2017
ANNUAL SCHOOL REPORT

Parramatta Marist High School,
Westmead
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Introduction

About the Annual School Report

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

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2017 and gives information about the 2018 priorities.

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

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

Principal

Welcome to our Annual Report. Since 1875, Parramatta Marist High School 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.

Two thousand and seventeen was a year of change for Parramatta Marist High School. After 16½ years, the principal retired at the conclusion of term 2, 2017. His brave and bold leadership over a long period ensured that he left the school as an educational leader in the Australian context. Student centred learning ensured that the boys were actively engaged in their learning. Extensive staff training, both nationally and internationally, ensured contemporary pedagogical practices were evident across all faculties. The Project Based Learning model, the Problem Based Learning model and the Flipped Classroom model ensured that students excelled and staff became experts across the three areas.

The year also saw some significant highlights for the school. Continued academic success and excellence out of the classroom typified the year. This publication showcases the many achievements from both staff and students. As you will read, the successes are many and diverse. I wish to recognise and congratulate staff and students on these fine achievements.

There are many people I wish to recognise. To the teaching staff for their dedication to their vocation and challenging the boys to be the best version of themselves that they can be. I wish to recognise the Leadership Team and middle managers of the school. Their work is crucial in driving the school forward. To the Information Technology (IT) Department for all of their work in ensuring that technology was always working; to the cleaning and maintenance team for their attention to detail in ensuring the site was clean and tidy; and, to the office staff, thank you for your professionalism and welcoming nature.

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.

In 2017 the school encouraged parental involvement 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 worked in close consultation with the school to ensure expectations and the necessary support that could be provided so that all students had the opportunity to fulfil their potential.

Student

Parramatta Marist High School has given students a great opportunity to learn. We were given direction by the principal and the teachers who guided us in the way of Saint Marcellin Champagnat. The school expected that each student did his best at all things and became the best he could be by the time he left the school.

In 2017 there were 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 had a group of prefects elected by the staff and students who, along with the school captain and vice captain, worked closely with the teachers and student body. This all helped to make Parramatta Marist High School a school of which we could all be proud.
Who we are

History of the school

Parramatta Marist High School is the oldest Catholic school in Australia with a history and tradition spanning almost 200 years. Founded in 1820, the original school was located in Hunter Street, Parramatta, before being transferred to the site adjacent to St Patrick's Cathedral in 1837. The school 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.

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

Location/drawing area

The school serves the parish of Westmead and as part of the Westmead Catholic community, covers the students from Mother Teresa Primary School and Sacred Heart Primary School. In addition to this, the school also draws students from: St Patrick's Primary School, Parramatta; St Paul the Apostle Primary School, Winston Hills; St Monica's Primary School, North Parramatta; St Oliver's Primary School, Harris Park; Our Lady of Mount Carmel Primary School, Wentworthville; St Anthony’s Primary School, Girraween;

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>68</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers accreditated to teach Religious Education</td>
<td>22</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>2</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>13</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2017</td>
<td>96</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>93</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

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

In 2017 we held four whole-school masses 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 participated in retreat programs facilitated by our Religious Education (RE) faculty. Students were also afforded opportunities to participate in Marist Youth Activities throughout the year. Our school had a strong Sacramental focus with masses held each Monday during lunch and Thursday morning before school in the La Valla School Chapel. The Sacrament of Reconciliation was also offered for students three times weekly.

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

Social Justice

Social justice areas included:
- promotion of social justice by way of the 'Vinnies Van' - Year 11 students and staff participated on a monthly basis, going out into the local community, offering assistance to those in need
- supports for Marist Asia Pacific Solidarity (MAPS) during our Lenten appeal
- Year 11 students supporting the blood bank by regularly giving blood
- participation by students across a range of Year groups in the 'Vinnies' Winter Sleep Out - conducted in the school grounds
- promotion of, and support for, the 40 Hour Famine by a wide range of students
- Christmas hampers being put together during term 4 and given to the St Vincent de Paul Society, with all Year groups participating in this appeal
- Year 10 students giving 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 communicated with the local parishes and parish priests regularly. All were invited to our school celebrations and masses. Our Vocations Awareness Project in Year 10 saw many of our local priests and clergy invited to share their vocational calling with our students. We also regularly invited our local priests to view and critique student work.

