

De La Salle Catholic College, Cronulla, Cronulla

Annual School Report to the Community

2017



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**Principal**

Mr Craig Mooney

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## ABOUT THIS REPORT

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De La Salle Catholic College, Cronulla is registered by the NSW Education Standards Authority (NESA), and managed by Sydney Catholic Schools (SCS), the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider College community with fair, reliable and objective information about College 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 during the year and the achievements arising from the implementation of the College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the College community and Sydney Catholic Schools. This *Report* has been approved by Sydney Catholic Schools in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation.

This *Report* complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

### **Principal's Message**

De La Salle Catholic College is a senior co-educational College founded in the spirit and traditions of Saint John Baptist De La Salle. The College community maintains a strong focus on our Catholic faith and spirituality. This can be witnessed in our prayer life, Lasallian youth ministry, initiatives such as our social justice outreach and retreat programs and providing an environment with strong pastoral care and support.

We are committed to educating and developing the whole person and developing each student's unique gifts and talents. To this end we offer a variety of Higher School Certificate (HSC) pathways from the academic through to the vocational.

De La Salle Catholic College Cronulla has built its reputation on academic achievement. We have a proud heritage of outstanding HSC results that continues to set new standards.

The College also provides an excellent Vocational Education and Training (VET) curriculum for students wishing to improve their future employment opportunities. School-based apprenticeships and traineeships are some of the opportunities offered by the College to assist the students' school to work transition.

### **Parent Body Message**

The partnership between the College and the parents is an important aspect of life at De La Salle College Cronulla. A parent forum is held each term where we as parents are given the opportunity to have a voice in changes the College is undertaking.

At the forums this year we were given the opportunity to contribute to:

- the new reporting system
- the vision of the College for the next five years
- the pastoral care structures and how they can be further enhanced.

We have also been shown the new College careers counselling and study skills website and given the opportunity to explore these sites.

The College encourages parents to participate wherever possible through religious services, information nights, Parent Teacher interviews, Creative and Performing Arts and Design and Technology nights and joint school parish initiatives.

## **Student Body Message**

At De La Salle Catholic College Cronulla the learning environment is fostered and developed through a range of experiences and processes. The teachers are committed and dedicated to teaching us to value our education, our school, each other and ourselves. The religious aspect of our school extends beyond the classroom through our Lasallian Leaders, the Touching Hearts Program, important Liturgical events, Masses and significant occasions that foster our Catholic Faith. There is a strong focus on developing close relationships with our peers and staff in a collegial and supportive environment. The Pastoral Care program supports students through a range of activities and services and is present in our daily interactions with our teachers. In preparation for our HSC, the College supports and helps us become successful and resilient young adults ready for any future endeavours.

De La Salle Catholic College, Cronulla is a Catholic systemic Co-educational College located in Cronulla.

The College was founded by the De La Salle Brothers in 1936. The current senior College structure commenced in 1967 and became a co-educational institution in 1975. As a Lasallian school, the College seeks to provide an environment in which students have the opportunity to reach their full potential and proceed to make a contribution to society.

The College appearance and facilities have been significantly enhanced with the completion of extensive building projects. The Brother Celestine Gavin College library is an ideal place for structured and student directed learning. We are proud of our culture of student voluntary use of this facility, before and after school, and during the school holidays. The College sporting facilities and multi-purpose sporting area have been upgraded allowing for both recreational and teaching use. New sun protection areas have been established. The College grounds present as a beautiful environment appropriate to a senior College.

Founder's Day is held in June and is the major community event each year. Students have the opportunity to participate in a community service program throughout the day. Projects include bay clean up, beachside fun run, and sand dune restoration. Another exciting community activity is our annual "De La's Got Talent" heats, and final concert. We see an array of outstanding student talent and funds raised contribute to our annual donation to Caritas.

