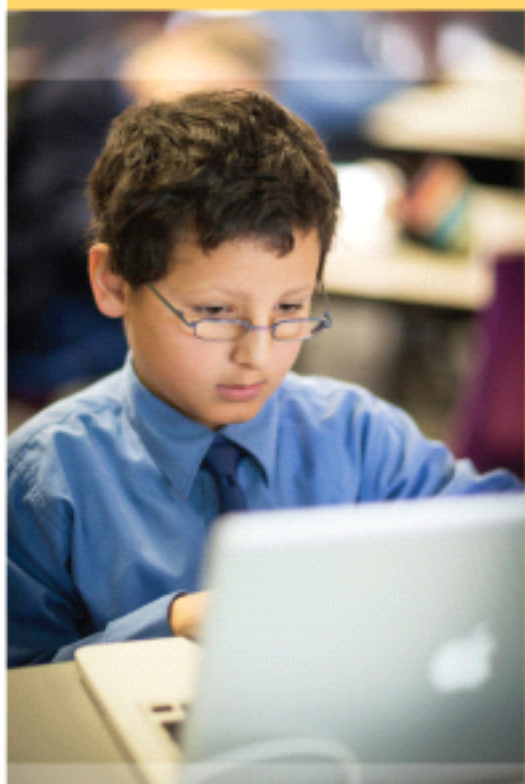


# 2012

## annual school report



### 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 (New South Wales) 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 2012 and gives information about 2013 priorities.

This Report is a legislative requirement under the [Schools Assistance Act, 2008](#).

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.

## Message From Key School Bodies

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### Principal

I am proud to present to you the 2012 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. In 2012 Parramatta Marist High School was recognised as the first New Tech Network school outside America.

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 Body

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; helping to run the Making Up Lost Time in Literacy (MULTILIT) program and participating in school academic assemblies and school celebrations. 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 Body

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.

We have a Student Representative Council (SRC) that works closely with the teachers and 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 School

Parramatta Marist High School is the oldest Catholic school in Australia with a history and tradition spanning over 192 years.

Founded in 1820 by Fr John Therry, the original site was adjacent to St Patrick's Cathedral, Parramatta, and 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 immediately but Years 5 and 6 remained at Parramatta until the phasing out of the junior school at the Victoria Road site in 1994.

Under the current leadership the school has over the past six years explored alternatives to the traditional teaching model and has chosen to pursue both project based learning and problem based learning 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.

## Enrolment Policy

Parramatta Marist High School follows the Catholic Education, Diocese of Parramatta (CEDP) document, *Enrolment Procedures in Parramatta Catholic Systemic Schools*, January 2002. This document can be obtained from the school office or is available on the CEDP website <http://www.parra.catholic.edu.au> under 'You choose/Policy Central'.

## Current And Previous Years' Student Enrolments

Year	Boys	Girls	Total
2010	982	0	982
2011	974	0	974
2012	1011	0	1011

## Characteristics Of The Student Body 2012

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

LBOTE*	SWD*	Indigenous
647	19	2

\*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)



# School Review And Development

## Annual School Priorities 2012

Priority	Reason for the priority	Steps taken to achieve the priority	Status of the priority (Achieved, Ongoing)
Our first priority was the implementation of project based learning and problem based learning (PBL) in Stage 4.	To support the whole school focus on the development of innovative teaching pedagogies	<ul style="list-style-type: none"> <li>ongoing professional development provided to staff</li> <li>implementation of professional learning teams to support further staff development</li> <li>use of the Echo learning management system to enhance project development</li> </ul>	Ongoing
Our second was the ongoing development of staff professional learning.	The current requirement for ongoing staff professional learning and development, especially with the influx of new scheme teachers, has created an increased need for professional learning teams.	<ul style="list-style-type: none"> <li>development of professional learning leaders</li> <li>construction of online courses to support ongoing staff professional learning</li> <li>further overseas training in both the project based and problem based learning models to be sourced for staff</li> </ul>	Ongoing
The third priority was the focus on improving student achievement within the language conventions section of the National Assessment Program - Literacy and Numeracy (NAPLAN).	Since the implementation of the NAPLAN examination there have been concerns over the school's results in this literacy domain.	<ul style="list-style-type: none"> <li>intensive and ongoing focus through workshops with Years 7, 8 and 9 students</li> <li>embedded development of literacy resources across all Key Learning Areas (KLAs)</li> <li>tracking of students at risk in this domain</li> </ul>	Ongoing

