Marist Catholic College Penshurst, Mortdale
Annual School Report to the Community
2015
School Contact Details

65 Victoria Avenue, Mortdale 2223

info@maristpenshurst.catholic.edu.au

http://www.maristpenshurst.catholic.edu.au

9579 6188

9579 6668

Principal

Mr John Finneran
Marist Catholic College Penshurst is registered by the Board of Studies NSW, and managed by the Catholic Education Office Sydney (CEO), the ‘approved authority’ for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report to the Community provides parents and the wider School community with fair, reliable and objective information about School performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School’s Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the School community and the Catholic Education Office Sydney. This Report has been approved by the Catholic Education Office Sydney in consultation with the Regional Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to School newsletters and other regular communications. Further information about the School may be obtained by contacting the School or by visiting the School’s website.
Section One: Message from Key Groups in our Community

Principal’s Message

This year marked the commencement of Marist Catholic College Penshurst as a Year 7-12 coeducational College. It has been a momentous occasion and a significant watermark in the life of the College and more broadly in the provision of educational choice for the Eastern Region. In 2015 we finished Stage 1 of our master plan. Our new general, specialised and multipurpose learning spaces, La Valla Learning Centre and St Mary MacKillop Chapel and Ministry area have been a great success with our students, teachers and families in awe of how they are an expression of our vision for learning. The Marist way of educating remains at the cornerstone of our mission and our expression of being Catholic. Commensurate to this was the launch of our Marist ministry plan on Champagnat Day in June. This plan aims to create spaces where all can develop a stronger relationship with Jesus, to seek experiences where they can reflect and critique the world they live in so to become people of faith and action.

We seek to build on the traditions of the past and embrace the future with a clear Vision for Learning that challenges our students to Dream More, Do More, Learn More and Become More.

Parent Body Message

The Parents and Friends Association plays a significant role in building the community spirit of Penshurst Marist. We provide a pathway for parents to be involved in supporting the school as well as providing financial assistance. Throughout the year we organise social and fundraising events which provide an opportunity for parents and staff to gather together in a spirit of fun and fellowship.

In 2015, the Parents and Friends supported the school in the Open Day and Marist Food Festival as well as organising raffles and a trip to the Marist Hermitage.

I would like to thank the Executive and the parents who regularly attend the meetings and support our activities and look forward to meeting new parents.

Student Body Message

The Marist pillars of ‘hard-work’ and ‘family spirit’ were very present throughout College life in 2015. The students have enthusiastically pursued numerous sporting and academic aspirations and have also participated in various college events such as the College Athletics and Swimming
carnivals. In addition, the generosity of the students to those in need continues to shine through their immense contributions to various charitable fundraisers such as Caritas and the Walkathon. This not only creates a sense of presence of the College amongst the communities being assisted, it has also had a positive and everlasting effect on the lives within them.

On behalf of the College Leaders I would like to commend and thank Mr Finneran, who is sadly leaving the College for Perth, Mrs Eussen, Brother Tony, the College Staff and not to mention, the students that have made this year a huge success. As change settles and a new adventure begins, the future will be as promising as the past.
Marist Catholic College Penshurst is a Catholic systemic Co-educational School located in Mortdale.

Marist Catholic College Penshurst (MCCP) is located in St Declan’s Parish. The following are feeder primary schools for MCCP: St Declan’s Catholic Primary School Penshurst, St Joseph’s Catholic Primary School Oatley, St Joseph’s Catholic Primary School Riverwood, St Mary’s Star of the Sea Catholic Primary School Hurstville, Mater Dei Catholic Primary School Blakehurst, Regina Coeli Catholic Primary School Beverly Hills, St Raphael’s Catholic Primary School South Hurstville and Our Lady of Fatima Catholic Primary School Kingsgrove.

This College commenced in 1953 founded by the Marist Brothers to offer an excellent education for the boys in the Hurstville area. If there is one feature that stands out about MCCP, it is a strong sense of family spirit which has been there from the beginning. While family spirit is held dear as one of the features of a Marist Education, that spirit seems particularly strong at this College. MCCP has an effective Parents and Friends’ Association. The College’s vibrant community is evidenced by the support given to each of the College activities.

