

# annual school report

# 2014



## Parramatta Marist High School, Westmead

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Catholic Education  
Diocese of Parramatta

# Introduction

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## About the Annual School Report

Parramatta Marist High School is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW, 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 2014 and gives information about the 2015 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

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### Principal

I am proud to present to you the 2014 Annual School Report for Parramatta Marist High School. Parramatta Marist High School is a Catholic school with a history and tradition spanning over 190 years. Since 1875 it has been shaped by the Marist charism, one that flows from a basic trust in God and a desire to follow Christ in the way of Mary.

Parramatta Marist High School provides a high standard of education which promotes the academic, spiritual, personal, social and physical development of each student. We recognise that each student is unique and has different needs. As a Catholic community we encourage and assist each other in the growth and practice of our faith. We educate each other to be witnesses to the Catholic faith in our daily lives.

Our school is continuing to be at the forefront of educational reform with the implementation of project and problem based learning. We are striving to provide a relevant, rigorous and rich learning environment that challenges students. Parramatta Marist High School is recognised as the first New Tech Network school outside America. In 2015, Parramatta Marist is supporting the work of a number of schools in Australia who are part of the New Tech Network through the Centre for Deeper Learning.

Parramatta Marist High School is proud of the strong tradition of community as we, together, share and participate in the ongoing development of this Catholic school.

### Parent

Parramatta Marist High School values the partnership of home and school and encourages parents to attend meetings and social events as well as being involved in the local parish community.

The school encourages parental involvement at school through various means: working in the canteen; participating in school academic assemblies and school celebrations; and assisting in Problem Based Learning (PBL) presentations. The parent body works in close consultation with the school to ensure expectations and the necessary support can be provided so that all students have the opportunity to fulfil their potential.

### Student

Parramatta Marist High School gives students a great opportunity to learn. We are given direction by the principal and the teachers who guide us in the way of Saint Marcellin Champagnat. The school expects that each student does his best at all things and becomes the best he can be by the time he leaves the school. There are many opportunities to do lots of different things at Parramatta Marist High School, not just the innovative teaching with Project Based Learning and Problem Based Learning, but on the sporting fields and in areas such as debating and public speaking.

The Year 12 cohort has a group of prefects elected by the staff and students who, along with the school captain and vice captain, work closely with the teachers and student body. This all helps to make Parramatta Marist High School a school we can all be proud of.

## Who we are

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### History of the school

Parramatta Marist High School is the oldest Catholic school in Australia with a history and tradition spanning over 195 years. Founded in 1820 by Fr John Therry, the original school was located in Hunter Street, Parramatta, before being transferred to the site adjacent to St Patrick's Cathedral in 1837. Parramatta Marist soon became a highly respected Catholic school for boys from Western Sydney.

In 1966, the school relocated to the spacious grounds attached to St Vincent's Boys' Home at Westmead. Secondary students transferred over the next few years with Years 5 and 6 remaining at Parramatta until the closure of the junior school at the Victoria Road site in 1994.

Under the current leadership, the school has explored alternatives to the traditional teaching model over the past eight years and has chosen to pursue Project Based Learning in Stages 4 and 5; Problem Based Learning in Stage 6 (Preliminary); and the Flipped Classroom for Higher School Certificate (HSC) students as a way of moving the school forward into the future.

### Location/drawing area

The school serves the parish of Westmead and draws on students from St Patrick's Primary School, Parramatta; St Paul the Apostle Primary School, Winston Hills; St Monica's Primary School, North Parramatta; Sacred Heart Primary School, Westmead; St Oliver's Primary School, Harris Park; Our Lady of Mount Carmel Primary School, Wentworthville; St Anthony's Primary School, Girraween; and Mother Teresa Primary School, Westmead.

Parramatta Marist High School is fortunate to have excellent buildings, grounds and facilities conducive to maintaining an effective learning environment.