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

Religious Education

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

Parramatta Marist High School has always had an excellent Catholic culture, based on the gospel teachings and informed by the strong Marist heritage of the school. The Catholic identity of the...
school was obvious in the way we began each lesson with prayer; stopped at midday each day for prayer; celebrated our twice weekly school masses and Reconciliation; and celebrated our frequent whole-school masses.

Academically, Religious Education was given priority within the Parramatta Marist High School curriculum. In 2017 students studied the Parramatta Diocesan syllabus, *Sharing Our Story*, from Years 7 to 10, which was taught through the Project Based Learning pedagogy. In Year 11, all students undertook study in either Catholic Studies or Studies of Religion through the Problem Based Learning approach and in Year 12, students approached their studies through a Flipped Classroom model.

**Professional Learning of staff in Religious Education**

Parramatta Marist High School offered a range of staff formation opportunities. These included courses that were offered by Marist Schools Australia, through Marist - Mission and Life Formation, and staff formation days. Staff participated in the Awaken program, led by Marist - Mission and Life Formation. As 2017 was the Marist Bicentennial year, the Awaken program celebrated our Christian and Marist story, and explored how, as a faith community, staff could effectively continue to grow and shape Marist life into the future.

**IN THE MARIST WAY: New Staff Induction**

- This was a half-day program to introduce staff new to Marist schools to the spirituality of St Marcellin Champagnat and its application to education in the Marist tradition, and learning how we belonged to, and participated in, the bigger Marist mission throughout Australia and beyond.

**FOOTSTEPS 1: MAKING JESUS CHRIST KNOWN AND LOVED**

- In a retreat-style atmosphere, participants were invited to explore the unfolding context of their lives and faith journeys. It was against this backdrop that a process of prayer, input and reflection supported participants’ study of the life of St Marcellin Champagnat and his writings, as well as contemporary Marist spirituality.

- By considering the issues facing young people, participants were encouraged to identify and nurture a contemporary Marist way of forming and evangelising young people. It is hoped an ongoing connection with Marist life and mission is developed, both personally and professionally.

**FOOTSTEPS 2: MAKING JESUS CHRIST KNOWN AND LOVED**

- Footsteps 2 sought to deepen and build upon the experiences of participants who had previously completed the initial Footsteps program.

- This three-day residential course provided experienced Marist educators with the opportunity to enrich and revitalise their appreciation of Marist charism and spirituality, and Marist education.
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 2017. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

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

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</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>Year 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>97</td>
<td>92</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>88</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>95</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</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>Year 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>99</td>
<td>89</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>88</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
<td>82</td>
</tr>
<tr>
<td>Spelling</td>
<td>99</td>
<td>90</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>96</td>
</tr>
</tbody>
</table>

The results achieved by Years 7 and 9 students in the 2017 NAPLAN tests demonstrated that Parramatta Marist High School was achieving substantially above the national average for the percentage of students achieving in the top three bands. The highlights included:

- Year 7 and Year 9 results recorded all students were above the national minimum
standard in all test domains.
- Years 7 and 9 results indicated 100% of students were above the national minimum standard for Literacy, reading and Numeracy.
- Year 9 students were all above the national minimum standard for Numeracy and recorded a 29% positive difference to the national standard for students in the top three bands in the test domain of Numeracy.

Furthermore, an ongoing whole-staff focus for 2017 centred on writing. The impact of these initiatives was evident in the results below:
- Year 7 writing achieving 100% at, or above, the national standard, compared to the Australian average of 95%
- Year 9 writing achieving 97% at, or above, the national standard, compared to the Australian average of 82%

Additionally, the further expansion and resourcing of the school diversity team helped to deliver programs designed to support students by withdrawal from class and working intensively with those students requiring the most support. This was significant in ensuring all students were supported and that they progressed as much as possible throughout high school.

