Loyola Senior High School, Mount Druitt
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Introduction

About the Annual School Report

Loyola Senior High School is registered by the New South Wales Education Standards Authority, NESA, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2016 and gives information about the 2017 priorities.

This Report is a legislative requirement under the *Schools Assistance Act, 2008* and the *Education Amendment Act 2004*.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.
Key Messages

Principal

I am proud to present to you the 2016 Annual School Report for Loyola Senior High School, Mount Druitt (incorporating the Loyola Trade Training Centre).

Here at Loyola Senior High School we believe that all students have a right to an education that meets their immediate and future needs: an education that empowers them to participate actively and fully in the life of their communities, the church and the wider world.

We believe in an education that is Christ-centred, and inspired by the vision of St Ignatius Loyola, promoting Christian values, prayer, worship and service.

We believe in an education that is true to the vision of Catholic education as espoused by the Catholic Education Office in the Parramatta Diocese and the Ignatian tradition.

Parent

Parents assisted in some of the co-curricular activities of the school and assisted in supervision during examinations. Parents also participated in working bees at the school twice in 2016. An Arabic parents’ group met regularly to discuss issues relating to the school and the education of their children.

The school worked closely with parents on issues of teaching and learning through hosting information nights, conducting parent/teacher/student conferences formally and informally, and consulting parents through surveys on relevant issues affecting the school community.

The school also worked closely with parents on maintaining high levels of student attendance. Parents were contacted regularly by phone for unexplained absences and daily absences were notified via Short Message Service (SMS) to parents’ mobiles. The Skoolbag application was used to communicate notes and calendar dates to parents. The counsellor and house coordinators had specific responsibilities in communicating with parents about the welfare of their children.

Student

Loyola Senior High School is a great school that strives to educate the whole person and to help each individual in *Finding God In All Things*. The school wants students to think seriously about their place in the world and their relationship with God. We are asked by Loyola Senior High School to be ‘men and women for others’.

In 2016 the school had a wide range of subjects and courses for students. Students could study trade courses, university courses and a wide range of NSW Education Standards Authority (NESA) courses. The school provided opportunities for students to participate in a range of activities such as sport, drama, debating, public speaking and leadership training.

As students of Loyola Senior High School we had opportunities to participate with other Jesuit schools across Australia in sporting, leadership and social justices events.

Loyola Senior High School is an adult learning environment that challenges us to do our best at all times and to think deeply about God and our faith.
Who we are

History of the school

In 1993 Loyola Senior High School was opened and the Society of Jesus, otherwise known as the Jesuits, was invited to the diocese to administer the college. In 1999 the school amalgamated with St Agnes Catholic High School and St Clare’s Catholic High School to become Christ Catholic College.

In mid 2004, Loyola Senior High School became a stand alone senior high school again. Loyola Senior High School is also a companion school within the broader Jesuit and Ignatian family.

In 2011 Loyola Senior High School opened stage one of the Loyola Trade Training Centre and in 2011 stage two of the project was completed. The official opening of the Loyola Trade Training Centre occurred in December 2012. In 2016 180 young men and women were enrolled in the centre to undertake a combined Higher School Certificate (HSC) and trade course in the following trades: Hairdressing, Hospitality, Children's Services, Shopfitting, Telecommunications, Electro-Technology, Plumbing, Automotive, Joinery and Carpentry.

Four hundred and twenty students were enrolled in Loyola Senior High School, where we offered a broad array of courses and educational opportunities unique to our school, including accelerated programs for gifted students; university courses concurrent with HSC studies (for which students are given credit when they commence their course); and the services of our university academic advisor, whose primary role was to give our students an edge in gaining entry to university courses.

Location/drawing area

The school is located in Mount Druitt and draws on students from the five regional parishes of Doonside, Mount Druitt, Mount Druitt South, Plumpton and Rooty Hill. The majority of students attending Loyola Senior High School come from St Agnes Catholic High School (Years 7 to 10) at Rooty Hill, and St Clare's Catholic High School (Years 7 to 10) at Hassall Grove.

Loyola Trade Training Centre in 2016 enrolled students from across the Parramatta Diocese and indeed beyond.

Loyola Senior High School prides itself on providing an adult learning environment for young adults aged 16 to 23 years.
## Workforce Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>54</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers accreditated to teach Religious Education</td>
<td>20</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>1</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>25</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>1</td>
</tr>
<tr>
<td>The average teacher attendance for 2016</td>
<td>95.19</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>96</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Prayer forms an important part of community life at Loyola Senior High School. Staff and students commenced each day with prayer and staff were encouraged to commence each class with an opening prayer.