## Projected School Priorities 2013

Priority	Reason the priority was chosen	Steps to be taken to achieve the priority
The first priority is the implementation of the Flipped Classroom approach in Year 12.	Continued and ongoing improvement of HSC results, through the opportunity for students to view video resources anywhere, anytime	<ul style="list-style-type: none"> <li>All Year 12 students have an iPad to support this priority.</li> <li>Staff have created resources in iTunes U and online textbooks through iBooks.</li> <li>The use of Google Docs allows teachers to collaborate with students to gain formative feedback on homework activities.</li> </ul>
The second is the development of learning needs student support.	Students with learning needs will be supported by an accelerated intervention program. The aim of this program is to accelerate the learning development of at risk students to provide an appropriate foundation to achieve in the classroom environment.	<ul style="list-style-type: none"> <li>Identification of at risk and funded learning needs students.</li> <li>Development of intensive programs that target areas of deficiency.</li> <li>Identification of appropriate assessments to diagnose literacy issues.</li> </ul>
The third is participation in the Extending Mathematical Understanding (EMU) program.	Students in the lower quartile of students in Stage 4 have numeracy issues that hinder further development in Mathematics in Stage 5 and 6.	<ul style="list-style-type: none"> <li>Identification of at risk and funded learning needs students.</li> <li>Staff participation in the EMU leaders and EMU specialist program.</li> <li>Development of teaching resources to support student EMU lessons.</li> </ul>

## Catholic Identity

### Prayer, Liturgical Life And Faith Experiences

Parramatta Marist High School is a school founded by in the spirit of Marcellin Champagnat. The school strongly believes in ensuring Christ is present in our community. We hold three large, all school masses each year to celebrate the commencement of the school year, the Feast Day of St Marcellin Champagnat and the graduation of our Year 12 students. Students in Years 10 and 12 actively participate in a retreat program facilitated by our Religious Education department and staff, whilst Year 11 have the opportunity to participate in a leadership camp prior to starting Year 12. At school midday prayer is a constant reminder of Christ's presence and Monday lunch time and Thursday morning masses are provided. Confession is heard three times weekly. Both mass and confession are popular with students. The Rosary is prayed at lunchtimes at one of our statues of Our Lady. This is a student initiative that is well supported. Other opportunities to come together are the annual Mothers and Sons Mass held around Mothers Day.

## 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 And Parent Involvement

As a school we communicate with the local parishes and parish priests on a regular basis. All are invited to school celebrations. In recent years the regular Mother and Son Mass has been held at different local parishes each year. Our Vocations Awareness Project in Year 10 sees all of our local Priests and clergy invited to share their Vocation calling with our students.

Parent involvement is welcomed at Parramatta Marist High School. Parents are invited to all school masses and celebratory assemblies.

## Religious Education

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### 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 as a Project Based approach. In Year 11, all students undertake study in either Catholic Studies or Studies of Religion through the problem based approach and in Year 12, students approach their studies through a Flipped Classroom approach.

### Professional Learning Of Staff In Religious Education

Religious Education staff at Parramatta Marist High School are provided with a variety of ongoing opportunities for professional development. First, professional development is provided at regular faculty meetings, where workshops on a variety of topics are run by various teachers. Other external opportunities are provided for staff to improve their teaching of Religious Education. Faculty members regularly attend professional development opportunities provided by the Catholic Education Office.

Similarly, faculty members also attend sessions run by the Board of Jewish Educators to support their teaching of the Jewish Faith in Studies of Religion. In terms of evangelisation and formation, staff members regularly attend a variety of development opportunities run by the Marist Brothers Province of Sydney. Faculty members are also regular attendees at the Los Angeles Religious Education Congress workshops.

