Introduction

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 2011 and gives information about 2012 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

Message From The Principal

I am proud to present to you the 2011 Annual School Report for Parramatta Marist High.

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

Message From The Parent Body

Parramatta Marist High 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: from working in the canteen; helping to run the Multi-lit program; to 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 of fulfilling their potential.

Message From The Student Body

Parramatta Marist High gives the 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, not just the innovating teaching with Project Based Learning and Problem Based Learning, but on the sporting fields and in things like 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 a school we can all be proud of.
Who We Are

History Of School

Parramatta Marist High 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 five 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 Parramatta; St Paul the Apostle Primary, Winston Hills; St Monica's Primary, North Parramatta; Sacred Heart Primary, Westmead; St Oliver's Primary, Harris Park; Our Lady of Mount Carmel Primary,Wentworthville; St Anthony's Primary,Girraween; and Mother Teresa Westmead.

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

Enrolment Policy

Parramatta Marist High School follows the Parramatta Diocesan document, Enrolment Procedures in Parramatta Catholic Systemic Schools, January 2002. This document can be obtained from the school office or is available on our website or the Catholic Education Office website.

Current And Previous Years' Student Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>974</td>
</tr>
<tr>
<td>2010</td>
<td>982</td>
</tr>
<tr>
<td>2011</td>
<td>974</td>
</tr>
</tbody>
</table>

Characteristics Of The Student Body 2011

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

<table>
<thead>
<tr>
<th>LBOTE</th>
<th>SWD</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>662</td>
<td>22</td>
<td>2</td>
</tr>
</tbody>
</table>

(LBOTE - Language Backgrounds Other Than English; SWD - Students With Disabilities)
School Review And Development

Annual School Priorities 2011

These include:

- to establish a Project Based Learning approach in Stage 4 in Technology Mandatory and Creative and Performing Arts (Music and Visual Arts)
- to develop a contemporary and evolving pedagogy to continue to deliver a challenging and rigorous curriculum to improve performance and achievement of students in Stage 6
- to have teachers accredited as problem crafters with the Republic Polytechnic in Singapore and to promote ongoing training to all staff in the areas of Project and Problem Based Learning

In all cases much consultation with school leadership, staff and students has taken place to ensure the best learning practices we can provide.

The school executive and school leadership team have been responsible for determining the school's goals and which direction the school's pedagogy will take. Consultation with staff and students has taken place and feedback from parents was welcomed. A review conducted by Panaflex Consulting made recommendations to consult with stakeholders and as a result of this review. As a result, measures to ensure sustainability of the Project Based Learning model were enacted and achieved.

Projected School Priorities 2012

The school in 2012 will take the Project Based Learning (PBL) model further and establish the model through all classes from Stages 4 and 5. While some Stage 4 subjects have been using the PBL model for some time, all subjects from 2013 will be taught using the PBL approach. To this end much planning of curriculum and provision of infrastructure will need to take place throughout 2012.

Additionally the school's continued support of staff development will see further overseas training in both the Project Based and Problem Based learning models.

At school the development of professional learning teams will continue to be developed throughout 2012 with varying focus topics covered during the year with an emphasis on collegial learning. The school leadership see the support of staff and students as crucial for the success of the two learning models implemented at Parramatta Marist High School.

These goals were a result of staff consultation, initiated at the executive level, and passed through staff and students. It also involved some collaboration with the New Tech Network in the United States with whom the school is a partner.

Catholic Identity

Prayer, Liturgical Life And Faith Experiences

Parramatta Marist High is a school founded by in the spirit of Marcellin Champagnat. The school strongly believes in ensuring Christ is present in our community.

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 twice weekly; both mass and confession are popular with students.

Friday Rosary is held at lunchtimes, 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.
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 receive regular school newsletters and all are invited to school celebrations. In recent years the regular Mother and Son mass has been held at different local parishes each year.

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

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 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 curriculum. Students study the program, Sharing Our Story from Years 7 to 10, which is taught in a Project Based approach in Stage 5. 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 ‘Stems’ based approach where pre-learning activities are a focus of the pedagogy.

Professional Learning Of Staff In Religious Education

Religious Education staff at Parramatta Marist High 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 in 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.
Students in Year 7 and Year 9 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2011. 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. 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.