Loyola Senior High School had the full support of the Jesuit community in Holy Family Parish and was able to offer many liturgical experiences. Mass was offered once a week for staff and students and the school celebrated significant events, and celebrations in the church and school year with a liturgy. Our Patron Feast Day, the Feast of St Ignatius Loyola, was commemorated by a concelebrated liturgy and multicultural festival involving not only the Loyola Senior High School community but representatives from the Sydney Jesuit schools.

As a means of encouraging students to become more active in their faith life the school encouraged students to be involved in the planning and delivery of liturgies, prayer services and attendance at Scripture groups such as the Students Arising at Loyola Together (SALT) team. Students were also trained by our chaplain to be liturgical ministers and altar servers for school liturgies.

Social Justice

In keeping with our school motto, *Finding God in All Things*, students were not just encouraged, but expected, to be involved in acts of social justice and community service. The school had active Young Christian Students (YCS) and St Vincent De Paul Society groups, outreaching to the less advantaged and the marginalised of Western Sydney.

All Year 11 students were required to undertake 20 hours of community service known as the Magis program which endeavoured to reinforce the notion that we are all men and women for others. As part of our Sacred Heart and Christmas celebrations, the school assembled food hampers for the poor of the community and during Lent we participated in the Caritas Project Compassion appeal.

Loyola Senior High School continued to participate in the Australian Jesuit Schools' immersion visit to Timor Leste. Each year, two students from Year 12 travel to Dili during the July term break and work in local schools and orphanages.

School home and parish partnerships

Loyola Senior High School has always had strong links with Holy Family Emerton parish and its associated Jesuit ministries, such as Jesuit Social Services. Students from Loyola Senior High School assisted with reading and mentoring in the parish schools; actively supported social justice initiatives in conjunction with Jesuit Social Services; and acted as Special Religious Education teachers in the local state schools.

Parents were encouraged to take an active role in a variety of school activities including mothers' groups, information evenings, parent teacher nights, feast day celebrations and working bees. Regular communication with parents occurred through the student diary, Short Message Service (SMS) and phone calls and the thrice a term publication of the school newsletter, *The Company*, which was emailed to parents and posted on our website.

Religious Education

Features of the Religious Education program are reflected elsewhere in this report.

The formal curriculum program was delivered in line with the Parramatta Diocese, *Sharing Our Story*, syllabus; the NSW Education Standards Authority (NESA) endorsed course, Catholic Studies; and the NESA developed, Studies of Religion, course. We offered both 1 and 2 unit Studies of Religion courses, and the Catholic Studies 1 unit course.

The students at the school participated in certain local parish activities, such as helping out St Vincent de Paul Society and being members of the local parish youth group. They also served the local Catholic primary school and the wider community through the Magis program.
Our aims and beliefs concerning pastoral care can be viewed on our website - Reference: Faith in Action heading – Pastoral Care topic: www.loyolashs.nsw.edu.au

Professional Learning of staff in Religious Education

Religious Education teachers participated in a variety of inservice opportunities such as those offered by the Jewish Board of Deputies and the Islamic organisation, Affinity. Teachers also undertook course requirements to complete their Religious Education (RE) accreditation, as needed. The Religious Education coordinator (REC) undertook a range of professional learning opportunities organised by Catholic Education, Diocese of Parramatta (CEDP) and the Religious Education coordinators' Association, and communicates information to staff.
National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2016. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

Record of School Achievement (RoSA)

In 2016 we had 16 students from Year 11 and 1 student from Year 12 requesting a RoSA.

Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 compared to the state.

<table>
<thead>
<tr>
<th>Higher School Certificate</th>
<th>Percentage of students in top 3 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016 School</td>
</tr>
<tr>
<td>Studies of Religion I</td>
<td>67</td>
</tr>
<tr>
<td>English Standard</td>
<td>74</td>
</tr>
<tr>
<td>English Advanced</td>
<td>95</td>
</tr>
<tr>
<td>Biology</td>
<td>68</td>
</tr>
<tr>
<td>Community and Family St</td>
<td>80</td>
</tr>
</tbody>
</table>

In 2016, 34 courses were measured in the HSC and 12 courses were above state average: Ancient History, Biology, Community and Family Studies, Standard English, English Extension 1 unit, Multimedia, Legal Studies, Modern History, History Extension, Studies of Religion 1 unit, Retail Services, Information and Digital Technology.