Overall, these results were a testament to the hard work and dedication to the learning needs of the students that 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 the completion of 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 2017, we had no students in Years 10 to 12 leave school and request a RoSA.

Higher School Certificate (HSC)
Percentage of students in performance bands 4, 5 and 6 compared to the state.

<table>
<thead>
<tr>
<th>Higher School Certificate</th>
<th>Percentage of students in top 3 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Studies of Religion I</td>
<td>100</td>
</tr>
<tr>
<td>English Standard</td>
<td>95</td>
</tr>
<tr>
<td>English Advanced</td>
<td>100</td>
</tr>
<tr>
<td>Biology</td>
<td>100</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>100</td>
</tr>
</tbody>
</table>

Parramatta Marist High School has again performed with distinction in the Higher School Certificate. In the 2017 HSC, students recorded 195 band 6s. Parramatta Marist High School was ranked 60th in the state’s top 100 performing schools for the tenth consecutive year. Ninety five of our students received a band 6 in one or more subjects. A significant achievement was made in all courses. Mathematics, Extension 1 and Extension 2, were ranked eighth in the state; Mathematics General 2 ranked 56th; English as a second language and English Standard ranked 39th; and English (Advanced), Extension 1 and Extension 2 ranked 51st in the state. Seven
students made the ‘All-Rounder Achievers’ list and 37 students received an Australian Tertiary Admission Rank (ATAR) in the 90s.

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 2017.

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 school worked closely with the Catholic Education Diocese of Parramatta (CEDP) 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 truly mixed ability classes were constructed (a critical component of PBL).
- The Year 7 coordinator and Learning Needs 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 coordinators 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 offered a wide range of learning programs which focused on promoting respect and responsibility. Our school policies reinforced the importance of students respecting their peers and teachers. Our project based learning pedagogy was based on this respect and responsibility. Moreover, the five central pillars of our Marist Charism - family spirit, love of work, in the way of Mary, presence and simplicity, were the focus of all efforts when promoting respect and responsibility. Additionally, in terms of our pastoral care framework, we actively promoted the need for students to be accountable for their actions and to engage in a restorative process to rectify a situation. We did this by building these core concepts into our Religious Education and wider curriculum programs.

Professional Learning
Professional learning continued to play a significant part in development of staff at Parramatta Marist High School and was evident by the following:

- We were committed to further development of both Project Based Learning and Problem Based Learning teaching models.
- Staff regularly underwent professional development in these areas.
- Overseas training to both the United States of America (USA), for Project Based Learning,
and Singapore for, Problem Based Learning, took place.

- Teaching staff presented at The New Tech Network Annual Conference in the USA.
- Weekly professional development sessions were conducted by specialised staff on various curriculum needs of the school.
- In 2017, the number of timetabled professional learning periods allocated to staff was doubled to 200 minutes a fortnight.
## Annual school priorities

