

# ANNUAL REPORT 2017

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CATHOLIC EDUCATION  
DIOCESE OF PARRAMATTA





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## ABOUT CATHOLIC EDUCATION IN THE DIOCESE OF PARRAMATTA

Located in the heart of Western Sydney and in one of the fastest growing areas of New South Wales, the Diocese of Parramatta comprises 80 vibrant and dynamic school communities that stretch from Dundas Valley, north to Richmond, west to Katoomba and south to Luddenham.

There are 58 primary schools and 22 secondary schools, two Catholic Trade Training Centres, four Catholic Early Learning Centres and 23 Catholic Out of School Hours Care Centres. There are around 43,000 students and almost 5,000 staff. The Diocese is committed to responding to the needs of all students in a world that is changing rapidly.

Parish priests, principals and school communities work together to provide faith-filled, radically inclusive and caring environments that allow young people to grow in their faith and better understand the mission of Church. This is achieved through Religious Education, faith formation, liturgical celebrations, sacramental programs, pastoral care and support. Under the pastoral leadership of the Bishop of Parramatta, the Most Reverend Vincent Long Van Nguyen OFM Conv DD, students and staff are encouraged to reach out to the those most in need.

# SYSTEM DIRECTION

## OUR PURPOSE

Catholic education is a work of love, for the full human development of students, grounded in the person of Jesus Christ and at the service of society. All staff share in the evangelising mission of the Church as they work to bring about a synthesis of faith, life and culture in their communities.

The system of schools in the Diocese of Parramatta is a work of the Church, under the leadership of our Bishop and in collaboration with priests, parents, students and staff, to realise the mission of bringing the person of Jesus Christ into the lives of the young people in our care and their families.

## INTENT

Our intent is to provide quality Catholic schooling by strengthening the professional lives of staff, to improve the learning outcomes for each student, within a Catholic faith community.

Catholic Education Diocese of Parramatta (CEDP) promotes the work of the Church, the formation of the individual and the good of society through learning.

Learning is improved more by quality teaching than any other school-based factor. Learning together builds the capacity of teachers and directly contributes to improving their professional working lives.

CEDP's five priorities for the 2016-2019 period are:

- 1 Forming committed disciples
- 3 Focusing learning and teaching to meet the needs of all students
- 3 Building capacity to use data to inform teaching and system decision-making
- 4 Developing new ways to partner with parents and families
- 5 Developing innovative learning environments.



# CATHOLIC EDUCATION DIOCESE OF PARRAMATTA (CEDP) GOVERNANCE

## Parramatta Diocesan Schools Council

The Parramatta Diocesan Schools Council (Schools Council) is an advisory body that supports to the strategic work of CEDP. The priorities of the Schools Council are system direction, long-term planning, major learning projects, faith formation, provisioning of schools, stewardship of resources and system accountability.

### Voting members of the Council include:

- the Bishop of Parramatta (ex officio)
- the Episcopal Vicar for Education and Formation (Chair)
- the Executive Director Catholic Education Diocese of Parramatta (ex officio)
- up to 11 additional members.

Schools Council membership reflects expertise in areas both within the field of education and outside of it. It may invite CEDP staff with particular expertise to a Council meeting to provide detailed knowledge in a specific area. The Schools Council meets a minimum of four times and a maximum of five times a year.

The work of the Schools Council is supported by three sub-committees - Mission, Learning and Enterprise. Sub-committee members are appointed for a term of three years, with a maximum of two consecutive terms. Like the Schools Council, sub-committees also meet a minimum of four to a maximum of five times a year.

## CEDP Executive Team

The Executive Director has a team of directors to assist in the governance and oversight of CEDP. The Executive Team is responsible for the development and execution of the CEDP system strategy in relation to:

- **Mission and Purpose**  
(Our Catholic Narrative)
- **Strategic Intent**
- **Alignment**
- **Stewardship and Accountability**

The Executive Team is comprised of six directors: Executive Director, Deputy Executive Director, Director Enterprise, Director Mission and Director Performance (x2). The work of the Executive is supported by the Head of the Executive Office and the Chief Governance and Strategy Officer. Meetings are held weekly.

In addition to regular Executive Team Meetings, each individual Director meets with the Executive Director twice a term in a formal capacity.

### Strategic System Leadership Meetings

Eight Strategic System Leadership meetings are held each year as well as two half-day meetings. The meetings are attended by CEDP Directors, Heads, Chiefs and Learning Leaders, as well as all school Principals. They provide opportunities for collaborative engagement between CEDP and school leaders.

# MESSAGE FROM THE BISHOP OF PARRAMATTA

As we celebrate yet another great year of Catholic Education in our systemic schools in the Diocese of Parramatta, I commend to you this annual report. In my last address to you in this forum I mentioned that as a system of schools we must “push out into the deep” by creating learning communities where all can feel welcomed, loved and encouraged to live the Gospel. Further, we must work on the margins of our society and be the merciful face of God in and through our school communities and families.

Catholic schools are premised on the fundamental dignity of each and every individual person. They are charged with a special mandate to offer hope to those who are disadvantaged and this special attention for the neediest is a cherished part of the Australian Catholic school story. In reading the signs of the times, we are particularly challenged to be places which are deeply grounded in Gospel values and where the radical vision of fullness of life for the poor and marginalised is fully embraced.