At MCCP the students receive a well-rounded education founded on good student teacher relationships. The College offers many opportunities that may not be available in a larger college. In 2015 the College became Marist Catholic College Penshurst a Year 7-12 Coeducational College commencing with girls and boys in Year 7 and our first Year 11 cohort.
Section Three: Student Profile

Student Enrolment

The School caters for students in Year 7 to Year 11. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>47</td>
<td>532</td>
<td>416</td>
<td>579</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Enrolment Policy

The Archdiocese of Sydney has established an Enrolment Policy for Systemic Catholic Schools. The Catholic Education Office Sydney monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2015 was 94.34%. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>95.94%</td>
</tr>
<tr>
<td>Year 8</td>
<td>93.80%</td>
</tr>
<tr>
<td>Year 9</td>
<td>93.98%</td>
</tr>
<tr>
<td>Year 10</td>
<td>93.46%</td>
</tr>
<tr>
<td>Year 11</td>
<td>94.50%</td>
</tr>
</tbody>
</table>

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students.
While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal’s leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students’ sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Executive Director of Catholic Schools or designated Catholic Education Office Sydney officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance
The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>17</td>
<td>67</td>
</tr>
</tbody>
</table>

* This number includes 44 full-time teachers and 6 part-time teachers.

Percentage of staff who are Indigenous 0%

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office Sydney. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff developments days this year with areas of focus as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>Focus Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Building Teacher Capacity - target setting, professional growth plans and stage 6 curriculum</td>
</tr>
<tr>
<td>Term 2</td>
<td>Innovation and Learning Spaces</td>
</tr>
<tr>
<td>Term 3</td>
<td>Using Data for Success</td>
</tr>
<tr>
<td>Term 4</td>
<td>Staff Spirituality Day - Just Love</td>
</tr>
</tbody>
</table>

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:
<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>50</td>
</tr>
<tr>
<td>2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>
Section Five: Catholic Life and Religious Education

Catholic Schools have a unique role in the evangelising and educating mission of the Church. The Archbishop’s Charter for Catholic Schools sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, the School engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the School community.

The School follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks To Know, Worship and Love, as authorised by the Archbishop of Sydney.

In February the College launched the Marist Ministry Plan. The importance of a Ministry Plan is highlighted in the Mission Statement in the College Strategic Management Plan.

“At Marist Catholic College Penshurst we support and respect the individual talents of all our students, encouraging all students to become good Christians and good citizens. We aim to fulfil our school motto every day - ‘Agnoscere et Diligere’- Make Jesus Christ known and loved”.

As a Catholic secondary school, Marist Catholic College Penshurst provides comprehensive Religious Education through a variety of means, the most significant of which are as follows:

The classroom Religious Education program develops in each student:

- knowledge, understanding and appreciation of the message of Jesus Christ and of the Scriptures

- knowledge, understanding and commitment to what the Church believes, celebrates, lives and prays

- the ability and willingness to make sense of their personal experiences in the light of Scripture and the living traditions of the Church

- an appreciation of the value of religious learning as a life-long process

- the ability and willingness to praise God in prayer, celebration and service.

The integration of Christian values across the curriculum is achieved by:

- assisting students to integrate faith, culture and life experience
- providing a perspective from which to evaluate the content, structures and relationships within the school community

- re-connecting the religious dimension of life to the whole of education

- highlighting the need for love, compassion, justice and service in the wider curriculum

- employing the College Youth Minister and REMAR Coordinator whose aim is to promote service within the school and in the wider community, through leadership and social justice initiatives.

Liturgical and Prayer Life of the school aims to:

- assist students to prepare and experience a variety of prayer forms and liturgical celebrations through active partnership with local Pastors and parishes

- promote prayer in student’s lives, in classroom activities, and in the celebration of the Sacraments

- enhance student’s appreciation of prayer as a way of being in tune with life’s experiences by enabling students to experience prayer as an awareness of the sacred and an opportunity for a personal relationship with God

- provide experiences of the Eucharist capturing the story and tradition of the Catholic community at prayer in relationship with God and one another.

Students in Years 6 and 8 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

<table>
<thead>
<tr>
<th>Our School's average result (as a mark out of 50)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
</tr>
</tbody>
</table>

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests.
may be accessed at the Religious Education and Evangelisation site on the Catholic Education Office Sydney website.
The School follows the Board of Studies syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Education Office Sydney. The curriculum and the teaching and learning processes are informed by the document How Effective is our Catholic School? Indicators of Effectiveness for Catholic Schools in particular: Key Area 2 (Students and their Learning) and Key Area 3 (Pedagogy). Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The College offers Board of Studies mandated and approved Courses as indicated below.

