to enable them to acquire the skills to engage in further studies and/or a career and to make a positive contribution to the community.

Communication

We acknowledge the importance of effective communication between all groups within the College, and between the College and the wider community. College policies and procedures are to be communicated clearly and effectively.
College Overview

St. Bernard's College is a single-gender Catholic Secondary School offering a wide range of formal classes, and also a comprehensive informal curriculum, to approximately 1300 young men from Year 7 through to Year 12. The students are expected to be personally enthusiastic about involving themselves in the broad educational spectrum offered by the school. This applies especially to their growth in an informed appreciation of their Faith as an integral and essential part of that broad education.

Though our student population is drawn mostly from those who have attended local Catholic Primary Schools, and whose families have been actively supportive of their sons' ongoing education in the Catholic faith through consistent involvement in their parish communities, consideration is always given to students who can demonstrate special circumstances. There is no selective academic entrance exam.

Set in extensive grounds on the side of Steele Creek Valley in West Essendon, the College is administered as two separate campuses - Years 7 to 9 and Years 10 to 12, who share the same site. This fosters a closer sense of community on each campus.

Founder

Edmund Ignatius Rice was the founder of the Christian Brother's Religious Congregation. He was born in Callan, Ireland in 1762 and at an early age, after some schooling in the "Hedge" schools, he inherited his uncle's lucrative trading business.

This "Man from Callan" was well known for his great charity to the poor and underprivileged, and gave much of his wealth to assist them. In 1803, he felt that God was calling him to a special vocation. He saw the plight of the poor, uneducated youth of Waterford and knew that God wanted him to do something about it. He used his wealth to set up schools and institutes for the poor and neglected. More importantly he founded a Religious Order, know as Christian Brothers, for carrying out this important apostolate. Soon many your men joined him and throughout the 19th century, schools were established all over Ireland and in parts of England.
Since Edmund founded his first school more than 180 years ago, his work has been so blessed that the Christian Brothers are found working for Christian Education in many countries all over the world - in Ireland, England, Scotland, Italy, U.S.A., Canada, South America, North Africa, South Africa, India, New Guinea, The Pacific Islands, New Zealand and Australia. On October 6, 1996 the Beatification of Edmund Rice took place in Rome.

In 1868, a group of four Brothers, led by Brother Ambrose Treacy, arrived in Australia and opened their first school at St Francis', Melbourne. In that year, they built their first permanent school, that famous "Blue Stone Pile", in Victoria Parade. Since then, over 120 schools and homes for the poor have been established in Australia and New Zealand.

In 1917, Brothers C. O'Keefe and T. Quinn opened a school at St Monica's, Moonee Ponds. Students were taken from Grade III to Intermediate (Year 10). In 1940, the school was extended to take the Leaving Certificate (Year 11) and this necessitated the building of the first St. Bernard's on The Strand Moonee Ponds. Brother Cregan was the first Headmaster.

**Key Priorities for 2011 from the College Strategic Directions 2011-2016**

The College Strategic Directions 2011–2016 was ratified by the Board in August 2010 and is available on our website www.sbc.vic.edu.au

**Key Priorities for 2011:**

**Community**
- Explore a House system across year levels and campuses.
- Investigate creative ways in which cross campus contact can be improved for staff and students.
- Examine ways in which parent/school interaction can be further enhanced.
- Examine ways in which parent/school communication can be further enhanced.

**Stewardship**
- Explore a House system across year levels and campuses.
- Investigate the wider promotion of and increased funding for immersion programs and social justice activities.
- Implement a building program to cater for current and future student demand
- Assess issues relating to staff retention at the College.
- Explore ways in which the College will respond to current and future environmental issues.
- Investigate realistic ways to reduce our carbon footprint and create greater awareness in environmental issues.
Key Priorities for 2011 (continued)

**Opportunity**
- Investigate the viability of the inclusion of food technology into the curriculum.
- Create a comprehensive immersion opportunities program
- Evaluate the feasibility of flexible timetables/structure of the day.
- Instigate a plan for the implementation of the Australian Curriculum.

**Excellence**
- Investigate the viability of the inclusion of food technology into the curriculum.
- Develop a plan for the most effective implementation of ICT integration throughout the curriculum.
- Review the current Professional Development structure and opportunities for staff to ensure currency
- Continuously improve academic standards and results.
Principal’s Report

2010 was significant for the Church in Australia with the Canonisation of Mary McKillop as the first Australian Saint. Our 2011 College Vice Captain (Ministry), Anthony Gagliano represented us at the ceremony in Rome. It was fitting to have a student represent us at a ceremony celebrating the life and achievements of a woman whose primary focus was the care of young people.