This year we reflect on Catholic Education in the Diocese of Parramatta in the light of the terrible findings of the Royal Commission into the Institutional Responses to Child Sexual Abuse and particularly how we as Church in Australia have failed in the past to respond with compassion and justice and mercy. It seems God is calling us into the depths and breadth of human suffering and Catholic Education must respond not only in keeping our schools safe, but also by growing our awareness and practice of safe, healthy and open communities. In such spaces the loving and merciful face of God, as revealed by the Lord Jesus, is discovered and celebrated. There is respect for every person as made in God’s image. And finally, we celebrate the unique giftedness of all, and work together to bring about a happy and holy society.

CEDP learning communities comprise many dedicated and committed individuals from across the Diocese. I thank the many students, parents and carers,



Priests, Deacons, teachers and CEDP staff who make up these communities. Together they continue to bring outstanding Catholic Education to many in our Diocese. Together we try, with God’s Grace, to be the face of Christ the Good Shepherd in Western Sydney and the Blue Mountains. May God’s Holy Spirit continue to inform and challenge us to go to the depth and breadth of His people in service of the Gospel.

Most Reverend Vincent Long Van Nguyen OFM Conv DD  
Bishop of Parramatta

# MESSAGE FROM THE EXECUTIVE DIRECTOR

Every January, Catholic Education Diocese of Parramatta (CEDP) leaders gather to reconnect and share leadership prior to the beginning of the school year. In 2017, this opportunity to stretch our thinking focused on the theme “Every learner, every day”, emphasising the importance of attendance and high aspirations for every student.

Bishop Vincent delivered a powerful address to leaders, issuing a challenge to staff to “go to the margins” and first serve those in need through their work. Staff heard that rather than providing quality education for Catholics, our Mission is to provide Catholic education for all. It was a call to work and live in accordance with Bishop Vincent’s mantra, “Launch into the deep”.

In response to Bishop Vincent’s challenge, the CEDP community developed strong links with local organisations serving refugees and asylum seekers as well as supporting the work of the Marist Learning Zone. This joint Marist/CEDP initiative was launched in Mount Druitt to extend learning opportunities to young people at risk of disengaging with formal education.

In 2017, St Luke’s Catholic College, Marsden Park was opened to serve the rapidly growing community in Sydney’s west. This innovative learning community provided an exciting chance to put the best we know about learning and teaching into practice. As many parents at the school are commuters, this school is open from 6.00am to 6.00pm in response to local need. It’s a reminder that there’s no “one-size-fits-all” in education. As we continue to plan our response to the demand for Catholic education across western Sydney and the Blue Mountains, this learning looms large.

Another joyful occasion was the Australian Catholic Youth Festival 2017. The strong contingent from CEDP



students and staff at this faith affirming event was an inspiration. I look forward to many of the young people who participated in this event taking up the opportunity of pilgrimage to Panama through World Youth Day 2019. This experience will support the many formation opportunities available to staff and system leaders, which remains a high priority. The year also saw the revitalisation of the CEDP Schools Council. The Schools Council provides strategic advice and direction to the Executive.

I would like to thank all of our students, their parents and carers, teachers, leaders and staff for their dedication in 2017.

Gregory B Whitby AM, KSG  
Executive Director  
Catholic Education Diocese of Parramatta



## MISSION

### NEW STRATEGY BRINGS THE SCRIPTURES TO LIFE FOR STUDENTS.

The introduction of the '3 Senses' strategy by the Mission Team has been a major professional learning initiative for Catholic Education Diocese of Parramatta teachers in 2017. The Senses, a powerful process for engaging with scripture, is a way to develop a deeper understanding of our faith. The Senses have their basis in the Catechism of the Catholic Church. This strategy, which has been adopted by a number of schools, provides a lens to build knowledge, make meaning and 'bring to life' the key messages of scripture.

The 3 Senses strategy comprises three main components: the literal sense, the spiritual sense and application sense.

In building knowledge, the literal sense focuses on the meaning conveyed by the words of Scripture. We learn about the scripture by exploring it in its context.

In making meaning, the spiritual sense explores the deeper meaning of the scripture. We identify how the scripture reveals God to us and is connected to Catholic Church teaching, practice and its living tradition.

Through the application sense we apply our understanding of the literal and spiritual senses to our lives, discerning how God calls us to imitate Christ.

In this manner, our knowledge and understanding of our faith lead us to respond through our prayer, words, thoughts and actions.

This professional learning initiative for teachers has equipped our students with the tools to understand Scripture in a much deeper way. Students now have a scaffold to take 'the living Word of God' and apply its wisdom to their everyday lives.



# AUSTRALIAN CATHOLIC YOUTH FESTIVAL

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The Australian Catholic Youth Festival (ACYF) was held from 7 to 9 December 2017 and was hosted by the Archdiocese of Sydney on behalf of the Australian Catholic Bishops Conference (ACBC).

CEDP schools were well represented with over 1,500 secondary students and 170 teachers participating in the event. The Diocese was also well represented with parish youth and volunteers from across the different agencies.