## Workforce Composition

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<b>Category</b>	<b>Number of Staff</b>
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	63
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	0
Number of teachers accredited to teach Religious Education	21
Number of teachers currently undertaking accreditation to teach Religious Education	2
Number of non-teaching staff (includes teachers' aides)	20
Percentage of teachers who are indigenous	0
The average teacher attendance for 2014	95.2
Percentage of 2014 teaching staff who were retained from 2013	90.5

# Catholic Identity and Religious Education

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## Prayer, Liturgical Life and Faith Experiences

Parramatta Marist High is a school founded in the spirit of St Marcellin Champagnat. The school strongly believes in ensuring Christ is actively present in our community. We hold four whole-school masses each year to celebrate the commencement of the school year, the Feast Day of St Marcellin Champagnat, the graduation of our Year 12 students and the Assumption of Our Lady.

Students in Years 11 and 12 participate in a retreat programs facilitated by our Religious Education faculty and students are afforded opportunities to participate in Marist Youth Activities throughout the year. Our school has a strong Sacramental focus with masses held each Monday during lunch and Thursday morning before school in the La Valle School Chapel. The Sacrament of Reconciliation is also offered for students three times weekly.

Parramatta Marist High also runs a Sacramental program for students who have not received Sacraments, or who would like to join the Catholic faith. During one lunch time each week, students are provided with the opportunity to spend time in quiet prayer with Jesus through the Exposition of the Blessed Sacrament.

## Social Justice

Social justice areas include:

- The school attempts to promote social justice by way of, the 'Vinnies Van'. Year 11 students and staff participate on a monthly basis, going out into the local community, offering assistance to those in need.
- The school supports Marist Asia Pacific Solidarity (MAPS) during our Lenten appeal.
- Year 11 students support the Blood Bank by regularly giving blood.
- Students across a range of Year groups participate in the 'Vinnies' Winter Sleepout which we conduct in the school grounds.
- The 40 Hour Famine is promoted and supported by a wide range of students.
- Christmas hampers are put together during term 4 and given to the St Vincent de Paul Society. All Year groups participate in this appeal.
- Year 10 students give up their time to read to the younger students at Mother Teresa Primary School, to help these students foster positive associations with reading.

## School home and parish partnerships

As a school we communicate with the local parishes and parish priests regularly. All are invited to our school celebrations and masses. Our Vocations Awareness Project in Year 10 sees many of our local priests and clergy invited to share their vocation calling with our students. We also regularly invite our local priests to view and critique student work.

Parent involvement is welcomed at Parramatta Marist High School. Parents are invited and encouraged to attend all school masses and celebratory assemblies. We also invite our parents to view and critique projects students have been working on in class.

## Religious Education

Students from Years 7 to 12 study Religious Education at Parramatta Marist High School. The education that students receive goes beyond that of formal instruction in regards to religious faith. Students are also provided with opportunities to develop as a whole person using Christ as a model. We work in collaboration with families and local parishes in order to support the faith development of our students.

Parramatta Marist High School has an excellent Catholic culture which is based on the gospel teachings and informed by the strong Marist heritage of the school. The Catholic identity of the school is obvious in the way we begin each lesson with prayer; stop at midday each day for

prayer; our twice weekly school masses and Reconciliation; and our frequent whole-school masses.

Academically, Religious Education is given priority within the Parramatta Marist High School curriculum. Students study the Diocesan syllabus, *Sharing Our Story*, from Years 7 to 10, which is taught through the Project Based Learning pedagogy. In Year 11, all students undertake study in either Catholic Studies or Studies of Religion through the Problem Based Learning approach and in Year 12, students approach their studies through a Flipped Classroom model.

### Professional Learning of staff in Religious Education

Weekly professional development time is used to support the development of our Religious Education teachers. Time is utilised to support teachers in their understanding of both the content and the pedagogical approaches utilised in the various Stages.

Teachers are also encouraged to complete further study in Religious Education and Theology. Our annual Staff Spirituality Day is also an opportunity for staff to learn more about their faith.



## Learning and Teaching

### 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 2014. 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 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.