This year St Bernard’s celebrated a significant milestone celebrating our 70th anniversary. The occasion was marked by the publication of “Murphy’s Lore and Other Stories”, a wonderful series of historical recollections and reminiscences from 1940 to 2008 by past students, Christian Brothers, teachers and significant contributors to the life of the College. In reading this history there are some recurring themes. The enduring sense of community experienced by all who have been part of St Bernard’s is one. The commitment and sacrifice of the Christian Brothers and its impact on the lives of the students another. The pursuit and achievement of excellence in all aspects of endeavour shines through.

I think these characteristics can still be clearly discerned in the operation of St Bernard’s seventy years on. Having grown to over 1300 students there is still an incredible sense of belonging amongst the students, as is the case amongst the Old Boys. While we no longer have Christian Brothers at the College the willingness to go beyond what is required is a hallmark of our staff. Excellence is expected, pursued and achieved by students in all aspects of their schooling.

We commenced 2010 with an additional 30 students and 16 new staff. The students were mostly on the Clairvaux Campus, having joined us due to the closure of St Joseph’s Melbourne. The students settled well and quickly and became part of the St Bernard’s community. At the end of the year we noted with sadness the final closure of St Joseph’s after 108 years of providing education for Catholic families from the inner north western suburbs. St Bernard’s and St Josephs have shared much over our histories including a Christian Brothers heritage, commitment to excellence and ferocious sporting rivalry. We acknowledge their remarkable contribution to Catholic Education in this region.

As part of our opening mass this year we commissioned the new administration wing. College Chaplain Fr Tony Kerin blessed the space that was formerly the Brothers residence. The upgraded reception facilities provide a welcoming space for all visitors to the College. The Federal Government provided unexpected funding as part of the stimulus package designed to avert the worst effects of the global financial crisis. We were able to refurbish the Margaret Carey building providing Year 8 and 9 students with state of the art classrooms equipped for contemporary teaching and learning. At the same time government funds were made available through the “Digital Education Revolution” to provide a laptop computer to each student on the Clairvaux campus along with appropriate infrastructure. This provides existing opportunities for student learning into the future.
Principal’s Report (continued)

The key decision making body at St Bernard’s is the College Board. This year the Board spent two days offsite engaged with important issues of policy and direction. Key decisions included ratification of the ICT plan and a review of the College enrolment policy.

The Board also formally ratified and launched the updated Strategic Plan. This will inform and direct the development of the College over the next 6 years. Key elements include increasing emphasis on environmental sustainability in our operation, the development of a food technology program and extension of the current immersion program including an African experience. Additionally the plan emphasises the use of technology to improve communication. Families may have noted increased emphasis on use of the website as a source of information along with electronic delivery of the newsletter and use of SMS technology to communicate with parents about student attendance.

Students had many opportunities to be involved in ministry and immersion activities throughout the year. Boys visited the aboriginal community at Nauiyu Nambiyu in the Northern Territory. Our engagement with this community provides boys with an opportunity to further their understanding of indigenous issues and explore their own spirituality. As a result of our engagement with the community we were honoured with a visit by Miriam Rose Ungunmerr-Baumann. Miriam is an internationally esteemed indigenous artist, educator and an elder of the Nauiyu community. Her week at St Bernard’s as an artist in residence had a profound effect on many of the students.

Visitors to the campus will have noticed some significant physical changes in 2010. During March a “once in 100 year” storm caused significant damage to the site. Along with extensive clean up of the grounds, replacement of the hockey surface and rectification works in the flooded music centre, many trees were cut down. It became apparent that the pine trees planted by many old Collegians while students at school in the 60’s, had become dangerous. The trees lining Beryl St and Rosehill Road were removed changing the vista, particularly from the north and east. A further change to the landscape occurred with the death of BJ the College Mascot. A regular feature of Year 7 orientation days, games nights and Year 12 photos the affable St Bernard will be missed having been part of the College for 11 years.

The tenth annual production was a highlight of the year as students joined with St Columba’s to perform “The Wiz”. It brought joy to all who attended and was an extremely professional musical theatre performance.