The Festival theme was “Open new horizons of spreading joy: Young people, faith and vocational discernment”. The theme drew inspiration from Pope Francis’ address at WYD 2016 in Krakow and is also aligned to the theme chosen for the 2018 General Synod in Rome.

#### The Festival’s aims were to:

- provide a high quality formative and experiential opportunity for young Catholics to encounter Jesus Christ, in the context of the Catholic Church in Australia
- listen to and discuss the issues and challenges in the lives of young Catholics in Australia
- evangelise young people and empower them to be evangelisers
- provide young people with local examples and connections of vocations, social action, liturgy and prayer, Catholic music and catechesis.

The students and staff were well prepared for their participation at the Festival. School communities supported students through a formation program which also involved attending one of the five Deanery formation sessions and participating in a number of ‘Lifted Live’ events conducted by the Catholic Youth Parramatta (CYP) team.

One initiative to assist school communities to prepare their students was the formation of local, in-school

‘Faith in Action Teams (FIAT). It was an opportunity for faith-filled teachers who were interested in fostering the personal and spiritual growth of their students and engaging them in the life and mission of the Catholic faith communities. The FIAT program initiative has continued into 2018.

When the Festival app was released, the most frequent response was ‘There is too much to choose from!’ The Festival program catered for a broad spectrum of interests to showcase the vitality of the Church in Australia. The Caritas Global Village, Year of Youth Leadership Centre and the Justice Activity Centre were some of the ‘hands-on’ workshops. Music, prayer, Mass and liturgy opportunities were available on the hour. The “Bishops Xchange” workshops were also very popular. The variety of workshops were numerous and participants had so many choices. One of the most significant events at the Festival was the Opening Plenary on Thursday and Friday mornings. Each day concluded with an Evening Plenary which incorporated modern and traditional forms of Catholic worship. For example, on Friday evening, 17,000 attendees participated in Holy Adoration in silence in the Qudos Arena.

One of the highlights of the Festival program was the Closing Mass in the Domain on Saturday Night which was concelebrated by the Australian Bishops. On Saturday afternoon, festival pilgrims had a choice to visit St Mary’s Cathedral or Mary MacKillop Place at North Sydney as part of their pilgrim walk which took them over the Harbour Bridge to the Domain.

The Festival also launched the ‘Year of Youth’ for 2018 which celebrates ten years since the hosting of World Youth Day 2008 in Sydney. The Year of Youth challenges us to listen to the words of Pope Francis, reflect on Christ our joy and call all communities of faith in Australia to act.



One of the outcomes from the Festival was the energy and diversity shown by the students and teachers returning to their schools with a plan to celebrate the 'Year of Youth'.

The success and impact of the Festival can be seen in the many local communities through actions and ongoing student and parish youth conversations about experiences of the Catholic Church at ACYF.

# LITERACY AND NUMERACY

## ACTION PLAN

During 2017, 16 Catholic Education Diocese of Parramatta (CEDP) schools had the opportunity to participate in the Literacy and Numeracy Action Plan (LNAP). This four-year project is funded by the the NSW Government and complemented by a system co-contribution. It aims to improve NAPLAN results with a focus on vulnerable schools and Aboriginal and Torres Strait Islander students.

The program funds the employment of an Instructional Leader at each of these schools, working to grow the capacity of Kindergarten to Year 2 teachers with a focus on literacy and numeracy. The work of the Instructional Leader includes embedding professional learning and building the skills of classroom teachers to analyse data, teach effectively and differentiate the needs of individual children.

Instructional Leaders work together with Principals and CEDP expert teams to create an Annual Action Plan for each school with a focus on delivering high quality professional learning and in-school support. LNAP complements existing high yield strategies including data walls, instructional walks and case management at a school level. The resources made

available through this program assist schools and CEDP build a more strategic system-wide approach to data analysis.

A significant achievement in the implementation of LNAP has been modification of school executive leadership structures to include Instructional Leaders. In some cases, this improvement has also been adopted beyond Kindergarten to Year 2 and outside LNAP schools.

An example of the learning leadership provided through LNAP is where all Instructional Leaders and Kindergarten teachers were trained to implement the 'Best Start' literacy and numeracy assessment on entry to Kindergarten. Teachers were then supported in using this data to inform and plan for learning.

The early learnings for LNAP are that the intervention promotes best practice in literacy and numeracy learning and teaching. It is also helping to ensure that there are fewer students who are vulnerable with their literacy and numeracy in the vitally important early years.





# WIYANGA

## CENTRE FOR LEARNING

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### **DURING 2017, THE CREATION OF THE WIYANGA CENTRE FOR LEARNING WAS A MAJOR PROJECT FOR CATHOLIC EDUCATION DIOCESE OF PARRAMATTA**

Located on the grounds of St Patrick's Marist College, Dundas, Wiyanga is a purpose-built centre for learning committed to providing an inclusive education for secondary students with a moderate intellectual disability and high support needs.

Designed with input from parents and specialists, Wiyanga celebrates the ability of each student and the pace at which they learn. Working in partnership with families, staff provide a personalised and engaging learning program for each student that recognises their abilities, their interests and their skills.