# Learning And Teaching

## National Assessment Program - Literacy And Numeracy (NAPLAN) 2012

Students in Year 7 and Year 9 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2012. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The test provides a measure of the students' 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. Band 5 is the minimum standard for Year 7 and band 6 is the minimum standard for Year 9. 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.

	% of students at or above national minimum standard		% of students in top three bands	
	School	Australia	School	Australia
<b>Year 7:</b>				
Literacy	100.0	92.7	71.7	52.0
Numeracy	97.3	93.7	69.9	50.6
Reading	99.5	94.2	74.3	55.9
Writing	98.4	89.9	51.9	42.0
Grammar and Punctuation	98.9	95.0	72.7	58.1
Spelling	98.4	93.0	82.4	58.4
<b>Year 9:</b>				
Literacy	97.8	87.7	48.9	42.2
Numeracy	100.0	93.5	59.0	46.7
Reading	97.2	91.3	46.1	44.9
Writing	92.2	81.7	49.2	36.3
Grammar and Punctuation	97.2	90.4	50.8	43.5
Spelling	98.9	89.5	70.4	47.8

The results achieved by Year 7 and 9 students in the 2012 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.

In Year 7 students at Parramatta Marist High School are performing 19% above the national average for students in the top three bands. Furthermore, in Year 9 all students are at or above the national minimum standard in Numeracy. In 2013, the school will be focusing on improving student performance in the areas of reading for Year 9 and grammar and punctuation in Year 7.

## Record Of School Achievement (ROSA) 2012

There were 180 students in Year 10 in 2012. Of these, four left school and received a RoSA. The remaining students went on to Year 11.

## Higher School Certificate (HSC) 2012

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

Performance Bands		Studies of Religion 1	English Standard	English Advanced	Mathematics	Modern History
Bands 4, 5, 6	School	100.0	63.6	100.0	100.0	88.0
	State	72.2	51.4	88.8	79.07	74.44

The school performed strongly in the 2012 Higher School Certificate. Eighty five percent of all courses performed above the state average across all courses. The school recorded 117 band 6s and was ranked in the top 100 schools across the state. We were the top ranked Catholic systemic boys school in the state along with three Premier's Awards for students achieving band 6 results in their best ten units.

## 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 2012.

There is a range of programs in place to support students with learning needs and to provide learning enrichment.

There is withdrawal support for students in literacy and numeracy areas, where teaching experts work on accelerated intervention and student growth. Furthermore, individual education plans are in place to encourage and advocate effective teaching and learning for students. Teachers are encouraged to review the *Special Needs Register* which was created to support best practice, student-centred learning and assessment. The department works closely with the Catholic Education Office (CEO) transition team and invites parents to play an active role in supporting their sons' learning. The school values an inclusive and quality learning environment for all of its students.

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.
- Parent interviews were held early in term 1 for students who need assistance adjusting. The school counsellor was part of this program.

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
- interviewed parents of students who might need extra motivation or assistance in terms 3 and 4
- held an end of Year 10 prayer service, a ritual of celebration for junior years moving into senior school
- issued students senior subjects in term 4
- held interviews with curriculum and Year coordinators for students with subject issues in term 4
- held a Year 11 information evening in week 2 of the senior year
- 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:

- entered them into the Lighthouse Project in term 1, Year 10
- offered those identified students opportunities for work experience or placement
- provided places in vocational courses for students in Years 11 and 12
- encouraged discussion with the careers adviser



## 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.

## Parent Satisfaction With The School

During 2012, 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 to our parents, students and staff showed that:

- Parents believed that Parramatta Marist High School provided a safe and supportive learning environment. Furthermore, the parental opinion concerning school safety scored in the top 25% of Australian schools surveyed.
- Parents consider that the level of importance and opportunities provided by the school concerning the development of a Catholic culture are also in the top 25% of Australian schools surveyed. These results are supported by the high parental involvement in school masses.

## Student Satisfaction With The School

During 2012, Catholic Education Diocese of Parramatta engaged insightSRC 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 to our parents, students and staff showed that:

- Student motivation to learn and learning confidence was high, and students had increased social skills and connectedness to their peers. These results supported the school's focus on providing a 21st century approach to learning through PBL.
- Opportunities to develop Catholic culture were in the top 25% of Australian schools surveyed. This was supported by the wide range of social justice opportunities provided to students.