Mr John McKenna retired after 40 years in Catholic Education, the last 15 years as Head of the Strand Campus at St Bernard’s.
Principal’s Report (continued)

VCE Results: 195 boys undertook the final year of the VCE this year with 100% successful completion rate. 15 students achieved an ATAR in excess of 95. (8%). 42 students (22%) achieved an ATAR in excess of 90, with a further 37 students (19%) above 80. These results are excellent, particularly as we have a non-selective enrolment policy and do not provide entrance scholarships to attract high achieving students. All 16 VCAL students successfully completed their studies this year, with all entering the workforce or graduating to TAFE studies.

Top Ten 2010
College Board Report

As I reflect on the significant events in the life of the College during 2010, I feel a great sense of pride in the wonderful contribution made by so many to the success achieved by our boys in so many areas which has contributed to the growing reputation of St. Bernard’s College in our community.

I am delighted to see that the excellent VCE results achieved by the 2009 Year 12 Group have been matched by this year’s Graduating Students. These young men should feel proud of what they have achieved and also of the way in which they celebrated the end of their student days at the College. I wish them every success with their further studies and as they commence their working careers and I would like to thank our teaching staff whose dedication and commitment over the years has contributed to the excellent 2010 results.

The completion of the Administration building this year marked the end of the College’s Master Plan for the West Essendon site and this year was also the final year of the College’s Strategic Plan. An extensive planning process was undertaken during the year, which culminated in a new Strategic Plan for the College for 2011-2015. I would like to thank all those who contributed in any way to the finalisation of this comprehensive plan. Under this Plan new buildings works will be required to accommodate the decision to commence a new stream at the College. An exciting new Master Building Plan is currently being developed.

It was also very pleasing to see work finally commence on the redevelopment of our site at Santa Monica. This project has been on our agenda for some time, however, the tragic events of Black Saturday last year lead to considerable delays as new fire safety and building regulations impacted on the building permit approval process. The accommodation at the site has now been improved and a new toilet block has now been completed. I’m sure those who have visited the site will not be disappointed to learn that the old toilet block is currently being demolished. We look forward to further developments at the site during 2011.

Peter Hogan
Chairman
Education in Faith

Goals & Intended Outcomes

Clairvaux

Major Strategies for the Coming Year
- Implement focus on spirituality through Christian meditation in Year 10 and 11 Religious Education program.
- Source wider range of online resources for all Religious Education subjects.
- Increase use of ITC at Year 11 and 12.

Major Recommendations for Future Years
- Explore the feasibility of introducing Philosophy as part of the Year 11 program.
- Develop programs and activities through the curriculum and reflection days/retreats to increase the focus on catholic spirituality and the connection between a contemplative spirituality and compassion.

The Strand

Major Strategies for the Coming Year
- Concentrate PD on the Progression Points and their relationship with Assessment and Reporting.
- Planning needs to be lean and mean because of the continual classes lost.
- There will be two REC's in The Strand. A fair and equitable structure has been agreed to with shared understandings
- The pedagogy for ‘Understanding Faith’ will be the focus for 2011.
- The Strand Leadership will be undertaken by the ‘Edmund Rice Youth Ministry team’ in 2011. For Strand Leaders, there will be four days at Amberley and for Class Captains there will be at least two full days, at SBC.

Major Recommendations for Future Years
- Currently working on a plan for improving Catechesis and Religious Education based on Wayne Tinsey’s model for Edmund Rice Education based on:
  - Evangelisation as Personal Transformation
  - Evangelisation Towards Authenticity
- This will be carried out through engaging boys in Liturgy and in a Retreat program for Year 7-12.

Achievements

Clairvaux

Major Achievements for the Year (2010)
- Six student from Year 10 participated in the Building Bridges interfaith dialogue program for secondary students. Other schools involved were King Khaled (Muslim), Strathmore Secondary and St Columba’s.
- The Year 10 Religious Education program incorporated a higher level of ITC due to the provision of one Macbook for every year 10 student. The ‘Understanding Faith’ software was used for all units of work and was received positively by students.
The Strand

Major Achievements for the Year (2010)

- Led from the front by modelling changes in pedagogy.
- Improved pedagogy in Religious Education and ensured that different Multiple Intelligences and learning styles are catered for.
- Ensured that there was a balance between Religious Education in the classrooms and Catechesis in Liturgy.
- Wrote, organised and led liturgies that engage teenage boys and Staff by using GodTube and YouTube media.
- Nearly three quarters of the KLA uses ITC programs such as: DreamWeaver, ComicLife and a new interactive Religious Education software program called ‘Understanding Faith’ based on ‘To Know, Worship and Love’.
- A new scope and sequence chart for Year 7-10 based on ‘Understanding Faith’ and ‘To Know, Worship and Love’.