The state-of-the-art learning spaces have been crafted to cater for the needs of the students and their curriculum. The facility provides flexibility and accessibility to support students in their secondary education and post-school transition. Post-school planning starts when students enrol.

#### **Wiyanga offers:**

- a curriculum that wraps around each student to develop life skills and provide experiences that will help each student to reach their level of independence
- 'SoSafe' accredited staff who are focused on student safety and wellbeing

- drum therapy for every student
- a focus on physical movement and activity
- learning situations that will develop student knowledge, skills and abilities to support
- learning for students which reflects their individual needs and will, where appropriate, include attendance in some mainstream classes.

Community access, participation and integration are key components of the learning model at Wiyanga. Each student's ability and personal circumstances determine the level and frequency of access. Students from St Patrick's Marist College, Dundas spend regular time with Wiyanga students.

There will be an official opening and blessing of Wiyanga Centre for Learning in 2018. All new schools to be built in the Diocese of Parramatta will include provision to support the learning of all students with complex needs. Catholic Education Diocese of Parramatta also offers the Kirinari centre for learning, located on the grounds of Xavier College, Llandilo.



# NAPLAN 5 YEAR TREND

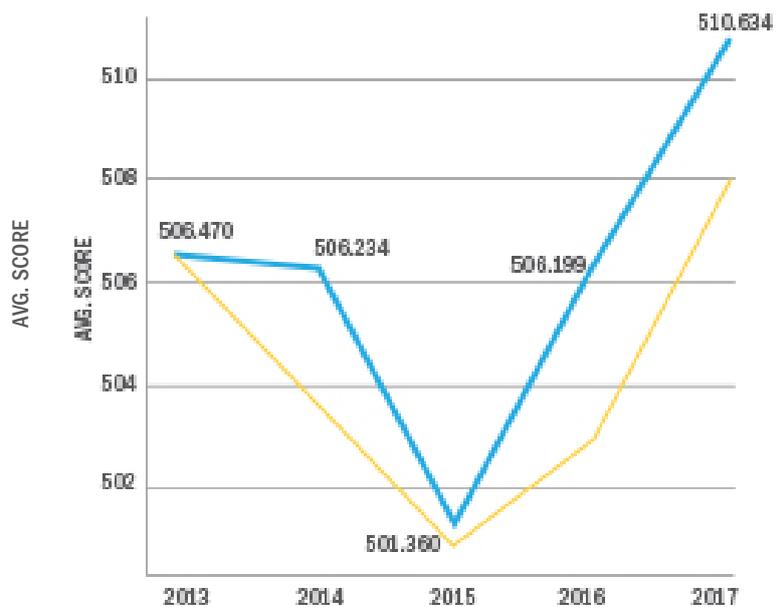
## YEAR 3



● READING - NSW Mean ● READING - System Mean

Reading in Years 3 and 5 remains well above the state average. Work undertaken in early years reading is making a significant difference.

## YEAR 5



● READING - NSW Mean ● READING - System Mean

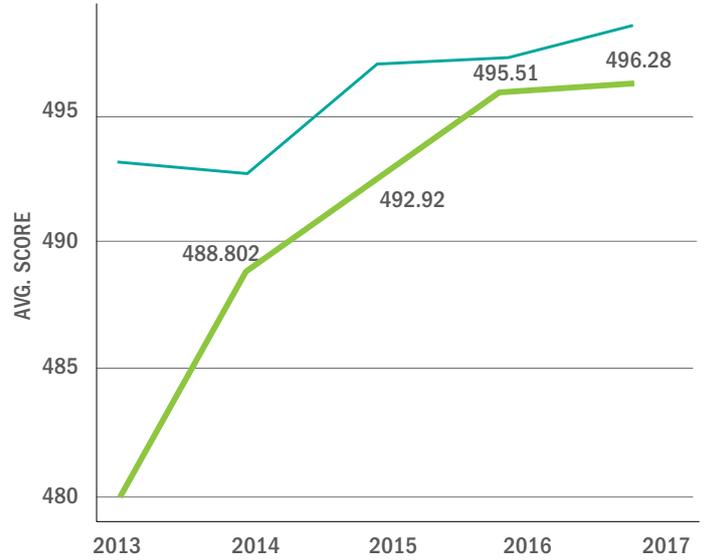
# NAPLAN 5 YEAR TREND

There is an improvement in NAPLAN scores in Numeracy, especially in the early years.