## Teacher Satisfaction With The School

During 2012, the Catholic Education Diocese of Parramatta engaged insightSRC 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 to our parents, students and staff showed that:

- Student behaviour within the school and classroom environment were high. This was supported by the strategic focus of the school on providing engaging curriculum through PBL.
- Professional learning was considered a high priority within the school. Furthermore, the time and support that was given to staff allowed staff to develop professionally within the PBL instructional approach.
- Parent partnerships were identified as an area that needed greater attention in 2013.

## Teacher Standards

Teacher Qualifications	Number of Staff
Teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR*.	60
Have qualifications as a graduate from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications.	0
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to their teaching context.	0

\*Australian Education International - National Office of Overseas Skills Recognition

## Religious Education Accreditation

Number of teachers accredited to teach Religious Education	23
Number of teachers currently undertaking accreditation to teach Religious Education	4

## Workforce Composition

Number of staff

Total teaching staff	60
Total non-teaching staff	20
Grand total	80

Percentage of teachers who are Indigenous	0
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## 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 problem based learning teaching models. Staff are regularly undergoing professional development on a regular basis.
- Overseas training to both the United States of America (USA) for Project Based Learning and Singapore for Problem Based Learning.
- Weekly professional development sessions are conducted by specialised staff on various curriculum needs of the school.

Furthermore, as of 2012, Parramatta Marist High School currently has six staff accredited as New Tech Network USA trainers and four staff accredited as problem crafters with the Republic Polytechnic Singapore.

## Teacher Attendance And Retention Rates

### Teacher attendance

The average teacher attendance for 2012 was 96%.

### Teacher retention

Of the 2012 teaching staff, 92% were retained from 2011.

## Student Attendance Rates

Percentage of student attendance by Year level and school average:

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	School Average
97	93	94	92	94	98	95

## Managing 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 to 17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within seven 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 student 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 at school 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 Catholic Education Office staff for follow up.

## Student Retention Rates

The retention rate of students from Year 10, 2010 to Year 12, 2012 was 83%.

## 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	12
Percentage of Year 12 students who undertook training in a trade while at school	0
Percentage of Year 12 students who attained a Year 12 certificate (HSC) or equivalent vocational education and training qualification	100

## Post-School Destinations

Destinations of students leaving Year 12, 2012	%
University	75
Technical and Further Education (TAFE)	9
Workforce	10
Other/unknown	6

## Pastoral Care Of Students

### Programs Related To Pastoral Care

Pastoral care programs which have been implemented include:

- After some consideration by the teaching staff at the end of 2009, it was decided that members of staff would help companion and mentor individual students throughout their time in Year 12. There are a number of reasons why initiating such a scheme is significant and important for a Marist school.
- This teacher is a contact and support person throughout the year whom students can talk to, catch up with during recess or lunch or seek out if they need extra support with school work or homework. This teacher might be able to direct them to other points of help or support if needed.
- An important aspect for any kind of relationship is communication. This mentoring program seeks to help bring about better communication between staff and students, firstly as a supportive effort and secondly by helping the staff get a sense of where students/the Year group is at.
- Students can choose to catch up with their teacher mentor a couple of times in the year, or once a term, or every week.
- Their mentor is available to see them at times during the school day or perhaps after school for a short time but this meeting occurs at school.
- The real importance for having such a program really comes back to our mission as a Marist school and from St Marcellin Champagnat, to ensure that everyone is cared for and achieves their best. The staff believe this is one way of bring Champagnat's dream alive.

## Student Welfare, Discipline And Anti-Bullying Policies

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 2012, there were no changes to the school's student welfare, discipline and anti-bullying policies.