Teachers used both the NESA Results Analysis Package and the Catholic Education Commission HSC Analysis to assist in the interpretation and evaluation of HSC results, and setting future directions.

School curriculum

Loyola Senior High School offered a range of education programs aimed at meeting the varying needs of the young men and women who attended the school and to assist them in the transition to future learning and employment.

These included:
- Australian Catholic University (ACU), Step up into Teaching course (a program now in its fifteenth year and boasting a significant number of Loyola Senior High School students
who now work as educational professionals in the local area)

- acceleration programs in Legal Studies and Advanced English: students commence Preliminary courses whilst in Year 10, completing the HSC requirements whilst in Year 11
- Loyola University Hub Project - a program to encourage greater participation of Loyola Senior High School students in tertiary study
- Saturday Morning Tutorial program, supported by teachers who volunteer their time each Saturday morning to support student learning
- Australian Catholic University (ACU) Links program - a Loyola Senior High School/ACU mentoring program
- literacy support programs for students
- university HSC enrichment seminars
- learning support and study programs
- first year apprenticeship training combined with HSC study - undertaken by students the Trade Training Centre (TTC)
- Orientation Week program for incoming students

Initiatives to promote respect and responsibility

Loyola Senior High School encouraged each student to become actively involved in the life of the local community.

In 2016 every student was required to undertake a 20 hour Magis program in Year 11 which involved performing various service activities on behalf of the community. Students worked in child care centres, aged care facilities, various Catholic Ministries, and with charitable and service organisations for the duration of the program. Many continued this work after completing the formal requirements of their Magis program.

In addition to the above, Loyola Senior High School students engaged in other service activities such as door knock and charitable appeals, and voluntary work in the local primary schools.

Students undertook to support the reading and mentoring programs for primary aged students offered through Jesuit Social Services and the Holy Family Emerton parish.

The entire Year 11 cohort attended the Be Street Smart program which assisted students in driver education.

Finally, Loyola Senior High School also had a Student Representative Council (SRC) which provided students with opportunities to advocate for the student body and to develop their leadership skills. The SRC also offered opportunities to undertake leadership training both locally and through the Jesuit School Network.

Professional Learning

Religious/Faith

- Staff Retreat Day facilitated by a priest
- Jesuit Province Induction program
- Ignatian co-ordinator's conferences

A major focus for Professional Development (PD) in 2016 related to enhancing student reading comprehension, occupying two whole staff professional learning days.

Other professional learning included:

- Jesuit principals' meetings
- Jesuit Curriculum Coordinators' Conference
- Catholic Secondary Schools Association (CSSA) forums
- Careers Advisory Day
- Beginning Teachers inservices
- Legal Studies Teacher Conference
- Vocational Education and Training (VET) upgrades
- Child Protection training, Work Health and Safety (WHS) modules, first aid training (asthma and anaphylaxis), undertaken by the whole staff
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To gain a deeper understanding of the Gospel of Luke</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>Religious literacy data suggested that students had a limited knowledge of the Scriptures. Student knowledge of Scripture and their opportunity for engaging with Scripture was limited. In order to understand Christian beliefs we need to appreciate and know the teachings and person of Jesus Christ.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 1** | During tutor group students read an extract from Luke's Gospel and responded to the three levels of Scripture:  
- What is the key message?  
- What is it saying?  
- What is the church teaching, Sacrament, or ritual spoken of, in this passage? Discuss how we can apply the message of this to everyday life.  