The College has strengthened student and staff support for teaching and learning with the ongoing development of a diverse learning needs department. This focuses on working with students with learning difficulties across the full learning spectrum. Whilst seeking to maintain our strong academic standards, reflected by outstanding HSC results, the curriculum has also been further developed to offer three VET courses. These courses offer exciting and practical alternatives, particularly for vocational pathway students. A number of our students also embark on a School Based Apprenticeship and Training (SBAT) pattern of study. This integrates school work and work place training.

Parent partnership is maintained through Parent Forums, held once per term. All parents are invited to attend to meet with the principal and leadership team to discuss contemporary educational and pastoral issues and to assist in planning.

The College does not participate in weekly sports' programs, but all students are given the opportunity to represent the College in football, cricket, rugby league and netball. They also are provided the option of pathways to New South Wales Combined Catholic Colleges (NSWCCC)

and all-school sport representation in the full range of sports. We also participate in the Term 2 local Catholic Schools Debating Competition.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

The College caters for students in Year 11 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Total Students
242	228	85	470

\* Language Background Other than English

### Enrolment Policy

The Archdiocese of Sydney has established an [Enrolment Policy for Systemic Catholic Schools](#). Sydney Catholic Schools monitor the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of 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.

Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Sydney Catholic Schools](#) website.

### Student Attendance Rates

The average student attendance rate for 2017 was 94.11%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 11	94.67%
Year 12	93.55%

### Managing Student Non-attendance

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

College staff, under the Principal’s leadership, support the regular attendance of students by:

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

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

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

### Senior Secondary Outcomes

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

Senior Secondary Outcomes. Year 12 2017	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	39%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

### Student Post School Destinations

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

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2017 Graduating Class	60%	6%	32%	2%

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## SECTION FOUR: STAFFING PROFILE

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The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
42	17	59

\* This number includes 35 full-time teachers and 7 part-time teachers.

Percentage of staff who are Indigenous	0%
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### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by Sydney Catholic Schools. The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The College held the equivalent of five staff development days this year with areas of focus as follows:

<b>Term 1</b>	Preparation for the school year
<b>Term 2</b>	Staff Spirituality Day - "Prayer personal and communal"
<b>Term 3</b>	Vision and Mission, Principles of Teaching and Learning
<b>Term 4</b>	Reporting, Mind Matters

De La Salle Catholic College values and supports the ongoing professional development and growth of all staff. Professional development opportunities occur at Key Learning Area (KLA) meetings, Staff Meetings and twilight sessions offered after school. Further professional development opportunities are offered by Sydney Catholic Schools office, school based teach meets, subject specific inservices and conferences. A number of staff are also currently undertaking tertiary studies to further enhance their academic qualifications.

### Teacher Standards

The following table sets out the number of teachers who fall into each of the two categories determined by the NSW Education Standards Authority (NESA):



<b>Teacher Qualifications</b>		<b>Number of Teachers</b>
1	Those having formal qualifications from a recognised higher education institution or equivalent.	41
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Catholic Schools have a unique role in the evangelising and educating mission of the Church.

The *Archbishop's Charter for Catholic Schools* sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, the College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Archbishop of Sydney.

The De La Salle Catholic College community fosters the Lasallian values of faith, community and service. These values, established by St John Baptist De La Salle, are reinforced by the presence of the Brothers in the community. Our Youth Ministry Coordinator and Lasallian Youth Minister engage the students in relevant experiences that deepen their faith and allow them to contribute to the wider community. The Lasallian spirit is developed with student representatives attending the Lasallian Leaders Retreat in January. Student volunteers attend the annual gathering of Lasallian Youth. Year 11 students train in Lasallian leadership and facilitate a number of reflection days for students at the partner high schools.

Staff members have opportunities to deepen their faith with immersion experiences and pilgrimage opportunities offered by the Sydney Catholic Schools Office (SCS) and the Lasallian Mission Council. On our annual staff spirituality days we participated in public worship at St Mary's Cathedral and personal prayer at Centennial Park.