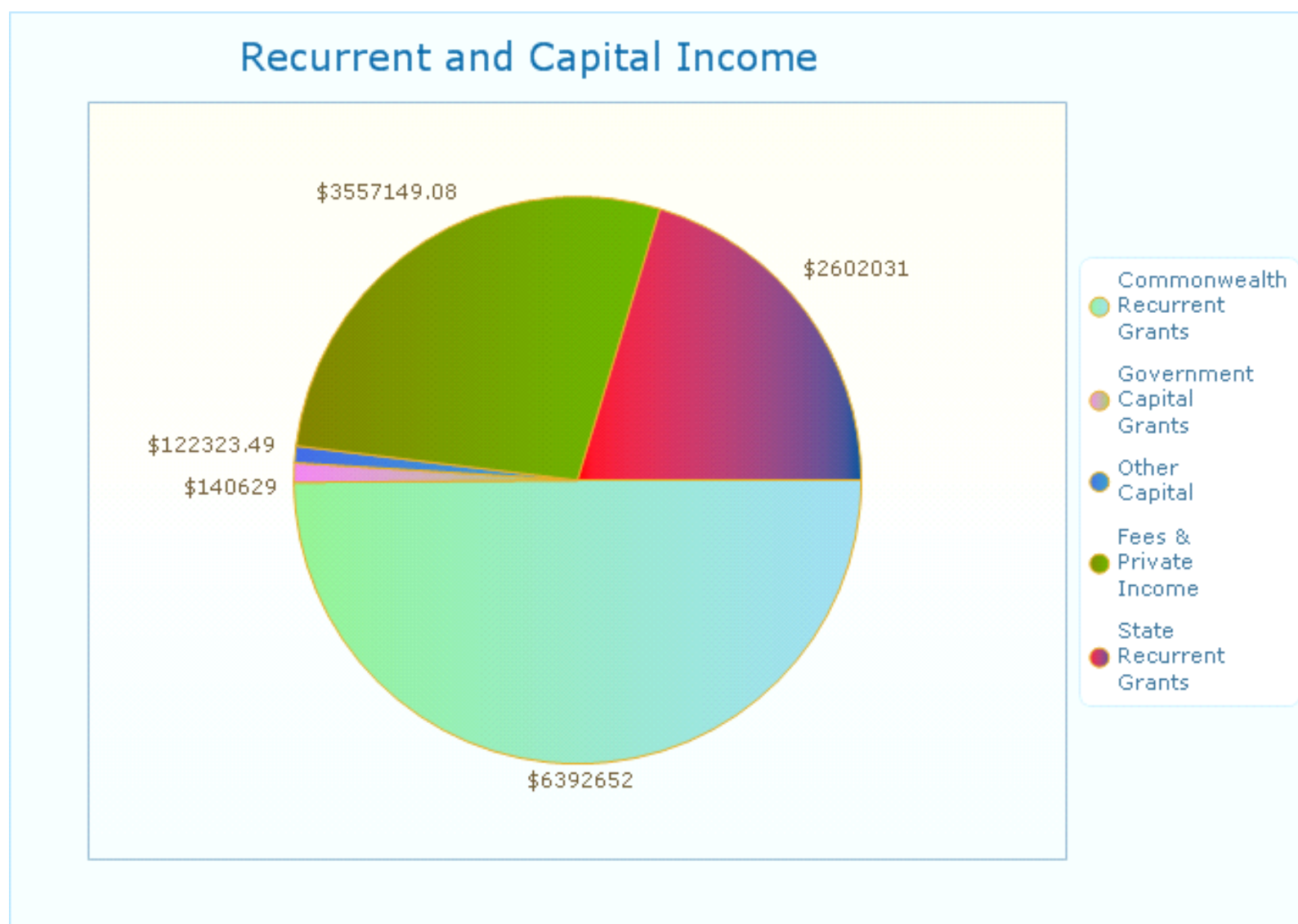
## Complaints And Grievances Policy

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 *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> under 'You choose/Policy Central'. There were no changes to the policy during this year.



# Financial Statement

## School Recurrent And Capital Income



In 2012 Parramatta Marist High School received \$66,565.00 as interest subsidy.

Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme and looks forward to the implementation of the Building Grants Assistance Scheme as these are of vital importance to the ongoing wellbeing of this school.