### YEAR 3

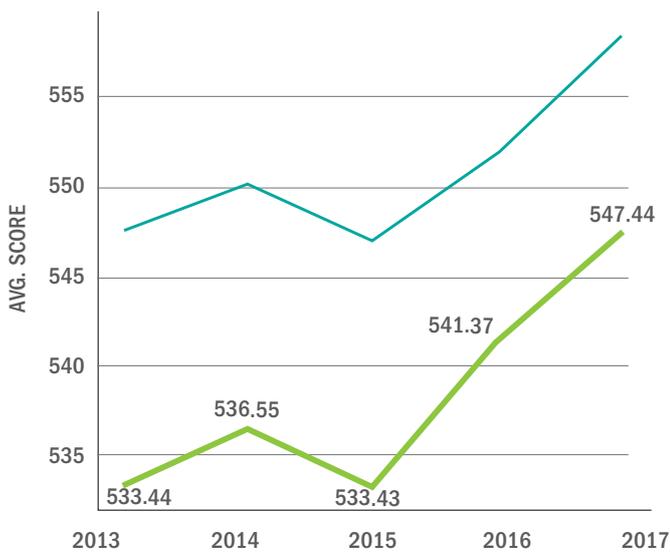


### YEAR 5

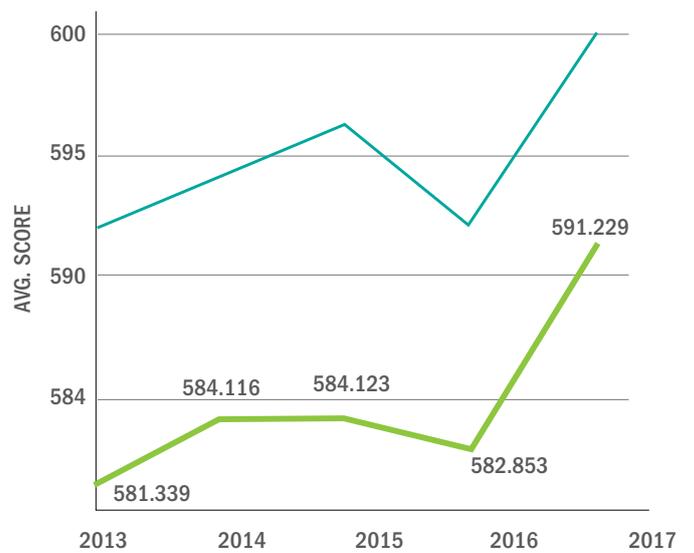


● NUMERACY - NSW Mean    ● NUMERACY - System Mean

### YEAR 7



### YEAR 9



● NUMERACY - NSW Mean    ● NUMERACY - System Mean

# HSC 2017

## KEY POINTS

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### IN 2017 CEDP ACHIEVED ITS BEST RESULTS IN THE LAST 10 YEARS IN:

- number of All-Rounder awards
- number of Top Achievers
- total number of Band 6 awards
- number of Band 6 awards per 100 students.

CEDP students achieved a total number of **1117 Band 6 or Band E4 results** in 2017.

CEDP schools achieved **46 Band 6 or Band E4 results per 100** students in 2017.

In 2017, there were **23 Top Achievers** (Top Achievers are students who achieve in the top places in each course). **Two students gained first place in a course, and one student from Parramatta Marist received a place in two different courses.**

In 2017, there were **24 All Rounders** (All Rounders are students who achieve results in the top band possible for at least 10 units of HSC courses).

The following schools were **above the state mean in all English courses** in which students were enrolled (each for the third year in succession):

- Gilroy Catholic College, Castle Hill
- Parramatta Marist High School
- Xavier College, Llandilo.

The following schools were **above the state mean in all Science courses** in which students were enrolled:

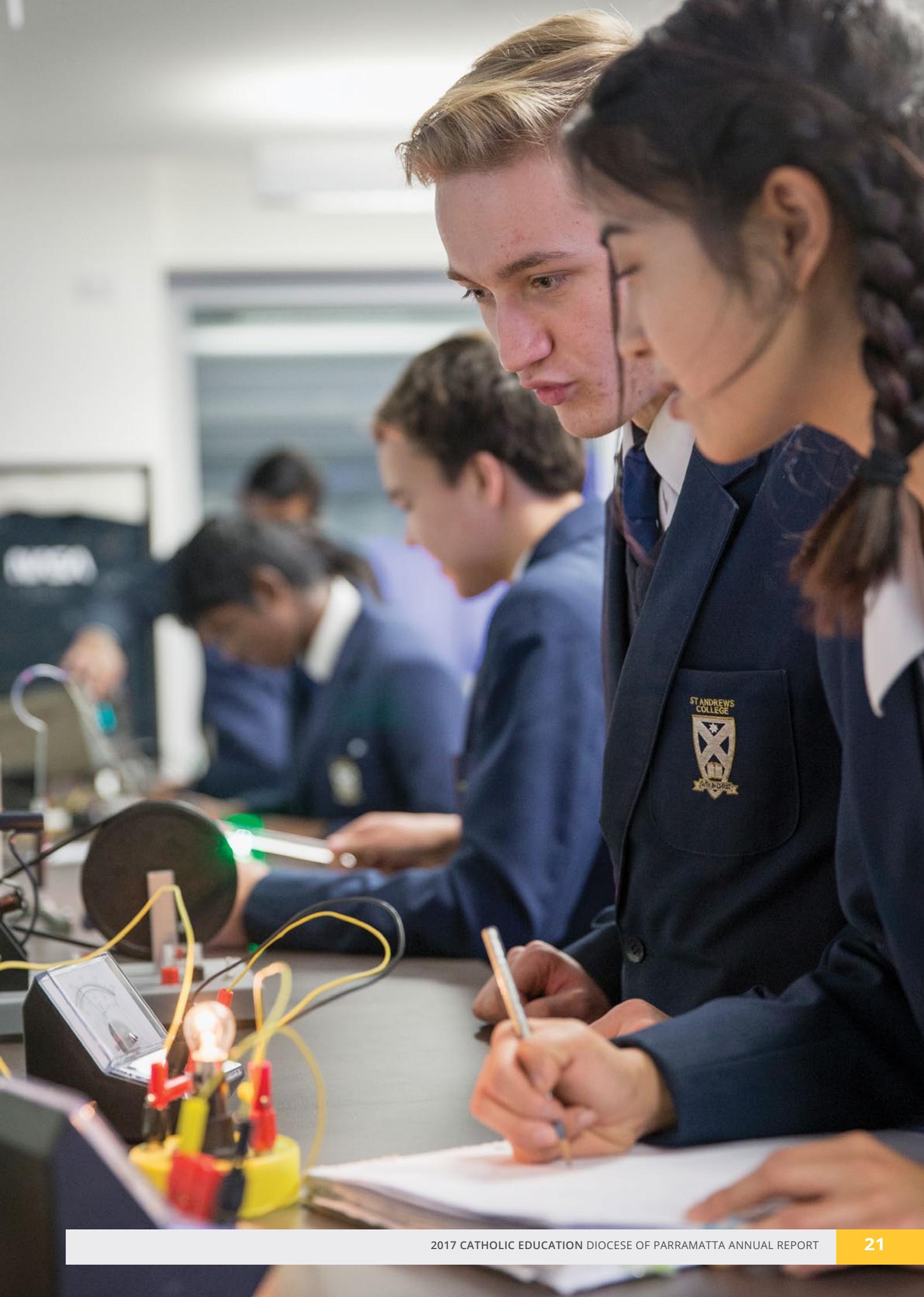
- Catherine McAuley, Westmead
- Parramatta Marist High School
- St Mark's Catholic College, Stanhope Gardens.