NAPLAN RESULTS 2014		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	98	93	71	56
	Literacy	100	92	68	51
	Reading	100	95	70	57
	Writing	98	88	48	39
	Spelling	99	92	80	59
	Numeracy	100	95	69	55

NAPLAN RESULTS 2014		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	96	90	55	44
	Literacy	98	88	61	43
	Reading	97	92	65	48
	Writing	96	82	52	35
	Spelling	97	90	69	50
	Numeracy	98	94	69	49

The results achieved by Years 7 and 9 students in the 2014 NAPLAN tests demonstrate that Parramatta Marist High School is achieving substantially above the national average for the percentage of students achieving in the top three bands.



The highlights include:

- Year 7 (all 180 students) recorded 0% of students below national minimum standard on the test domain of reading.
- Year 7 (all 180 students) recorded a 13% difference to the state for students at or below national minimum standard on the test domain of writing.
- Year 9 (all 181 students) improved by 5% from the previous cohort in the test domain of writing.

Furthermore, the focus for 2014 was reading and writing through a range of initiatives such as Higher Order Thinking (HOT) paragraphs and dedicated literacy periods.

The 2014 results demonstrated the success of these initiatives by:

- Year 7 reading achieving 100% at or above the national standard, compared to the Australian average of 95%.
- Year 7 writing achieving 98% at or above the national standard, compared to the Australian average of 88%.
- Year 9 reading achieving 97% at or above the national standard, compared to the Australian average of 92%.
- Year 9 writing achieving 96% at or above the national standard, compared to the Australian average of 82%.

Finally, the performance of students at or above the national minimum standard was significantly above the national average in all domain areas in Years 7 and 9. This result is a testament to hard work and dedication of the learning needs teachers and programs implemented at Parramatta Marist High.

### Record of School Achievement (RoSA)

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the Higher School Certificate (HSC).

In 2013, two Year 10, four Year 11 and six Year 12 students left school and requested a RoSA.

### Higher School Certificate (HSC)

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

Higher School Certificate	<i>Percentage of students in top 3 bands</i>	
	2014	
	School	State
Studies of Religion I	100	76
English Standard	84	43
English Advanced	100	92
Mathematics	100	81
Personal Dev Health and PE	88	63

The school performed strongly in the 2014 Higher School Certificate. The following achievements are worthy of commendation:

- The school recorded 208 band 6 results and was placed 42nd in the state, as well as 7th in Mathematics. This result means that Parramatta Marist has been placed in the top 100 schools for seven years in a row making Parramatta Marist the top performing systemic boys school in the state.
- Ninety six percent of all courses performed above the state average.
- Seven students were named in the all rounder list, which mentions those who scored 90 or above in 10 or more units in the HSC.
- Ninety percent of students achieved a performance band 4, 5 or 6 result in all their subjects.
- Sixty six percent of students achieved a performance band 6 in one or more of their subjects.
- Twenty two percent of students achieved an Australian Tertiary Admission Rank (ATAR) above 90.
- Sixty seven percent of students identified a learning gain above expected prediction.

Students performed strongly in Mathematics 2 unit with 100% of students achieving a performance band 4, 5 or 6 compared to the state average of 81%. Furthermore, Personal Development, Health and Physical Education (PDHPE) and Physics also achieved excellent results in students represented in performance bands 4, 5 or 6, when compared to the state average.

Overall, there was a significant shift in student performance towards bands 4, 5 and 6. This is attributed to innovative teaching practices that have been implemented at Parramatta Marist High School and the ongoing professional development that has been provided to teaching staff.

### School curriculum

The following information provides a 'snap shot' of the many curricular and additional programs which were offered at Parramatta Marist High School in 2014.

There was withdrawal support for students in literacy and numeracy areas, where teaching experts worked on accelerated intervention and student growth. Furthermore, individual education plans were in place to encourage and advocate effective teaching and learning for students. The department worked closely with the Catholic Education Office (CEO) transition team and invited parents to play an active role in supporting their sons' learning.

Two information evenings were held for parents and students of the Year 6 students entering secondary school at Parramatta Marist High School. Additional programs to assist transition included:

- Transition forms were sent to applicants' primary schools in term 3
- Aptitude testing was done in term 3 to ensure students were entered into correct classes
- The Year 7 coordinator and staff visited feeder schools in term 4
- Parent/student information evenings were held
- An orientation day for future students was held.