Religious Education

- Stage 4 – Religion, Catholic Studies
- Stage 5 - Religion, Catholic Studies
- Stage 6 - Catholic Studies 1U, Studies of Religion 1U and Studies of Religion 2U

English

- Stage 4 - English
- Stage 5 - English
- Stage 6 - English Advanced, English Extension 1, English Standard, English Studies and Fundamentals of English

Mathematics

- Stage 4 - Mathematics
- Stage 5 - Mathematics Pathway 5.1, 5.2, 5.3
- Stage 6 - Mathematics 2U, Mathematics Extension 1, Mathematics Extension 2 and Mathematics General 1 and 2

Science

- Stage 4 - Science
Stage 5 - Science

Stage 6 - Biology, Chemistry, Physics and Senior Science

*Human Society and its Environment*

Stage 4 - Geography and History

Stage 5 - History, Geography and Commerce

Stage 6 - Ancient History, Business Studies, Economics, Geography, Legal Studies, Modern History and History Extension I & II

*Technological and Applied Studies*

Stage 4 - Technology

Stage 5 - Food Technology, Graphics Technology, Industrial Technology (Timber and Multimedia) and Information & Software Technology

Stage 6 - Design & Technology, Engineering Studies, Industrial Technology (Timber) and Information Processes and Technology

*Creative and Performing Arts*

Stage 4 - Music and Visual Arts

Stage 5 - Drama, Music and Visual Arts

Stage 6 - Music I and Visual Arts

*Personal Development Health and Physical Education (PDHPE)*

Stage 4 - PDHPE

Stage 5 - Physical Activity and Sport Studies and PDHPE

Stage 6 - PDHPE and Sport, Lifestyle and Recreation
Languages other than English

- Stage 4 - Italian
- Stage 5 - Italian
- Stage 6 - Italian

Vocational Education and Training

- Stage 5 - Construction
- Stage 6 - Business Services and Construction

The number of classes in each course varies according to resources and student interest. A number of students also complete studies at TAFE and at Saturday School of Community Languages.

Particular features of the school’s curriculum include:

- a Vision for Learning that fosters deep learning and the opportunity to engage in critical and creative thinking
- target setting where students, in collaboration with their parents/guardians and the pastoral care class teacher, set targets for improvement by identifying goals and strategies in the areas of ministry, wellbeing and academic life
- an Accelerated Mathematics class in Years 9, 10 and 11 to complete the Higher School Certificate Mathematics 2 Unit course during the Preliminary Course year
- ability grouping of students in core subjects in Years 8 –10
- a focus on individual students’ aptitude and ability in Stages 5 and 6 to ensure a successful transition after school to further education and training
- placing significant emphasis on strengthening students’ literacy and numeracy skills
- music program including College band, choir and individual tuition
- comprehensive Gifted and Talented and Learning Support Programs
a volunteer homework club.
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 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>Grammar &amp; Punctuation</td>
<td>37.80%</td>
<td>28.79%</td>
</tr>
<tr>
<td>Reading</td>
<td>29.13%</td>
<td>28.99%</td>
</tr>
<tr>
<td>Writing</td>
<td>25.98%</td>
<td>15.87%</td>
</tr>
<tr>
<td>Spelling</td>
<td>42.52%</td>
<td>31.23%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>34.92%</td>
<td>26.07%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td><strong>Year 9</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>20.19%</td>
<td>17.11%</td>
</tr>
<tr>
<td>Reading</td>
<td>20.19%</td>
<td>21.59%</td>
</tr>
<tr>
<td>Writing</td>
<td>7.69%</td>
<td>13.65%</td>
</tr>
<tr>
<td>Spelling</td>
<td>28.85%</td>
<td>24.11%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>32.04%</td>
<td>24.42%</td>
</tr>
</tbody>
</table>

In 2015 the number of students issued with a RoSA | 3
Student Welfare Policy

The full text of the School’s Pastoral Care Policy may be accessed on the School’s website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

The full text of the School’s Student Discipline Policy may be accessed on the School’s website or at the administration office.

Anti-Bullying Policy

The Archdiocese of Sydney has established an Anti-Bullying Policy which is implemented by our school and all systemic schools in the Archdiocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Education Office (CEO) monitors the implementation of this policy. The policy was approved in December 2013 and no changes were made to the policy this year.

The full text of the Anti-Bullying Policy may be accessed on the School’s website, the administration office or at the CEO website at this link.

Complaints and Grievances Resolution Policy

The Archdiocese of Sydney has established a Resolution of Complaints Policy which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy. The policy was approved in September 2012 and no changes were made to the policy this year.

The full text of the Resolution of Complaints Policy may be accessed on the School’s website, the administration office or at the CEO website at this link.
Initiatives Promoting Respect and Responsibility
The School implements the Catholic Education Office Sydney School Review and Improvement (SRI) Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School’s Strategic Improvement Plan and informed by the document How Effective is our Catholic School? Indicators of Effectiveness for Catholic Schools. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the school administrative office.

**Key Improvements Achieved in 2015**

In 2015, the following priorities were achieved:

- Commencement of the journey to become a Year 7 to 12 coeducational College with coeducation beginning in Year 7 and senior schooling in Year 11.