The Touching Hearts Program was launched this year providing a formal structure to our College Social Justice activities. This brought together staff and students in a variety of social justice initiatives, many being traditional to the college, with some new activities introduced. The College community engaged in work for Caritas, and St Vincent De Paul. There was collaboration with the feeder schools, with the Annual High Tea raising money for the Lasallian Foundation and Mercy Charities. Links were created with the parish as students engaged in Care and Concern and the sacramental program. The Catechist program, has had students volunteer for the past ten years to work with parish members and students at Burraneer Bay Public Primary School. Students are able to give witness to the younger people and demonstrate their faith.

The Angelus is prayed each day at midday, by all members of our College community. Year meetings and assemblies also begin with a prayer and reflection relevant to the community, world events and Church calendar. Special times in the College and Church calendar are highlighted with a liturgy where students and staff are actively involved in both the preparation

and celebration. The College Retreat is a significant opportunity for students to explore their faith and experience prayer and contemplation in a bush land environment.

These initiatives have enriched the College community and have been a very clear reflection of the Lasallian values of faith, service and community.

The College follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Sydney Catholic Schools. The teaching and learning processes are informed by the Statement on Authentic Learning in Sydney Archdiocesan Schools. Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

De La Salle Catholic College Cronulla plays an important role in the community by providing senior Catholic co-education for students.

The College has a strong record of academic achievement. The College also provides an excellent Vocational Education Training (VET) curriculum including school based apprenticeships/traineeships. Through these programs students who do not have tertiary study as an immediate goal are able to strengthen their school to work opportunities.

The College offers a wide variety of courses and caters for a diverse range of learners offering over thirty Board of Studies Teaching and Educational Standards (BOSTES) mandated and approved HSC courses. These include extension courses in English, History and Mathematics, and vocational education courses in Hospitality, Construction and Business Services. The College now also offers a number of Board endorsed courses such as Sport, Lifestyle and Recreation, Exploring Early Childhood, Big History, Marine Studies and Work Studies.

The College also allows students the opportunity to undertake a range of courses provided by Technical and Further Education (TAFE), Open High School, Saturday School of Community Languages, St. Yon Trade Training Centre and Southern Cross Catholic Vocational College and other external providers.

Preliminary Higher School Certificate (HSC) and HSC Courses are listed below:

*Religious Education:*

Catholic Studies 1 Unit, Studies of Religion 1 Unit, Studies of Religion 2 Unit

*English:*

English Studies 2 Unit, English Standard 2 Unit, English Advanced 2 Unit, English Extension I,

English Extension II

*Mathematics:*

General Mathematics 2 Unit I and II, Mathematics 2 Unit, Mathematics Extension I, Mathematics Extension II

*Science:*

Biology 2 Unit, Chemistry 2 Unit, Physics 2 Unit, Senior Science 2 Unit

*Human Society and Its Environment:*

Ancient History 2 Unit, Legal Studies 2 Unit, Modern History 2 Unit, Business Studies 2 Unit, Economics 2 Unit, Geography 2 Unit, Big History 1 Unit, History Extension 1 Unit, Work Studies 1 Unit

*Technological and Applied Studies:*

Design and Technology 2 Unit, Food Technology 2 Unit, Information Processes and Technology 2 Unit, Software, Design and Development 2 Unit

*Creative Arts:*

Drama 2 Unit, Music 2 Unit (Course 1), Visual Arts 2 Unit

*Personal Development, Health and Physical Education (PDHPE):*

PDHPE 2 Unit, Community & Family Studies 2 Unit, Sport Lifestyle and Recreation 2 Unit, Sport Lifestyle and Recreation 1 Unit, Exploring Early Childhood 2 Unit, Exploring Early Childhood 1 Unit, Marine Studies 2 Unit, Marine Studies 1 Unit

*Vocational Courses:*

Business Services 2 Unit, Construction 2 Unit, Hospitality Operations 2 Unit, Hospitality Specialisation Study 1 Unit.

