

2015 ANNUAL SCHOOL REPORT



Cerdon College, Merrylands

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Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

Cerdon College is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW, 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 2015 and gives information about the 2016 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

I am proud to present to you the 2015 Annual School Report for Cerdon College, Merrylands.

Cerdon College hopes to develop in all students a passion for lifelong learning. It is therefore important that our students receive an education that equips them to take their place as citizens who are committed to continuing their personal education journey beyond their formal school years. This development takes place within a learning environment grounded in the values of the Marist Sisters' charism.

Students at Cerdon College are provided with a diverse range of activities that allow them to realise their potential. These activities include academic, extra-curricular and sporting activities which are supported by committed staff who seek opportunities to extend students' abilities and challenge students to achieve personal excellence in all endeavours.

Cerdon College students are constantly challenged to achieve academic excellence in positive learning environments; personal faith development; a strong commitment to social justice and a preparedness to make a real difference as global citizens.

In 2015 Cerdon College continued to develop its facilities with installation of air-conditioning in a further six classroom areas. The college upgraded its wireless infrastructure to enable wifi connection in all locations within the college, refurbished the college library, and relined the swimming pool and installed new pool covers for the pool.

Parent

Cerdon College encourages the development of strong partnerships between home and school. Parents are kept informed of school activities through newsletters, handbooks and the college website. Parents are encouraged to attend college information nights, display or performance nights, Parents and Friends meetings and a range of events featuring students from the college.

Parents of students at Cerdon College are fortunate to have their daughters educated in a positive learning environment where it is expected that not only can all students learn but they can also learn well. Students are supported by a professional, dedicated and committed teaching staff, who constantly seek to encourage students to realise their potential.

All parents are given opportunities to become involved in the school in a variety of ways, from involvement as coaches of sporting teams and canteen helpers; providing general assistance around the school; and as a reference group for college development processes.

Cerdon College continually draws strength from its grounding in Marist values, which are committed to strong family and community ties. Cerdon College has a school culture that promotes personal excellence as the goal for all students. Students are fortunate to be given opportunities to develop their skills in an encouraging and supportive environment.

Parents of Cerdon College students acknowledge that their daughters are educated in a caring, positive and supportive environment where each student is challenged to achieve.

Student

Cerdon College students always strive for personal excellence. They are challenged to continue to grow in their spiritual, social and academic life in a strongly supportive environment.

The college has a vibrant school climate, with high expectations for student achievement within an environment which fosters strong relationships between students, teachers and families.

Staff at Cerdon College consistently encourage students to achieve their best in all areas of endeavour. This includes the classroom, on the sports fields, in Creative and Performing Arts and in all community and social endeavours. Students are strongly encouraged to become involved in all facets of school life.

The college encourages all students to become aware of a variety of global social justice issues.

Two thousand and fifteen saw the introduction of an Immersion program for senior students to Maumere Flores, Indonesia. Strong, ongoing commitment to social justice issues is at the forefront of many student extra-curricular activities.

Students at the college have the opportunity to develop their leadership roles in a variety of school and community settings.

Students are keenly aware of the effort that has gone into the development of the college's facilities and improvement of resources available for all students. Students have an active presence and 'voice' within the college community.

Who we are

History of the school

Cerdon College is a Catholic secondary school for girls, founded by, and educating in, the tradition of the Marist sisters. Cerdon College was established in 1960.

Location/drawing area

The school is located in Merrylands and draws on students from Merrylands, Granville, East Granville, Guildford and Greystanes feeder schools and parishes.

There are 1086 students enrolled at Cerdon College with 40 home room classes from Years 7 to 12.

Workforce Composition

Category	Number of Staff
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	86
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	2
Number of teachers accredited to teach Religious Education	32
Number of teachers currently undertaking accreditation to teach Religious Education	2
Number of non-teaching staff (includes teachers' aides)	22
Percentage of teachers who are indigenous	0
The average teacher attendance for 2015	95.95
Percentage of 2015 teaching staff who were retained from 2014	96.1

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

School masses are celebrated three times a year, supplemented by liturgies throughout the year, as well as prayers and liturgies held in class and at assemblies. Ceremonies commemorate liturgical and other events such as Ash Wednesday, Lent, Easter, Christmas, Pentecost, the Assumption, ANZAC Day and Remembrance Day.

Students from Years 7 to 10 take part in reflection days, while senior students participate in retreats. Year 11 students undertook small group reflection days led by the Marist Sisters, while Year 12 students were all involved in a two day retreat, led by the Youth Mission Team. Prayer is an element of all school events. Staff also undertake small group reflection days known as the Liveable Spirit program which focus on the Marist charism and a series of formation lectures and experiences.