For Year 10 students intending to undertake secondary studies in Years 11 and 12 at Parramatta Marist High School, we:

- held a Year 11 subject selection night in term 3
- held interviews with curriculum and Year coordinators for students with subject issues in term 4
- set expectations and informed students and parents of all requirements.

For Parramatta Marist High School students in Year 10 or 11 entering Technical and Further Education (TAFE) and/or employment we identified possible students and:

- offered those identified students opportunities for work experience or placement
- provided places in vocational courses for students in Years 11 and 12.

### Initiatives to promote respect and responsibility

Parramatta Marist High School offers a wide range of learning programs which focus on promoting respect and responsibility. Our school policies reinforce the importance of students respecting their peers and teachers. Our project based pedagogy is based on this respect and responsibility.

In terms of our pastoral care framework, we actively promote the need for students to be accountable for their actions and to engage in a restorative process to rectify a situation. We do this by building these core concepts into our Religious Education and wider curriculum programs.

Students in Year 11 participate in a Vinnies Van program which instils in our students the concept of giving and service to others.

### Professional Learning

Professional learning continues to play a big part in development of staff at Parramatta Marist High School and is evident in:

- We are committed to Project Based Learning and Singapore for Problem Based Learning teaching models. Staff are regularly undergoing professional development.
- Overseas training to both the United States of America (USA) for Project Based Learning and Singapore for Problem Based Learning has taken place.
- Teaching staff presented at The New Tech Network Annual Conference in New Orleans, Louisiana.
- Teaching staff attended the Deeper Learning Conference in San Diego, California.
- Weekly professional development sessions are conducted by specialised staff on various curriculum needs of the school.
- Furthermore, as of 2014, Parramatta Marist High School currently has six staff accredited as New Tech Network USA trainers and three staff accredited as 'problem crafters' with the Republic Polytechnic Singapore.

## School Improvement

### Annual school priorities

<b>Priority 1</b>	Our first priority was to improve NAPLAN scores in the writing domain above the state and diocese averages.
<b>Reason for priority 1</b>	This priority was chosen as a result of the 2013 NAPLAN results in the writing domain.
<b>Steps taken to achieve priority 1</b>	<ul style="list-style-type: none"> <li>▪ connect and apply new literacy knowledge, skills and understandings in alignment with the general capabilities within the national curriculum</li> <li>▪ respond coherently to a range of written text types, especially persuasive and narrative text types within explicit literacy lesson blocks.</li> </ul>
<b>Status of priority 1</b>	Ongoing
<b>Priority 2</b>	Our second priority was to promote the development of academic mindsets within the student body.
<b>Reason for priority 2</b>	This priority was chosen as a result of current research within innovative teaching pedagogies.
<b>Steps taken to achieve priority 2</b>	<ul style="list-style-type: none"> <li>▪ collaborating in professional learning teams to develop effective strategies to change academic mindsets</li> <li>▪ modelling the Gradual Release of Responsibility model to help students become independent learners.</li> </ul>
<b>Status of priority 2</b>	Ongoing
<b>Priority 3</b>	Our third priority was to continue to provide a Sacramental program for students who have not received Sacraments, or who would like to join the Catholic Faith.
<b>Reason for priority 3</b>	This priority was chosen as a result of previous student exit surveys.
<b>Steps taken to achieve priority 3</b>	<ul style="list-style-type: none"> <li>▪ providing students the opportunity to attend Sacramental classes after school hours</li> </ul>
<b>Status of priority 3</b>	Achieved

## Projected school priorities

<b>Priority 1</b>	Continual improvement of HSC results
<b>Reason for Priority 1</b>	This priority was chosen as we continually strive to improve the academic performance of our graduating class.
<b>Steps taken to achieve Priority 1</b>	<ul style="list-style-type: none"> <li>▪ focus on the current HSC cohort addressing issues in drawing inferences from stimulus material and applying content in written contexts</li> <li>▪ continual implementation of the 'Flipped' instructional approach to provide students with opportunities to engage in material outside the boundaries of the traditional classroom</li> <li>▪ providing opportunities for students to receive external feedback from external markers on internal practice examinations.</li> </ul>
<b>Priority 2</b>	Increase the participation students by 10% in the top two bands in writing and language conventions
<b>Reason for Priority 2</b>	This priority was chosen as a result of the 2014 NAPLAN results.
<b>Steps taken to achieve Priority 2</b>	<ul style="list-style-type: none"> <li>▪ explicit teaching by teachers of the mechanics of writing simple, compound and complex sentences (criterion 8) and paragraphs (criterion 7)</li> <li>▪ implement online formative assessment tasks that provide teachers with diagnostic feedback on student competencies and assess student mastery of skills</li> <li>▪ learning walks by teachers in Years 7, 8 and 9 to gather evidence related to this focus from across the school.</li> </ul>