Anthony Gagliano representing the College in Rome for the Canonisation of Mary Mackillop
Learning & Teaching

Goals & Intended Outcomes

Major Strategies for the Coming Year

- Increase use of computers in the classroom with the deployment of computers on a 1:1 basis for Year 10 and Year 11 in 2011.
- Multiple foci for PLT groups on 2011 – the SIF, ICT skills and literacy (especially for new staff).
- Use of ICT to create on-line units of work; increased use of ‘student resources’ (internal to SBC).
- Improved on-line Curriculum Documentation with the introduction of Atlas Curriculum mapping. Review implications of Australian Curriculum for SBC – planning and development of implementation strategy in line with Atlas software
- Input on Indigenous perspectives at SBC (an Australian cross curriculum priority)
- Update the Assessment and Reporting Handbook.
- Increase the profile of academic achievement.
- Use of parent portal for access to confidential material about their son.

Major Recommendations for Future Years

- Ongoing implementation of VELS and Australian Curriculum.
- Development of improved assessment strategies across all dimensions.
- Broadening our understanding of assessment to include peer assessment as well as ‘competency based’ assessment and assessment by teacher observation. We must ensure that all teachers in a particular area have a common understanding of assessment.
- Ongoing deployment of notebook computers to all students by 2014.
- Develop on-line reporting to parents.
- Develop on-line units of work – supported by web 2.0 resources. This will include a common understanding of the term ‘on-line learning’.

Achievements

Major Achievements for the Year (2010)

- Continued implementation of VELS across the curriculum Years 7-10. Implementation of VELS dimensions that are not directly linked to a specific KLA/Domains.
- All teachers in Professional Learning Team structure focused on Literacy strategies. “High Reliability Literacy Strategies”.
- Testing in PAT-R Comprehension and PAT-Maths for Year 7 and TORCH for Year 10.
- E-learning team met regularly and was responsible for continued supervision of ICT across the college and roll out of notebook computers to Year 10.
- Development of Email policy and Cybersafety policy.
- Increase use of computers in the classroom – with the deployment of more than 14 computers into each Year 9 classroom and 1:1 laptops for Year 10 in 2010.
The College NAPLAN Data shows consistently high (95+%) proportion of students meeting the National Minimum Standards for Literacy and Numeracy. The figures indicate numeracy is a strength with over 99% meeting the standard. The slight drop in results for reading warrant close investigation and discernment on to whether the College’s literacy enhancement program is meeting the needs of all students.
YEARS 9-12 STUDENT RETENTION RATE 88.3%

Destination of Year 9 Students not Completing Year 12 at SBC:

<table>
<thead>
<tr>
<th>Destination</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Secondary Schools</td>
<td>6 students</td>
</tr>
<tr>
<td>TAFE</td>
<td>4 students</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>4 students</td>
</tr>
<tr>
<td>Workforce</td>
<td>2 students</td>
</tr>
<tr>
<td>Other</td>
<td>6 students</td>
</tr>
<tr>
<td>Unknown</td>
<td>3 students</td>
</tr>
</tbody>
</table>

* Enrolment Year 9 2007 – 213.. Year 12 2010 – 211
Student Wellbeing

Goals & Intended Outcomes

Major Strategies for the Coming Year

- Parent Alcohol and Drug Information booklet as given at Kew Grammar College.
- Continue with the anti-bullying strategies and Peer Relations Survey (Survey to be expanded).
- Parenting Programmes: ABCD parenting programme and Time and Space programme for Year 10 and Year 11.
- Supervising a student Counsellor.
- 30 students will be attending the P.A.R.T.Y Program in October. Selection Process to be developed.
- Provision of Flu Vaccine to all staff.
- Continue providing training of staff to anaphylaxis.
- Begin planning how to develop a Gender Education programme.
- Explore how to support better students who are homosexual.
- Continue with Mental Health Week Activities.