### Higher School Certificate

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

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2015		2016		2017	
	School	State	School	State	School	State
Studies of Religion I	53%	51%	51%	49%	42%	50%
English (Standard)	7%	8%	18%	13%	13%	16%
English (Advanced)	38%	58%	50%	61%	56%	64%
Mathematics General 2 BDC	33%	26%	40%	25%	33%	26%
Mathematics	55%	52%	56%	52%	49%	54%
Ancient History	64%	33%	59%	30%	39%	36%
Design and Technology	57%	36%	53%	40%	60%	43%
Legal Studies	61%	41%	67%	42%	66%	44%
Personal Dev,Health & PE	68%	30%	54%	34%	39%	31%
Studies of Religion II	94%	40%	68%	47%	66%	47%

The College continues to strive to maintain its reputation as a high achieving Secondary College in terms of HSC results. There remains an ongoing commitment between staff and students to work together to achieve "personal best" performances, which impact favourably on every student's overall result, including their Final HSC Mark, Band and Australian Tertiary Admission Rank (ATAR). Our students are to be particularly commended on their self-directed learning and their utilisation of the College Library. The students' efforts and results were celebrated at the College Opening Mass.

In 2017 the number of students issued with a RoSA	0
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**Student Welfare Policy**

Pastoral Care at the College is centred on Gospel messages and our interaction with students is based on mutual respect and accepting responsibility for our own actions. This encourages the development of an environment where each individual feels valued and accepted within the school. The College has a Pastoral Care Policy and Procedures document which outlines the following areas: pastoral care, rights and responsibilities, student management, anti-bullying policy, student leadership, absence from school, communication, support interviews for senior students.

This Anti-bullying policy in line with the new Sydney Catholic School's policy document and roles and phone numbers are updated each year and can be accessed on the College website.

The full text of the College's Pastoral Care Policy may be accessed on the College's website or at the administration office.

**Discipline Policy**

Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College.

The College Discipline Policy forms part of our Pastoral Care Policy and Procedures document which addresses the following areas of student management: uniform and grooming, use of diary, mobile phones, attendance, detention, homework, serious offences, procedural fairness. Updates were made to the phone policy and attendance policy this year.

Students are informed of their rights and responsibilities as learners at the College. Expectations of students are articulated at assemblies, Year meetings, parent information evenings and through the enrolment agreement. Open communication between parents and staff is encouraged to ensure the best outcomes for student learning and welfare. 'Sense of the Sacred' values are embedded in Key Learning Areas (KLAs) programs and a student counsellor is provided to offer support for those students needing outside assistance.

There have been no changes to the policy this year however we are in the middle of a significant review of our Pastoral Care policy after feedback from our cyclic review and staff, parents and students.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

### **Anti-Bullying Policy**

The Archdiocese of Sydney has established an *Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Archdiocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was reviewed in August 2016 and no changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

### **Complaints and Grievances Resolution Policy**

The Archdiocese of Sydney has established a *Resolution of Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was updated and approved in September 2017.

The full text of the *Resolution of Complaints Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

### **Initiatives Promoting Respect and Responsibility**

Respect and responsibility are only two of the values that are central to the way Catholic schools are conducted. Mutual respect between all members of the College community is emphasised at assemblies, during year meetings and through daily interaction between individuals. As a senior College, students are constantly reminded that they must take responsibility for their actions. This includes making a positive contribution to the wider community.

In 2017 the College collaboratively created new Mission and Vision statements which were then used to create a College Teaching and Learning Framework. This new framework will become the cornerstone of our Pastoral Care policy and procedures. The 'Dignity, Energy, Self-Management, Community, Awareness' (DESCA) policy which has continued to serve our community well this year is being retired in preference for the new framework for 2018. This policy has the following

elements:

- *Dignity*: have great respect for the people you are with.
- *Energy*: use your gifts freely and with confidence.
- *Self-Management*: be self-managing, self-respectable, and self-motivated.
- *Community*: be warm hearted; speak to others in a gentle, respectful way.
- *Awareness*: build faith; see “the Grace of God” in people and our environment.