<b>Priority 3</b>	Strengthen our Marist identity as an authentic Marist school in the 21st century
<b>Reason for Priority 3</b>	As a Marist school, we embrace an educational environment and develop a community with the following characteristics: family spirit, presence, love of work, simplicity and 'in the way of Mary'. Developing a deeper understanding of these characteristics will strengthen our Marist identity as we approach the bicentenary of the Marist Brothers in 2017.
<b>Steps taken to achieve Priority 3</b>	<ul style="list-style-type: none"> <li>▪ Students will engage age-based classroom activities to support their understanding of the five characteristics of Marist teaching.</li> <li>▪ Staff will be provided opportunities to undertake professional development in Marist education.</li> </ul>

## Community Satisfaction

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### Parent satisfaction

During 2014, 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 identified significant increases from 2013 in learning opportunities provided by the school. These results were supported by the school improvements in the implementation of the PBL pedagogy.
- Community engagement and extra-curricular activities were two areas identified by parents as opportunities for growth in 2015.

### Student satisfaction

The QCS data showed that:

- Engagement in learning and teacher relationships had made slight improvements from 2013. Specifically, student motivation demonstrated that the PBL pedagogy employed at Parramatta Marist had significant effect on student learning experiences.
- An area of concern was student classroom behaviour, which was in the lowest percentile. This was an area that needs to be unpacked, especially considering that it was inconsistent with teacher and parent data.

### Teacher satisfaction

The QCS data showed that:

- Ownership and teamwork were high, however empowerment was low. This showed that staff worked well together, which would be a direct result of the professional learning program employed at Parramatta Marist High School.
- However, staff might have felt that they did not have an opportunity to be empowered in the decision-making processes of the school. Furthermore, this might also have meant that leadership needed to improve the delegation of responsibility to teaching staff.
- Both of these indicators were very similar. This showed that roles were clear in a supportive environment. Furthermore, staff recognised that current processes employed by the school were a result of trying to improve teacher practices and increase student achievement.



## Student Profile

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### Enrolment Policy

Parramatta Marist High School follows the Catholic Education Diocese of Parramatta (CEDP) document, *Enrolment Procedures in Parramatta Catholic Systemic Schools*, September 2014. This document can be obtained from the school office or is available on the CEDP website <http://www.parra.catholic.edu.au/policy-central>

### Current and previous years' student enrolment

Year	Boys	Girls	Total
2012	1011	0	1011
2013	1006	0	1006
2014	1030	0	1030

### Student attendance rates

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

Year 7	96.52
Year 8	95.12
Year 9	94.86
Year 10	94.60
Year 11	97.40
Year 12	97.70
School average	96.03

### Characteristics of the student body

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

Language background other than English (LBOTE)	774
Students with disabilities (SWD)	16
Indigenous	3

### 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 schools 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 95%.

### 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	17
Percentage of Year 12 students who undertook training in a trade while at school	1
Percentage of Year 12 students who attained a Year 12 (HSC) or equivalent vocational education and training qualification	100

### Post school destinations

Each year Parramatta Marist 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.

<b>Destination of students leaving Year 12</b>	<b>%</b>
University	90
Technical, and Further Education (TAFE)	3
Workforce	3
Other/Unknown	4

## Student wellbeing

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

The student management/welfare/discipline policies have at their core the teachings of the gospels. The Marist charism and the teachings of our founder Marcellin Champagnat are used as channels for these teachings.