Major Recommendations for Future Years

- Incorporate Restorative Practices into our disciplinary policy and procedures
- Develop programmes that address Binge Drinking in young people
- Develop Gender Education programme

Achievements

Major Achievements for the Year (2010)

- Establishment of new WLT structure.
- Launch of new anti-bullying posters for the classroom.
- Updating the Staff Student Wellbeing Handbook.
- Introducing Learning Circle Activity more extensively – Provided staff training during July PD day.
- Implementing annual Bullying strategies – Posters, Peer Relations survey, Circle Time (Year 7 and Year 8) drama presentation, Secret Ballot.
- Provision of Flu Vaccine to all staff.
- Staff introduced to new Guidelines in protecting the safety of Children and Young People Protocol.
- Mental Health Week activities.
- Counselling Procedures reviewed to accommodate changes of D Sutton joining the College.
- Provided ABCD parenting for Young Adolescents programme.
- Provided training of staff for the management of students at risk of anaphylaxis
- Time and Space Programme was cancelled due to insufficient numbers.

| STUDENT ATTENDANCE RATE | 94.7% |
Leadership & Management

Goals & Intended Outcomes

Clairvaux

**Major Strategies for the Coming Year**
- Improve links of immersion experiences with the curriculum.
- Alignment of Year 13 program with Year 12 SACs.
- Increased offering of study hall offering for Year 12 students.
- Review of strategies used to maximize the performance of Year 10 high achievers.
- Increased focus on ‘under achieving high performers’
- Review of support structures for SWANS
- Reduced tolerance for students interfering with others learning
- Increased mentoring of Year 7 students by Year 12s at their Orientation Day and on Founder’s Day.
- Ongoing faculty based focus on literacy.
- Improvement in the performance management of teachers using the VCE data service/ peer instruction and support.

**Major Recommendations for Future Years**
- Review of structures the school has in place for students with special needs at Year 10 – 12.
- Development of more high achievers programs.
- Implementation of an effective performance management system for staff.

The Strand

**Major Strategies for the Coming Year**
- Preliminary work on the introduction of a form of a House System for sport.
- Introduction of a ‘Young Vinnies’ group at St. Bernard’s.
- Introduction of a more flexible timetable to enable more cross campus teaching.
- Continuation and strengthening of choir development on The Strand.

**Major Recommendations for Future Years**
- Appropriate development of the Santa Monica site for future expansion of College needs.
- Inclusion of food technology into the middle school curriculum.

Achievements

Clairvaux

**Major Achievements for the Year (2010)**
- Successful immersion experiences on the Kokoda Track and Daly River.
- Year 11 and 12 retreats continued to be successful.
- Introduction of Year 13 student tutorials before and after school for Year 12 students.
- Implementation of Clairvaux restorative practice focus for pastoral care by Year Level Co-ordinators.
Year 12 study score median of 32 and percentage of 40+ scores equal to 13%
VCE Data Service was used to analyse VCE results with teachers and also used to provide information to parents at Information Nights.
Increased number of teachers as VCE Assessors in 2010.
Overhaul of VCAL program at SBC completed.
Cybersafety at St Bernard’s College policy released.

The Strand

Major Achievements for the Year (2010)
- New City Experience program successfully run at Year 9 at the end of each semester.
- Father/Son activities continued with the annual games night once again attracting over 600 competitors.
- Social justice initiatives at each year level which together with the Annual Walkathon raised over $30,000 for our sister school in Africa.
- Successful use of laptop computers for Year 9 students and encouraging usage of these by staff.
- Successful expansion of the role of student leadership on The Strand with special leadership days and improved accountability for student leaders.
- Refurbishment of the Santa Monica site begins.
TEACHING STAFF ATTENDANCE RATE

STAFF RETENTION RATE

<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DOCTORATE</td>
<td>.9%</td>
</tr>
<tr>
<td>MASTERS</td>
<td>17.5%</td>
</tr>
<tr>
<td>GRADUATE</td>
<td>36.8%</td>
</tr>
<tr>
<td>CERTIFICATE GRADUATE</td>
<td>2.6%</td>
</tr>
<tr>
<td>DEGREE BACHELOR</td>
<td>32.5%</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2010

The key foci were:

- Use of internal Professional Learning time to support implementation of best practice ICT use across the Curriculum.
- July Professional Learning theme was Pastoral Care.
- Accreditation Seminars.
- Aspire Program.
- Conferences and Workshops – Maths/English/Religious Education and Physical Education.
- Increased use of email and intranet to distribute PL information to staff, as well as notice boards.
- St Bernard’s provides a wide range of extra curricular activities these include drama; music; science extension activities and sport

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 93 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL | $340 |