The following schools were **above the state mean in all Mathematics courses** in which students were enrolled (each for the second year in succession):

- Parramatta Marist High School
- St Mark's Catholic College, Stanhope Gardens
- St Patrick's Marist College, Dundas.

The following schools were above the state mean in both Studies of Religion I and II where students were enrolled (all but St Patrick's Marist College for the third year in succession):

- Catherine McAuley, Westmead
- Cerdon College, Merrylands
- Parramatta Marist High School
- St Patrick's Marist College, Dundas.





# ENTERPRISE

## NEXT GENERATION ACCOUNTING SOFTWARE

A major achievement for the Enterprise team in the 2017 financial year was the transition of school accounting from cash-based to full accrual accounting. By the end of Term 1, 2018, all 80 Catholic Education Diocese of Parramatta schools had been supported in replacing an outdated cash-based accounting system, eSchool, with a full accrual accounting system provided by Technology One, an ASX 150 listed company. This will produce a more accurate picture of a school's financial performance and financial position at any point in time and opens up opportunities for more efficient accounting processes.

The move to accrual accounting enables enterprise consolidation, while still maintaining individual school reporting based on a single consistent chart of accounts. This common platform provided the opportunity to consider the centralisation of some routine accounting processes leading to economies

of scale and productivity savings while potentially releasing more school resources to focus on wellbeing, learning and teaching. For example, it has already been possible to begin centralisation of school fee charges and billing.

The benefits of the Technology One system will open many other new opportunities for the centralisation of additional common transactional processes, sharing of services across the Catholic Education Office and schools, automation of repetitive transactions and consolidated accounting.

The significant expertise of CEO staff has been of great assistance to school staff as they were being trained to use the full functionality of their new system. An enduring Technology One support structure has been put in place for ongoing system and school support.



# ENTERPRISE

## A STRATEGIC APPROACH TO DATA ANALYSIS

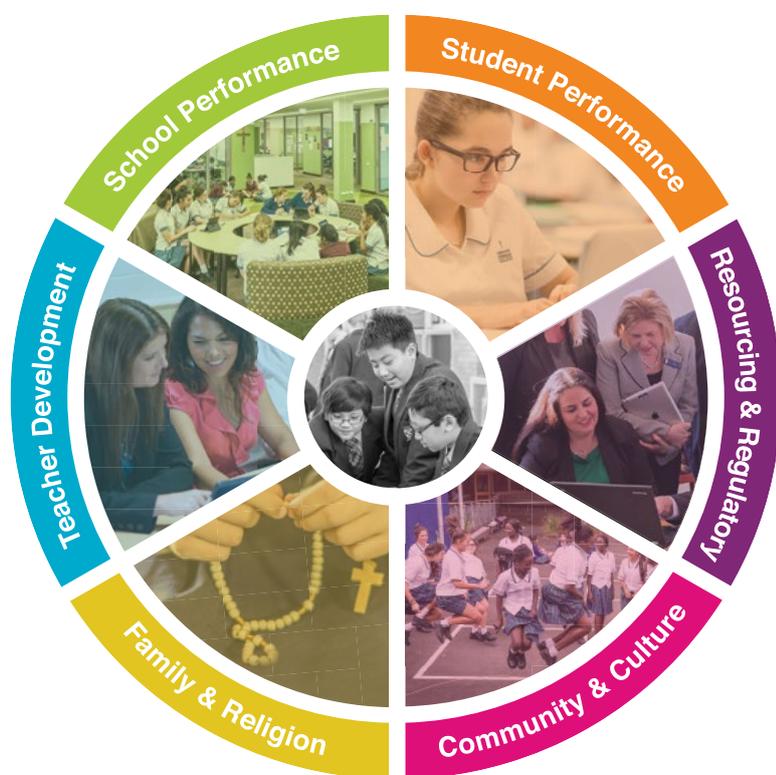
A powerful new approach to visually representing relevant data to drive school improvement has been a key focus for Catholic Education Diocese of Parramatta in 2017. Using the platform Tableau, this strategic approach to analytics to better support learning and teaching at school and system levels has proved transformational.