<table>
<thead>
<tr>
<th></th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td><strong>Year 7:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>100.0</td>
<td>92.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.9</td>
<td>94.4</td>
</tr>
<tr>
<td>Reading</td>
<td>99.4</td>
<td>94.7</td>
</tr>
<tr>
<td>Writing</td>
<td>97.2</td>
<td>90.7</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>99.4</td>
<td>92.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>99.4</td>
<td>92.5</td>
</tr>
<tr>
<td><strong>Year 9:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>94.0</td>
<td>89.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.4</td>
<td>93.1</td>
</tr>
<tr>
<td>Reading</td>
<td>97.0</td>
<td>92.4</td>
</tr>
<tr>
<td>Writing</td>
<td>91.0</td>
<td>84.6</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>89.8</td>
<td>90.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.2</td>
<td>90.5</td>
</tr>
</tbody>
</table>

The results achieved by Year 7 and 9 students in the 2011 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 spelling, Year 7 students are performing 21% above the national average for students in the top three bands. In Year 9 students at Parramatta Marist High School are performing 15% above the national average for students in the top three bands. In 2012, the school will be focusing on improving student performance in the areas of reading for Year 9 and grammar and punctuation in Year 7.
School Certificate 2011

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

<table>
<thead>
<tr>
<th>Performance Bands</th>
<th>English Literacy</th>
<th>Mathematics</th>
<th>Science</th>
<th>Australian History</th>
<th>Australian Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bands 4, 5, 6</td>
<td>School</td>
<td>93</td>
<td>64</td>
<td>82</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>84</td>
<td>47</td>
<td>69</td>
<td>57</td>
</tr>
</tbody>
</table>

The percentage of students who achieved in the top three bands across the five tests demonstrates that our students have performed strongly. For example, students have performed 9% greater than the state in English Literacy, 17% greater in Mathematics and 13% greater in Science. These results indicate that students have achieved well above the state in these School Certificate tests.

Computing Skills Assessment 2011

The Computing Skills test is a mandatory requirement for each candidate for the School Certificate, unless the student is studying one or more courses based on Life Skills outcomes and content. All schools completed the test online this year. Our school's results are summarised in the table below:

<table>
<thead>
<tr>
<th>Result</th>
<th>Percentage of students achieving this result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Competent (80-100 out of 100)</td>
<td>65.5</td>
</tr>
<tr>
<td>Competent (50-79 out of 100)</td>
<td>34.9</td>
</tr>
<tr>
<td>Competence not demonstrated (0-49 out of 100)</td>
<td>0.6</td>
</tr>
</tbody>
</table>

Higher School Certificate 2011

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

<table>
<thead>
<tr>
<th>Performance Bands</th>
<th>Studies of Religion 1</th>
<th>English Standard</th>
<th>English Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bands 4, 5, 6</td>
<td>School</td>
<td>100.0</td>
<td>70.0</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>77.3</td>
<td>38.8</td>
</tr>
</tbody>
</table>

The school performed strongly in the 2011 Higher School Certificate. Ninety six percent of all courses performed above the state average across all courses. The school recorded 144 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 four Premier’s Awards for students achieving band six results in their best ten units.
School Curriculum

The following information provides a ‘snap shot’ of the many additional programs which were offered at Parramatta Marist High in 2011.

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

There is in-class support and individual education plans 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-centered learning and assessment. Support offered included a Reading program and availability of individual testing to develop a learning plan. 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.

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 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 senior year
- set expectations and informed students and parents of all requirements

For Parramatta Marist High 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 careers adviser

Initiatives To Promote Respect And Responsibility

Parramatta Marist High 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.

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 9 participate in a Community Service program which instils in our students the concept of giving and service to others.

Parent Satisfaction With The School

Parent satisfaction is rated high as the number of students on the waiting list and the increase in enrolments will testify.

Parents are regularly invited to the school for various activities, further evidence of the consulting and collaboration that takes place. Parent feedback on school programs is always welcomed.
**Student Satisfaction With The School**

Student forums are often held at school and feedback from the students is always positive. Senior students in particular are very supportive of the learning direction the school has embarked on.