**Fees** relate to diocesan and school based fees, excursions and other private income from fundraisers.

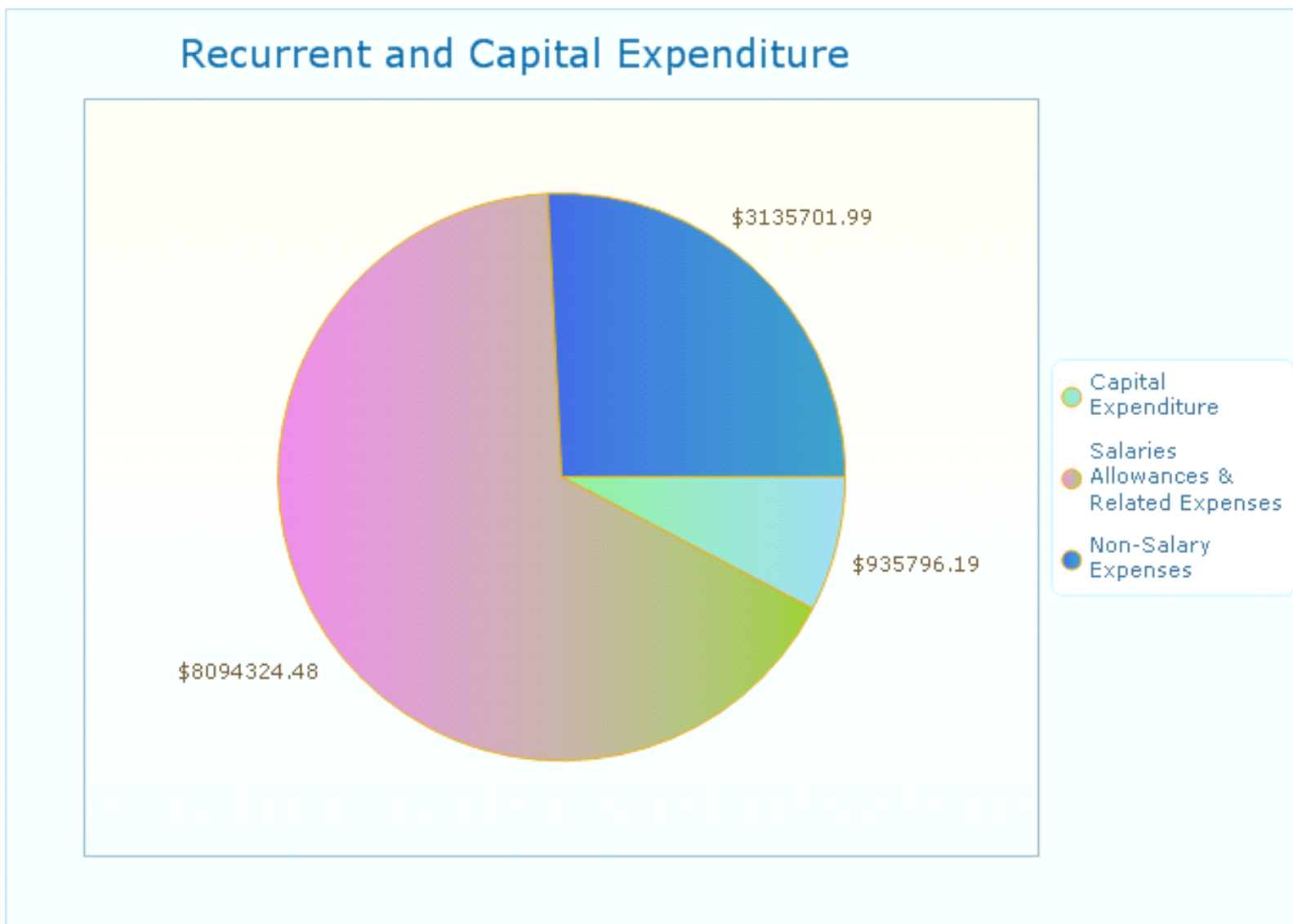
**State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.

**Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.

**Capital** relates to Government Capital Grants including monies received under the Building Education Revolution.

**Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.

## School Recurrent And Capital Expenditure



**Salary** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.

**Non-Salary** relates to all other Non-Salary Recurrent Expenses.

**Capital** refers to Non-Recurrent Capital Expenditure including School Buildings, Furniture and Equipment.