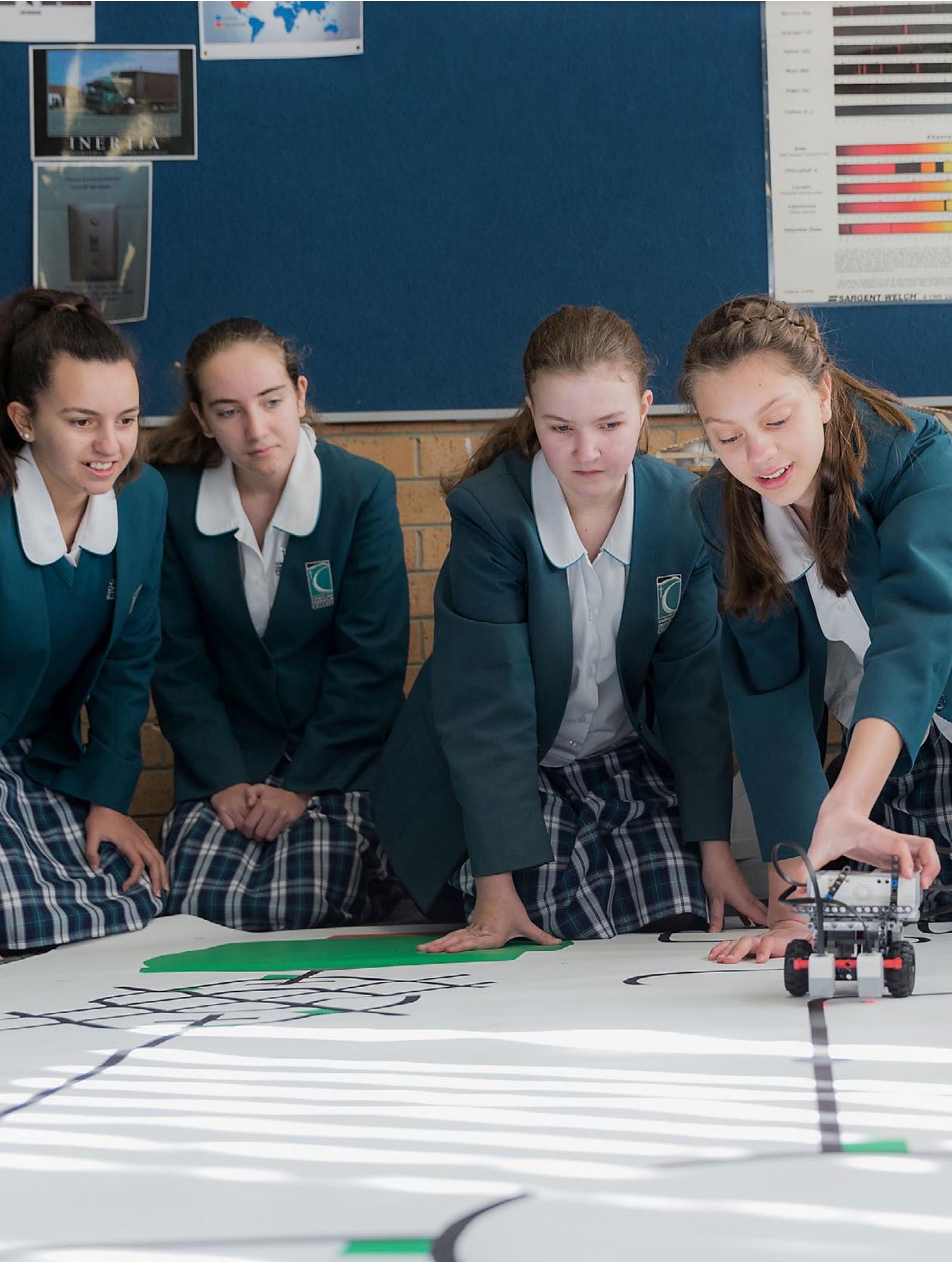
Building on the success of high-yield strategies such as data walls at a school level, over 600 visual representations of relevant data covering almost all aspects of educational service delivery can now be generated on-demand for use by system and school leaders. These accessible graphs, charts, reports and infographics look at school performance, student performance, community and culture, family and religion, resourcing and regulation, and teacher development (represented in the figure below). All staff at school and system level now have access to the platform.