The school has a Student Representative Council run by students with the support of staff and this body across all year groups is very supportive of what is happening at the school.

**Teacher Satisfaction With The School**

Staff were surveyed late 2011 and the results of those surveys indicated a high level of satisfaction with the school. From facilities to teaching opportunities to professional development the majority of staff scored the school high on a satisfaction rating.

**Teacher Standards**

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR*</td>
<td>65</td>
</tr>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the their teaching context. (Transition scheme teachers)</td>
<td>0</td>
</tr>
</tbody>
</table>

*Australian Education International - National Office of Overseas Skills Recognition

**Religious Education Accreditation**

| Number of teachers accredited to teach Religious Education | 19 |
| Number of teachers currently undertaking accreditation to teach Religious Education | 5  |

**Workforce Composition**

<table>
<thead>
<tr>
<th>Number of staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total teaching staff</td>
<td>65</td>
</tr>
<tr>
<td>Total non-teaching staff</td>
<td>20</td>
</tr>
<tr>
<td>Grand total</td>
<td>85</td>
</tr>
<tr>
<td>Percentage of teachers who are Indigenous</td>
<td>0</td>
</tr>
</tbody>
</table>

**Professional Learning**

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

- With our commitment 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 for Project Based Learning and Singapore for Problem Based Learning continues.
- As of 2011 Parramatta Marist currently has six staff accredited as New Tech Network USA trainers and four staff accredited as Problem Crafters with the Republic Polytechnic Singapore.
- Staff also have to attend weekly personal development conducted by specialised staff on various curriculum needs of the school.
Teacher Attendance And Retention Rates

Teacher attendance

The average teacher attendance for 2011 was 96%.

Teacher retention

Of the 2011 teaching staff 90% were retained from 2010.

Student Attendance Rates

Percentage of student attendance by Year level and school average:

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95</td>
<td>94</td>
<td>94</td>
<td>92</td>
<td>94</td>
<td>98</td>
<td>94</td>
</tr>
</tbody>
</table>

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 between 6 and 17 years old. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children from school promptly and 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 may grant permission for late arrival at school or early departure from school, only in individual cases, on written request from parents and guardians. The principal or 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, 2009 to Year 12, 2011 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 | 23 |
| 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

<table>
<thead>
<tr>
<th>Destinations of students leaving Year 12, 2010</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>77</td>
</tr>
<tr>
<td>TAFE</td>
<td>5</td>
</tr>
<tr>
<td>Workforce</td>
<td>15</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>3</td>
</tr>
</tbody>
</table>
Pastoral Care Of Students

Programs Related To Pastoral Care

The pastoral care programs which have been implemented include:

- The Buddy System program currently operates, whereby each Year 7 student is nominated to be a 'buddy' for any new student who enters the school.
- The Peer Support program at Parramatta Marist High relies heavily on the involvement of Year 11 and Year 12 students. The senior students assist Year 7 students in coping with the transition to secondary school. This program encourages the senior students to act as role models and subsequently promotes leadership. This program has incorporated peer tutoring, whereby ten Year 7 students receive tutoring and support from Year 11 students.
- In developing the whole person, the school extends itself in developing innovative and on-going programs to support and challenge students in attaining the best results possible.
- The basis for our Pastoral Care policy focuses on the concepts of 'firm, fair and friendly'. This approach allows students to understand that rights and responsibilities of all individuals are crucial to promoting an authentic Catholic and caring community.

Student Management/Welfare And Discipline Policies

The student management/welfare/discipline policies have at their core the Marist charism and the teachings of our founder Marcellin Champagnat. There has been no change in policies since 2008.

The assistant principal (pastoral care) is charged with the coordination of student management/welfare/discipline. Additionally, the school has the services of a counsellor whose role is one of support within the student management/welfare/discipline structure.

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. Reward is encouraged mainly through academic success but there are plans for some reward to be introduced into the discipline policy.

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.

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 Office Complaint Handling policy. A copy of the policy is available from the school office upon request. There were no changes to this policy during 2011.
In 2011 Parramatta Marist High received $82,047.00 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 well being 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.
Salary refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.

Non-Salary refers to all other Non-Salary Recurrent Expenses.

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