<table>
<thead>
<tr>
<th><strong>Priority 1</strong></th>
<th>Sharing a common language with students and staff with the integration of the Catholic values throughout the school curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>Pope John Paul II wrote in his encyclical <em>Redemptoris Missio</em> that the church needs to re-evangelise traditionally Christian areas. There needed to be a focus on sharing a common language when speaking about Jesus’ message. This would help bring the gospels to the forefront of the teachers’ and students’ minds.</td>
</tr>
<tr>
<td><strong>Steps taken to achieve priority 1</strong></td>
<td>Students engaged in the Catholic values across the curriculums from Religion, English and History as well as in reflection activities, that showed how the content linked to Catholic values. RE staff, who implemented the Catholic values into Human Society and Its Environment (HSIE) and Catholic Studies, led the embedding of these values across the curriculum, with core RE teachers in each year also working with staff. The chaplain discussed the Catholic values and what they meant.</td>
</tr>
<tr>
<td><strong>Status of priority 1</strong></td>
<td>Achieved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Priority 2</strong></th>
<th>To increase the proportion in 2017 of students on levels 5-6 in spelling, grammar and punctuation in NAPLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 2</strong></td>
<td>Owing to our reflection of past practices at Parramatta Marist High School, the impact of devices in classrooms and the new standards being implemented within NSW in 2020, a more succinct approach to school wide literacy was required for 2017. We planned to implement this goal throughout the school year through smaller achievable goals.</td>
</tr>
<tr>
<td><strong>Steps taken to achieve priority 2</strong></td>
<td>Previously, we had focused on writing, particularly in relation to Higher Order Thinking (HOT) paragraphs. In 2017, we moved towards targeting spelling, grammar and punctuation, following a similar process to writing. We set short but targeted activities for each project/subject, followed by an intervention and subsequent re-testing. We also established Year 9 literacy lessons (100 minute lesson per fortnight) to assist with this endeavour.</td>
</tr>
<tr>
<td><strong>Status of priority 2</strong></td>
<td>Achieved</td>
</tr>
<tr>
<td>Priority 3</td>
<td>Integrating literacy based questions into assessment and problem units in numeracy</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Reason for priority 3</td>
<td>With the changes previously announced to the minimum standard of numeracy required to receive a HSC, we went through our results in previous years. We found that 70% of our students met the standard in Year 9 and we wanted to increase this number. After further analysis of our NAPLAN results, we found we had certain questions with only 6-8% of our students getting them correct. We also found that our top students were not necessarily getting band 10 in the NAPLAN examinations.</td>
</tr>
<tr>
<td>Steps taken to achieve priority 3</td>
<td>In the past if a student got an correct answer we assumed he understood the content. However, we found that students were copying the worked sample, modifying the numbers and then checking the answers to see if their answer matched the textbook answers. Through Project Based Learning (PBL) we encouraged our students to defend their solutions, even if their method was different to others. We have focused on our students being able to articulate and explain the Mathematics they were doing.</td>
</tr>
<tr>
<td>Status of priority 3</td>
<td>Achieved</td>
</tr>
</tbody>
</table>
## Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Continuing the development of a common language around Catholic identity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>There is a need to have an understanding that evangelisation is not the sole role of the RE teacher and that we must all share this mission.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 1** | These will include:  
- staff spirituality which has been booked for the first day of term  
- meeting once a term in the Monday afternoon professional development time to work on the embedding of the Catholic values  
- feedback to be given once a term from staff on the implementation of the Catholic values  
- inviting more staff to Marist and CEDP formation days  
- a new position of Marist Solidarity coordinator to be appointed for 2018  
- representatives from Catholic Mission coming in to present to staff |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>Maintain and refine focus on literacy and numeracy in Years 7 to 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 2</strong></td>
<td>Reflecting upon past practices at Parramatta Marist High School and the impact of devices in classrooms, we decided a more succinct approach to school wide literacy is required for 2018.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 2** | We will:  
- continue with whole staff professional learning in literacy during timetabled professional learning team meetings (specifically spelling, grammar and punctuation) whereby student literacy will be assessed (within the context of the project/problem/course)  
- continue a targeted intervention to be implemented which will be followed by another assessment to look at the potential gain  
- increase the focus on literacy in timetabled classes in Years 9 and 10 dedicated to those areas |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>Maintain and refine focus on numeracy and numeracy in Years 7 to 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>With the changes that had been proposed to the minimum standard of numeracy required to receive a HSC, we went through our results in previous years. We found that 81% of our students achieved a band 8 or more in Year 9 and we would like to increase this number. After further analysis of our NAPLAN results, we found we have certain questions with only 6 to 8% of our students getting them correct.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | We will:  
- continue with whole-staff professional learning in numeracy during timetabled professional learning team meetings, with a focus on justifying solutions and using mathematics skills in real life contexts  
- continue a targeted intervention to be implemented which will be followed by another assessment to look at the potential gain  
- increase the focus on numeracy in timetabled classes in Years 9 and 10 dedicated to those areas |
Community Satisfaction

Parent satisfaction
During 2017, 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 is conducted annually. The QCS data collected and reported showed that:

- Parents identified school improvement in 2017 as high on their agenda. These results were supported by the school improvements in Project Based Learning (PBL) and flipped classroom pedagogies.
- The 2017 parent data resulted in a considerable decrease in the reporting process at the school. Reviewing the processes will be part of the school's improvement direction.
- School safety continued to be high which showed that parents were extremely happy with the environment at school.