Students wrote answers in a journal. |
| **Status of priority 1** | Achieved |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>That all students would improve their reading comprehension skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 2</strong></td>
<td>Progressive Achievement Tests in Reading (PAT-R) data (which measures reading comprehension levels) indicated that approximately three quarters of 2015 Year 11 students had been functioning below the reading level expected for their age, which in turn indicated the critical and urgent need to improve reading comprehension skills.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 2** | We focused on improving students' engagement by:  
- modelled, shared, guided and independent reading and writing activities  
- exposure and responding to a variety of increasingly complex texts  
- a variety of 'at point of need' reading strategies  
- greater differentiation of reading texts in class to allow for greater engagement and access of students from all literacy entry point |
<p>| <strong>Status of priority 2</strong> | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>To use 'visible learning' strategies to improve learning confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>The primary reason for this priority was that students at Loyola Senior High School, relative to other factors, had low learning confidence. We believed that implementing the strategies and practices of Visible Learning (Hattie) would build students' confidence in successfully taking on challenging tasks and meeting high expectations.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | Students were required to:  
  - work with teachers to set academic learning goals that were reflective of high expectations and appropriate challenges  
  - participate in student, parent, teacher conferences, incorporating self-reflection, exchange of feedback, setting goals and evaluation of achievement  
  - complete ongoing learning reflections and evaluations to provide feedback on their learning and teachers' teaching  
  - engage with learning intentions and success criteria |
| Status of priority 3      | Ongoing                                                           |
Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Throughout 2017, students and staff will more deeply experience the foundational form of Ignatian prayer, the Examen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 1</td>
<td>Ignatian Spirituality is deeply rooted in the mission of the Loyola community. Being faithful to our charism is fundamental to learning and formation for both staff and students. The Ignatian values and practices of reflection, discernment, and identifying one’s deepest desires, all of which ultimately lead to <em>Finding God in all Things</em>, are all given expression in the Examen.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 1 | Steps to be taken include:  
  - Students will pray the Examen twice a week. The Examen is a method of reviewing the day in the presence of God and setting time aside for thankful reflection on where God is in everyday life.  
  - Teachers will use the Examen structure as a model for having conversations mentoring students. This will enable students to reflect more deeply on their own experiences and take responsibility for their actions. |
| Priority 2       | By the end of term 3 all students will improve their writing skills, which will be indicated by progression along the descriptor levels of the Loyola Literacy Continuum (writing domain). |
| Reason for Priority 2 | In 2016, we focused on improving reading and comprehension skills. As reading and writing are inextricably linked, it has been deemed valuable to focus on improvement in writing, which is reflective of reading accuracy and comprehension, as it can be measured through engagement with periodic writing samples. |
| Steps to be taken to achieve Priority 2 | These include:  
  - Students will be exposed to a variety of increasingly complex texts and be required to respond.  
  - Teachers will engage in small group, faculty and individual workshops with teacher educators and members of the Literacy Committee to support their application of various strategies to develop students’ writing.  
  - Parents will have access to select materials on the Loyola Literacy Site. This material will inform parents about high yield strategies and how these can benefit students. |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>By the end of term 3, all students will improve their learning outcomes, as measured by staff and student responses in the Year 11 and 12 learning surveys. The agency for this improvement will be all teachers implementing ‘visible Learning’ strategies, focusing on learning intentions and success criteria.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>Based on multiple sets of data, teacher reflection and discernment based on various forms of student feedback, the most telling priority for our students is the need for greater scaffolding, guidance, and structure in their learning. By implementing the strategies and practices of ‘visible learning’, students will identify and utilise learning intentions and measure their success against clearly articulated and co-constructed success criteria.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | These will include:  
- Learning intentions and success criteria will be used in all classes and clearly written on the board.  
- Teachers will implement the visible learning strategies with greatest impact on student achievement, from reading relevant sections of *Visible Learning for Teachers*.  
- Students will engage with learning intentions and assist the teacher in co-constructing the success criteria. |
Community Satisfaction

Parent satisfaction
During 2016, the Catholic Education Diocese of Parramatta engaged Insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. This survey will be conducted annually. The QCS data collected and reported showed that parents were very satisfied with the manner in which the school was conducted. They believed the school provided a very safe and conducive learning environment in which their children were free of bullying and harassment, and given a clear learning focus. They also believed the school had adopted a strong culture of school improvement. Parents also perceived the Catholic culture of the school to be of great significance.

Student satisfaction
The QCS data showed that Loyola Senior High School students felt very safe, well-respected, and well-supported by their teachers and each other. They experienced their learning to be well planned, purposeful and stimulating, and felt motivated to learn, though they expressed the need for greater confidence in their ability to learn. As students of a senior high school, they perceived the demands of their education to be quite challenging.

Teacher satisfaction
The QCS data showed that Loyola Senior High School staff treated our students with dignity and respect, and felt Loyola Senior High School students were young men and women of great character and resilience. They were very positive about curriculum processes in the school and experienced school leadership as supportive. They engaged in fruitful professional development and were very self-directed in their learning. Teachers believed students were very much challenged by the demands of the HSC and were extremely supportive in assisting students to meet these demands.
Student Profile

Enrolment Policy
Loyola Senior High School follows the Catholic Education Diocese of Parramatta (CEDP) Enrolment Policy and Procedures. This document can be obtained from the school office or can be accessed on the CEDP website http://www.parra.catholic.edu.au/policy-central

Current and previous years' student enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>324</td>
<td>286</td>
<td>610</td>
</tr>
<tr>
<td>2015</td>
<td>314</td>
<td>265</td>
<td>579</td>
</tr>
<tr>
<td>2016</td>
<td>319</td>
<td>260</td>
<td>579</td>
</tr>
</tbody>
</table>

Student attendance rates
The table below shows the percentage of student attendance by Year level and school average.