These “lenses” provide a 360-degree view of schools and students, allowing for deep analysis of schooling activities such as student attendance, school-based assessment or teacher professional learning. Data is drawn from a number of internal and external sources. This approach has proved to be valuable for school and system leaders in strengthening a self-service mindset in generating insights and improvements.

For example, a student performance focus compiles, personalises, and tracks a student on all relevant aspects of their schooling and personal progress. A dashboard capturing this data is refreshed daily, reflecting change in real time. This means

that the student dashboard will become a more comprehensive and interactive digital version of a school report. Teachers will be able to refer to the student performance dashboard during their conversations with parents saving the effort of gathering disparate physical records. There may also be opportunities for parents and students to access appropriate information through this system in future.





# DETAILED STATEMENT OF REVENUE AND EXPENDITURE

CATHOLIC EDUCATION OFFICE 1 JANUARY 2017 TO 31 DECEMBER 2017

	\$
<b>OPERATING REVENUE</b>	
Commonwealth - General Recurrent Grants	360,965
State - General Recurrent Grants	106,305
Other Commonwealth & State Grants	5,300
Parents Contributions - School Fee *	107,356
Investment Revenue	9,297
Schools - Reimbursable Salaries	5,580
Other Revenue	2,160
<b>TOTAL OPERATING REVENUE</b>	<b>596,963</b>
<b>OPERATING EXPENDITURE</b>	
Salaries & Wages Costs	374,597
Salaries & Wages Oncosts (Super, LSL & W/Comp)	54,084
Depreciation	31,437
Schools - Direct Support & Equity Grant	64,592
Administration & Doubtful Debts	11,300
Resources & ICT Expenses	22,178
Insurance & Staff Development	7,312
Facility Occupancy & Maintenance Expenses	3,746
Grants & Levies to External Organisation	2,384
<b>TOTAL OPERATING EXPENDITURE</b>	<b>571,630</b>
<b>SURPLUS FROM OPERATIONS BEFORE CAPITAL</b>	<b>25,333</b>

Note:

\* These figures do not include local school revenue raised for fees, private income and corresponding expenditure.

## AUDITOR'S STATEMENT

"The Catholic Education Office – Diocese of Parramatta ("CEO") has prepared, for information purposes, the accompanying Detailed Statement of Revenue and Expenditure ("the Statement") for the financial year ended 31 December 2017. We have agreed the items included in the Statement to the accounting records of CEO. To the extent permitted by law, we do not accept liability for any loss or damage any person may suffer arising from any negligence on our part."

Deloitte Touche Tohmatsu  
Stewart Thompson  
Partner  
Parramatta, 16 May 2018

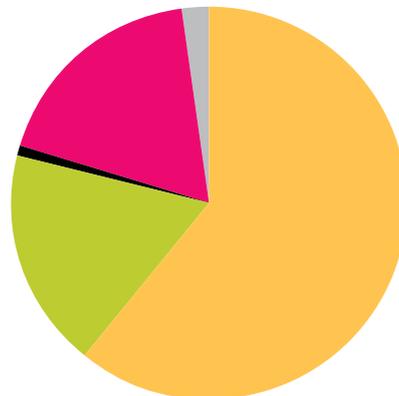
\$

**SCHOOL BUILDING PROGRAM**

<b>CAPITAL REVENUE</b>	
Commonwealth & State Capital Grants	6,536
Diocesan School Building Fund Net Revenue	17,487
Interest Subsidy	2,597
Other Capital Revenue	872
<b>CAPITAL REVENUE</b>	<b>27,492</b>
Receipts from Borrowings	-
<b>TOTAL CAPITAL REVENUE AND RECEIPTS</b>	<b>27,492</b>
 <b>CAPITAL EXPENDITURE AND REPAYMENTS</b>	
Capital Expenditure	50,626
Interest Expense	2,677
Repayments of Borrowings	7,123
<b>TOTAL CAPITAL EXPENDITURE AND REPAYMENTS</b>	<b>60,426</b>
 <b>NET CAPITAL OUTFLOWS</b>	 <b>32,934</b>

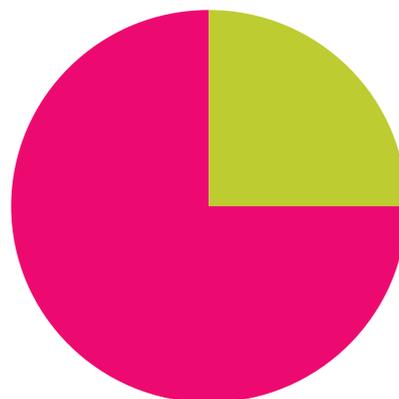
**REVENUE \$597.0 MILLION**

Commonwealth Recurrent Grants	\$361.0m	60.5%
State Recurrent Grants	\$106.3m	17.8%
Other Commonwealth & State Grants	\$5.3m	0.9%
Parents Contributions	\$107.4m	18.0%
Other Sources of Income	\$17.0m	2.8%



**EXPENDITURE \$571.6 MILLION**

Salaries and Wages	\$428.7m	75.0%
Other Operating Expenses	\$142.9m	25.0%





**Catholic Education**  
**Diocese of Parramatta**

[www.parra.catholic.edu.au](http://www.parra.catholic.edu.au)