Student satisfaction
The QCS data showed that:

- Students were motivated to learn and achieve educational objectives. Student distress in 2016 was high which showed students were under considerable academic pressure and 2017 saw an increase in that area. This will be an area for review in 2018.
- An area of improvement identified by the students was 'morale'. This area requires further exploration but may be explained by many staff having left in 2016.

Teacher satisfaction
The QCS data showed that teachers felt:

- ownership and teamwork were high, but 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.

- they did not have an opportunity to be empowered in the decision-making processes of the school.

This might have meant that that teachers felt leadership needed to improve the delegation of responsibility to teaching staff.

- their teacher roles were clear in a supportive environment

Staff recognised that current processes employed by the school were a result of trying to improve teacher practices and increase student achievement.
Student Profile

Enrolment Policy

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

Current and previous years' student enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>1018</td>
<td>0</td>
<td>1018</td>
</tr>
<tr>
<td>2016</td>
<td>1015</td>
<td>0</td>
<td>1015</td>
</tr>
<tr>
<td>2017</td>
<td>1052</td>
<td>0</td>
<td>1052</td>
</tr>
</tbody>
</table>

Due a higher retention rate, our numbers at the school have increased.

Student attendance rates

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>90</td>
</tr>
<tr>
<td>Year 8</td>
<td>87</td>
</tr>
<tr>
<td>Year 9</td>
<td>79</td>
</tr>
<tr>
<td>Year 10</td>
<td>85</td>
</tr>
<tr>
<td>Year 11</td>
<td>88</td>
</tr>
<tr>
<td>Year 12</td>
<td>98</td>
</tr>
<tr>
<td>School average</td>
<td>88</td>
</tr>
</tbody>
</table>

Characteristics of the student body

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language background other than English (LBOTE)</td>
<td>727</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>23</td>
</tr>
<tr>
<td>Indigenous</td>
<td>2</td>
</tr>
</tbody>
</table>

Managing Student Non-attendance

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

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

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

**Student retention rates**

The retention rate of students for Year 10 to Year 12 was 91%.

As Parramatta Marist High School has become the school of choice for parents owing to a high level of achievable performance, we have found more students deciding to stay on here.

**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 | 20 |
| 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 (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.

| Destination of students leaving Year 12 | % |
| University                              | 92 |
| Technical, and Further Education (TAFE)  | 4  |
| Workforce                               | 3  |
| Other/Unknown                           | 1  |
Student wellbeing

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

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

The assistant principal (pastoral care) was charged with the coordination of student management/welfare/discipline. He led and mentored the Year coordinators. Additionally, the school had the services of a counsellor whose role was one of support within the student management/welfare/discipline structure. The assistant principal met with the Year coordinators once a week and with the counsellor twice a week. These meetings allowed discussion and implementation of new strategies that helped with the continual improvement of student wellbeing.

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

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

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

In 2017, 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 2017.
## Section Eleven: Financial Statement

**Income**

- **Commonwealth (53.5%)**
- **Capital (0%)**
- **State (16.1%)**
- **Fees (30%)**
- **Other (0.4%)**

**Expenditure**

- **Capital (6.4%)**
- **Salary (66%)**
- **Non-Salary (27.5%)**

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants ¹</td>
<td>$8,182,286</td>
</tr>
<tr>
<td>Government Capital Grants ²</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants ³</td>
<td>$2,456,011</td>
</tr>
<tr>
<td>Fees and Private Income ⁴</td>
<td>$4,589,961</td>
</tr>
<tr>
<td>Other Capital Income ⁵</td>
<td>$63,645</td>
</tr>
<tr>
<td>Total Income</td>
<td>$15,291,903</td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure ⁶</td>
<td>$971,111</td>
</tr>
<tr>
<td>Salaries and Related Expenses ⁷</td>
<td>$9,946,026</td>
</tr>
<tr>
<td>Non-Salary Expenses ⁸</td>
<td>$4,149,819</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$15,066,956</td>
</tr>
</tbody>
</table>

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