<table>
<thead>
<tr>
<th>Year</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>0</td>
</tr>
<tr>
<td>Year 8</td>
<td>0</td>
</tr>
<tr>
<td>Year 9</td>
<td>0</td>
</tr>
<tr>
<td>Year 10</td>
<td>0</td>
</tr>
<tr>
<td>Year 11</td>
<td>90.5</td>
</tr>
<tr>
<td>Year 12</td>
<td>90.44</td>
</tr>
<tr>
<td>School average</td>
<td>90.48</td>
</tr>
</tbody>
</table>

Characteristics of the student body
The table below shows the number of students in each of the categories listed.

<table>
<thead>
<tr>
<th>Category</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Language background other than English (LBOTE)</td>
<td>340</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>45</td>
</tr>
<tr>
<td>Indigenous</td>
<td>15</td>
</tr>
</tbody>
</table>

Managing Student Non-attendance
Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school,
leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.

**Student retention rates**

The retention rate of students for Year 10 to Year 12 was 0%.

The retention rate of students for Year 10 to Year 12 was not applicable. As a stand alone senior high school, Loyola Senior High School does not have a Year 10 cohort to retain into Years 11 and 12.

The school draws Year 11 students from over twenty schools in Greater Western Sydney, both government and non-government.

**Senior secondary outcomes**

The following table shows the percentage of Year 12 students who undertook vocational training or training in a trade while at school, and the percentage that attained a Year 12 certificate or equivalent vocational education and training qualification.

| Percentage of Year 12 students who undertook vocational training while at school | 61 |
| Percentage of Year 12 students who undertook training in a trade while at school | 27 |
| Percentage of Year 12 students who attained a Year 12 (HSC) or equivalent vocational education and training qualification | 99 |

**Post school destinations**

Each year Loyola Senior High School collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

<table>
<thead>
<tr>
<th>Destination of students leaving Year 12</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>59</td>
</tr>
<tr>
<td>Technical, and Further Education (TAFE)</td>
<td>19</td>
</tr>
<tr>
<td>Workforce</td>
<td>13</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>9</td>
</tr>
</tbody>
</table>
Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

Information on student management, welfare and discipline is available in the student handbook which is located on the school’s website.

The school sought to relate to its students in a manner that treated them as young people on the threshold of adulthood. As such, respectful conversation was a hallmark of dealing with issues. Our Student Code of Conduct is available, upon request, from the school. The full text of the anti-bullying/student management/welfare and discipline policies can be obtained through contacting the school or viewing the Loyola Senior High School website: www.loyolashs.nsw.edu.au.

There have been no significant changes to the anti-bullying/student management/welfare and discipline policies. The Pastoral Care program for 2016 considered topics such as self-esteem building, resilience and cyber bullying. Student workshops and lessons were conducted fortnightly with students.

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP) Complaint Handling policy. A copy of the school policy is available from the school office or is available on the CEDP website http://www.parra.catholic.edu.au/policy-central.

Details regarding the school’s policy were communicated in the first newsletter issued in Term 2, 2016.

There has been no change in this policy since 2015.
Section Eleven: Financial Statement

**Recurrent and Capital Income**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants¹</td>
<td>$6,926,690</td>
</tr>
<tr>
<td>Government Capital Grants²</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants³</td>
<td>$2,048,144</td>
</tr>
<tr>
<td>Fees and Private Income⁴</td>
<td>$2,359,837</td>
</tr>
<tr>
<td>Other Capital Income⁵</td>
<td>$100,288</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$11,434,959</strong></td>
</tr>
</tbody>
</table>

Notes:
1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.

**Recurrent and Capital Expenditure**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure⁶</td>
<td>$387,260</td>
</tr>
<tr>
<td>Salaries and Related Expenses⁷</td>
<td>$8,444,235</td>
</tr>
<tr>
<td>Non-Salary Expenses⁸</td>
<td>$2,471,524</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$11,303,019</strong></td>
</tr>
</tbody>
</table>

Notes:
1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.