TEACHER SATISFACTION

The College does not undertake formal surveys with teaching staff. Reports from staff during their Annual Review Meetings suggests that the staff at the College experience a high level of satisfaction working in a challenging, collegial and rewarding environment. This is reflected in the level of staff retention achieved by the College.
### Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Recurrent income</td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td></td>
<td>4,875,330</td>
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<tr>
<td>Other fee income</td>
<td></td>
<td>220,661</td>
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<tr>
<td>Private income</td>
<td></td>
<td>760,484</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td></td>
<td>2,226,783</td>
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<tr>
<td>Australian government recurrent grants</td>
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<td>8,077,927</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
<td></td>
<td><strong>16,161,185</strong></td>
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<table>
<thead>
<tr>
<th>Recurrent Expenditure</th>
<th>Tuition</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries; allowances and related expenses</td>
<td></td>
<td>10,616,492</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td></td>
<td>5,338,214</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td></td>
<td><strong>15,954,706</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Capital income and expenditure</th>
<th>Tuition</th>
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</thead>
<tbody>
<tr>
<td>Government capital grants</td>
<td></td>
<td>694,650</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td></td>
<td>1,586,803</td>
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<tr>
<td>Other capital income</td>
<td></td>
<td>22,141</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td></td>
<td><strong>2,303,594</strong></td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
<td></td>
<td><strong>1,954,604</strong></td>
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<table>
<thead>
<tr>
<th>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>8,038,118</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>7,670,324</strong></td>
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</table>

Note that the information provided above does not include the following items:
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2010 that may ultimately change the method of reporting these exclusions. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website later this year. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
<table>
<thead>
<tr>
<th>Question</th>
<th>Response rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Overall I am satisfied with the quality of education provided by the College</td>
<td>87.3%</td>
</tr>
<tr>
<td>2  The College have taken my concerns seriously</td>
<td>86.9%</td>
</tr>
<tr>
<td>3  The College is well managed</td>
<td>87.3%</td>
</tr>
<tr>
<td>4  The effectiveness of educational leadership by senior administrators is evident</td>
<td>85.9%</td>
</tr>
<tr>
<td>5  Opportunities for parent involvement in school practices and decision making is high</td>
<td>86.9%</td>
</tr>
<tr>
<td>6  As an Edmund Rice school St Bernard’s is true to the spirit of Edmund Rice</td>
<td>87.3%</td>
</tr>
<tr>
<td>7  As a Catholic school St Bernard’s is authentic in its teaching of Catholic values</td>
<td>86.9%</td>
</tr>
<tr>
<td>8  The range of subjects offered to VCE students is adequate</td>
<td>87.3%</td>
</tr>
<tr>
<td>9  The College promotes a high level of achievement for all students</td>
<td>86.9%</td>
</tr>
<tr>
<td>10 There were ample opportunities for involvement in extra curricula activities</td>
<td>87.3%</td>
</tr>
<tr>
<td>11 I have realised my academic potential</td>
<td>87.3%</td>
</tr>
<tr>
<td>12 Teachers are enthusiastic and committed</td>
<td>87.3%</td>
</tr>
<tr>
<td>13 Most teachers have a realistic understanding of me and my academic capacity</td>
<td>86.9%</td>
</tr>
<tr>
<td>14 I felt safe and secure during the school day</td>
<td>87.3%</td>
</tr>
<tr>
<td>15 I felt safe and secure when travelling to and from school</td>
<td>87.3%</td>
</tr>
<tr>
<td>16 Staff were concerned with my welfare</td>
<td>87.3%</td>
</tr>
<tr>
<td>17 The welfare/discipline systems are fair</td>
<td>87.3%</td>
</tr>
<tr>
<td>18 Bullying and harassment incidents were handled sensitively and fairly</td>
<td>86.9%</td>
</tr>
<tr>
<td>19 The College's first aid and medication dispensing policies were adequate and well administered</td>
<td>87.3%</td>
</tr>
<tr>
<td>20 Parent information nights and parent/teacher interviews were useful</td>
<td>87.3%</td>
</tr>
<tr>
<td>21 Semester reports were informative and understandable</td>
<td>87.3%</td>
</tr>
<tr>
<td>22 When needed the College contact with families was prompt and appropriate</td>
<td>87.3%</td>
</tr>
<tr>
<td>23 The staff are be approachable</td>
<td>85.9%</td>
</tr>
<tr>
<td>24 Pathways/Careers have fulfilled my needs</td>
<td>85.9%</td>
</tr>
<tr>
<td>25 Homestudy undertaken by me was adequate</td>
<td>85.4%</td>
</tr>
<tr>
<td>26 The College provided enough incentives for high academic achievement</td>
<td>85.4%</td>
</tr>
</tbody>
</table>