The College implements the Sydney Catholic Schools' *School Review and Improvement (SRI) Framework* which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan and informed by the document *New Horizons: Inspiring Spirits and Minds*. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the school administrative office.

### **Key Improvements Achieved in 2017**

The following Key Improvements have been achieved this year:

- The use of data to inform best practice in teaching and learning.
- Applying Authentic Assessment principles to daily practice.
- Teaching and learning to encompass ongoing formative assessment.
- Development of programs to support the new Higher School Certificate course released by the NSW Education Standards Authority (NESA) for 2018.
- Examined ways to provide quality feedback to all stakeholders involved with the College.
  
- Provide professional development and training in differentiation to support the diverse learning needs of our students.
- Examined the key directives of the Sydney Catholic Schools Literacy/Numeracy papers.
- Establish a Principles of Teaching and Learning Framework.

### **Priority Key Improvements for 2018**

Key Improvements for next year include the following:

- Students leading faith formation experiences to foster the spiritual growth of our students.
- Providing a more diverse range of faith formation and outreach opportunities.
- Writing the stage 6 HSC programs and Implementing the new stage 6 Preliminary programs.
- Develop an understanding of STEM and how it can be applied in the stage 6 context.
- Embedding the College's Principle's of Teaching and Learning into the daily practices of staff and students.

- Development and incorporation into programs Gifted strategies to support students
- Continued development of literacy strategies to support writing
- Further development of the College's mind matters program
- Further development of feedback strategies and reporting.
- Establish a chapel on College grounds.

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

### **Parent Satisfaction**

Parents level of satisfaction was gauged from a survey and feedback from parent forums throughout the year. The following areas of work at the College were endorsed by parents:

- professionalism of staff and knowledge of stage 6 content
- support for students in their learning
- the variety of subjects and pathways offered
- level of feedback to students and parent on student progress
- the support for students across the spectrum and their diverse learning needs
- support for students with wellbeing issues
- opportunities for faith formation and social justice outreach programs.

### **Student Satisfaction**

A group of students were invited to respond to the question: "As a student how satisfied are you being at this College and in particular, what is good about De La Salle College Cronulla?" In summary, students were extremely satisfied with the College. They felt it has a really positive school atmosphere. All teachers are dedicated and treat students as young adults. The College has a supportive environment where students motivate each other and the teachers give their all to help students in their school journey. The students value the opportunities to get involved around the school and the wider community through fundraising, social justice outreach and parish activities.

### **Teacher Satisfaction**

Staff were surveyed and indicated that the year had been a challenging but rewarding one. The development of the Colleges Vision statement and Principles of Teaching and Learning framework has given staff direction for themselves and the College in the coming years. Development of programs and resources for the new syllabi has been a focus for many departments. Staff found working with students, guiding them through Stage 6 and catering to their needs in a senior College both enjoyable and a high point. Staff also affirmed the community days, faith formation opportunities for both students and staff and outreach opportunities as valuable opportunities offered by the College

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## SECTION ELEVEN: FINANCIAL STATEMENT

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

School Financial Information for the 2017 year is detailed below:

RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants <sup>1</sup>	\$4,395,108	Capital Expenditure <sup>6</sup>	\$20,570,229
Government Capital Grants <sup>2</sup>	\$0	Salaries and Related Expenses <sup>7</sup>	\$5,896,096
State Recurrent Grants <sup>3</sup>	\$1,410,667	Non-Salary Expenses <sup>8</sup>	\$1,846,945
Fees and Private Income <sup>4</sup>	\$2,346,864	<b>Total Expenditure</b>	<b>\$28,313,270</b>
Other Capital Income <sup>5</sup>	\$210,814		
<b>Total Income</b>	<b>\$8,363,453</b>		

For the 2017 year the De La Salle Catholic College, Cronulla received \$76,176 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

### Notes

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