- Completion of the Stage 1A Building Program and commencement of Stage 1B and Stage 2 of the College masterplan.

- Launch of College’s Ministry Plan 2015 and beyond and Aspire to be Inspired plans which gave a clear direction for the College in ministry and teaching and learning respectively.

- Development and delivery of Board of Studies Teaching and Educational Standards NSW Preliminary Courses.

- Success of the accelerated Mathematics HSC course students.

- Development and implementation of the Aspire to Be target setting program.

- Establishment of a College band, choir and ensembles.

- Development of the College's Strategic Improvement Plan 2016 - 2018 under the auspices of Sydney Catholic Schools Strategic Improvement Plan 2016 - 2018 New Horizons: Inspiring Spirits and Minds.
Priority Key Improvements for 2016

In 2016, some of the key priority areas will be:

- Launching the College’s Strategic Improvement Plan 2016 - 2018 under the auspices of Sydney Catholic Schools Strategic Improvement Plan 2016 - 2018 New Horizons: Inspiring Spirits and Minds.

- Active involvement in preparation for and participation in World Youth Day 2016 for both staff and students.

- Engaging the College community with the Ministry Plan 2015 and beyond plan.

- Actioning and sustaining the principles of the College’s Vision for Learning.

- Establishing processes and programs that create a culture of academic excellence in Stage 6 with our first cohort completing the Higher School Certificate.

- Consolidating staff capacity to utilise SMART, RAP and DeCourcy data to best meet student learning needs.

- Refining the Aspire to Be target setting program.

- Developing a sustainable and affordable model for one-to-one student access to technology.

- Designing and implementing a Wellbeing Program that is aligned with and supports the National Safe Schools framework.
The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parent input through consultation and interviews highlighted the overall satisfaction levels of parents in relation to the quality education provided for their children by the school. The Aspire to Be target setting program was embraced positively by parents and provided the opportunity for collaboration amongst students, parents and teachers in setting targets for improvement. The Penshurst Parents forums which addressed the topics: The Future and Vision of the College, Teaching and Learning with Digital Natives and Building Resilience in Teenagers were also well received and supported by parents with approximately 60 parents attending each forum. The growth of Year 7 enrolments from designated feeder and non-feeder schools supports the confidence that parents have in this developing coeducational College. Also parent satisfaction was reflected in the fact that the school was recommended to new families by either current or past members of Marist Catholic College community. Parent feedback was also obtained from the Parent and Friends association, and at information evenings, interviews and celebrations.

Student Satisfaction

Student satisfaction is extremely high due to the range of opportunities and positive experiences available to them through the generous curricula and co-curricula activities offered at the College. The attendance rate in each year group indicates student satisfaction and engagement with their schooling. Student feedback is gathered through discussions, on-going evaluation of initiatives, evaluation of lessons, teaching programs and the assessment and reporting systems.

The sense of family spirit and the active Catholic life and culture of the College are nominated by students as the core of their school experience. Students were also actively involved in numerous social justice activities, helping those beyond the school community, both in Australia and overseas.

Teacher Satisfaction

Teacher satisfaction was gauged through contributions into the goals and strategies in the 2015 Annual Improvement Plan, Professional Growth Plans and feedback through various forums.
There was significant teacher satisfaction with all aspects of school life and in particular:

- The promotion of the school's Marist charism as a clear expression of the Gospel message of Jesus in the life of the school.

- The comprehensive Religious Education program.

- The high quality of the new learning spaces and facilities.

- The pastoral care that permeates throughout the College. Students and staff enjoy belonging and really feeling a part of the school community.

- The structures and processes that have enabled teachers to engage in meaningful and collaborative planning for the implementation of Curriculum.

- The extensive curricula and co-curricula opportunities provided for students. This emphasis ensures that students experience a breadth in their education that engages their gifts and abilities to be nurtured throughout their lives.

- Opportunities to engage with the wider community through numerous events.
SECTION ELEVEN: FINANCIAL STATEMENT

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL INCOME</th>
<th>RECURRENT and CAPITAL EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants ¹</td>
<td>$NDA</td>
</tr>
<tr>
<td>Government Capital Grants ²</td>
<td>$NDA</td>
</tr>
<tr>
<td>State Recurrent Grants ³</td>
<td>$NDA</td>
</tr>
<tr>
<td>Fees and Private Income ⁴</td>
<td>$NDA</td>
</tr>
<tr>
<td>Other Capital Income ⁵</td>
<td>$NDA</td>
</tr>
<tr>
<td>Total Income</td>
<td>$NDA</td>
</tr>
</tbody>
</table>

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.