The assistant principal (pastoral care) is charged with the coordination of student management/welfare/discipline. He leads and mentors the Year coordinators. Additionally, the school has the services of a counsellor whose role is one of support within the student management/welfare/discipline structure. The assistant principal meets with the Year coordinators once a week and with the counsellor twice a week. These meetings allow discussion and implementation of new strategies that help with the continual improvement of student 'wellness'.

The school diary is central to student management/welfare/discipline. It is the first means of communication between teacher and parent, and it is a reference for school policies and rules. The diary has a merit system which allows teachers to reward students for their good work and behaviour. It a tiered system which allows students to receive coordinator, assistant principal and, eventually, principal awards.

The school has a clear *Hands Off* policy, and has taken steps to deal with issues of bullying. A central theme of encouraging students to take responsibility for their behaviour is promoted.

The full text of student management/welfare and discipline policies can be obtained through contacting the school during business hours.

In 2014, there were no changes to the school's student welfare, discipline and anti-bullying policies.

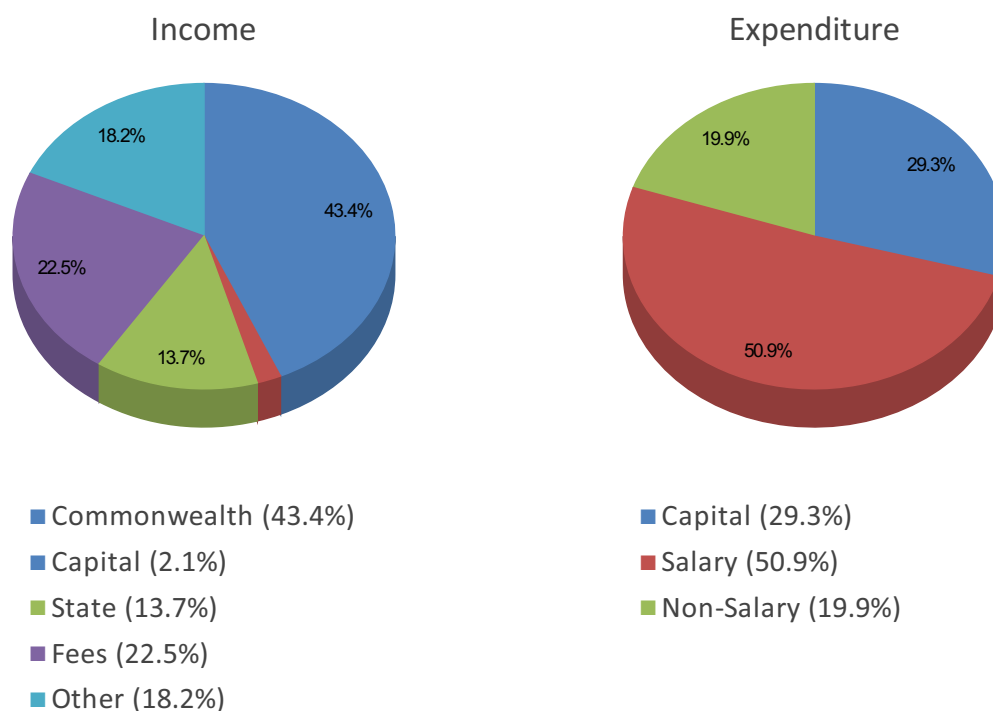
### Complaints and grievances policy

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>.

There were no changes to the policy during 2014.

## Section Eleven: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$7,543,136
Government Capital Grants <sup>2</sup>	\$358,275
State Recurrent Grants <sup>3</sup>	\$2,386,307
Fees and Private Income <sup>4</sup>	\$3,909,578
Other Capital Income <sup>5</sup>	\$3,169,324
<b>Total Income</b>	<b>\$17,366,620</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$4,830,498
Salaries and Related Expenses <sup>7</sup>	\$8,395,219
Non-Salary Expenses <sup>8</sup>	\$3,276,039
<b>Total Expenditure</b>	<b>\$16,501,756</b>

- Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
- Capital** relates to Government Capital Grants.
- State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants .
- Fees** relates to diocesan and school based fees, excursions and other private income from fundraisers.
- Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
- Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
- Salaries** refers to 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.