Social Justice

A strong sense of social justice is evident in the school and is strongly expressed as part of the school's philosophy. Support of charities is a feature of school life, particularly Marist charities which are the focus of Chavoin Day. Social justice is a strong element of the Religious Education program, with students in Year 11 undertaking voluntary community service in each year, and support of organisations such as the St Vincent de Paul Society through its Christmas drive and the Winter Appeal. Two thousand and fifteen saw the introduction of an Immersion program to Maumere, Flores Indonesia, where 25 students and teachers had the opportunity to work in a local primary school and secondary school.

Cerdon College seeks to actively involve the wider school community. Parish priests from our feeder parishes are welcomed to the school and invited to celebrate the school masses. A feature of the Religious Education program is an active involvement with local parishes.

School home and parish partnerships

The school has a strong Marian focus in its prayer life, culminating in its Chavoin Day celebrations. This Marian focus is linked to the prayer and liturgical life of the school. Major events in the church calendar are celebrated through prayer and liturgy with Chavoin Day being held to acknowledge Cerdon College's Marist heritage.

Strong links have been established with all of our local parishes and local clergy are often involved in a variety of college liturgical and community activities.

Parents are kept well-informed of school life through the fortnightly school newsletter and many other publications sent home. Parents receive invitations to the many school events, and attend parent information nights and parent/teacher meetings. The Parents and Friends Association is a strong group within the school. Parents always play a part in developing important school documents, such as the *Annual Development Plan 2015*, the college's *2015 Data Plan* as well as advising on the expenditure of community funds.

Religious Education

The Religious Education program at Cerdon College provides opportunities for students to learn and grow in their faith, and participate in building an inclusive community encouraging active commitment to church and school. The college encourages student involvement in a range of social justice initiatives.

The college follows the *Sharing Our Story* Religious Education program of the Parramatta Diocese. Religious Education is the core of the school's curriculum, with students in Years 11 and 12 having the option of studying Catholic Studies or the Board of Studies developed, Studies of Religion, course.

Religious Education is not confined to Religious Education classes. Students lead the school in prayer for assembly and in homeroom classes. Students also lead the college in praying the Angelus in May and October. Values education is an integral feature of programs in all Key Learning Areas.

Enhancing the spiritual life of our school was a key focus area for the 2015 *Annual Development Plan*. The Cerdon College community continues to work to develop strategies to nurture a community which is Christ-centred; endeavours to deepen our understanding of our Marist charism and enhances spirituality within our Catholic tradition.

Professional Learning of staff in Religious Education

Much of the discussion used to inform the planning of units and assessment in the Religious Education faculty has been focused on the analysis of data. Some of the data sets that have been analysed are the Religious Literacy Assessment data analysis package, as well as analysis of the Higher School Certificate (HSC). The HSC analysis package has informed much of the discussion between the teachers of the HSC Studies of Religion courses. Of particular note, analysis of the varying styles of questions in the HSC analysis package has shown Religious Education teachers new ways of engaging students. This has allowed Religious Education staff to determine those questions that posed the greatest difficulty for the current student cohort. It is also noteworthy that the analysis of individual student's performances for each of the questions within the HSC now allows individual teachers to focus on specific strategies to improve student performance. HSC analysis, of the expected versus achieved graph, has served as a valuable tool in validating the work of the department, especially for the HSC staff.

As for professional learning undertaken externally, members of the department have attended conferences held by the Studies of Religion Teachers Association and the Board of Jewish Education. Each year a number of teachers in the department participate in HSC marking. This allows teachers to bring back to the college insights into the HSC marking process.

All Cerdon College staff undertook professional learning opportunities on *Laudato Si* during the 2015 academic year. This has helped inform the college in its approach to student religious formation.

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 2015. 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.

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	98	92	72	55
	Literacy	97	92	68	51
	Reading	100	95	61	57
	Writing	96	87	48	40
	Spelling	97	93	81	60
	Numeracy	98	96	50	53

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	96	89	60	40
	Literacy	97	88	64	42
	Reading	99	92	62	47
	Writing	97	80	59	34
	Spelling	98	90	76	51
	Numeracy	98	96	55	51

In 2015 students in Year 7 and Year 9 achieved above the national averages for Literacy skills and for Numeracy.

Cerdon College continues to implement specific plans to improve student reading and numeracy skills. Special attention has also been focused on continuing to develop student skills in persuasive writing.

Record of School Achievement (RoSA)

One Year 12 student, two Year 11 students and one Year 10 student applied to the Board of Studies - Teaching and Education Standards for a Record of School Achievement in 2015. Cerdon College continues to retain a majority of students to completion of the Higher School Certificate.

Higher School Certificate (HSC)

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

Higher School Certificate	Percentage of students in top 3 bands	
	2015	
	School	State
Studies of Religion I	91	78
English Standard	83	42
English Advanced	100	91
Earth and Environmental Science	100	72
Visual Arts	100	88

In 2015 Year 12 students of Cerdon College received 109 band 6 results in the HSC (12.2% of all results), 334 band 5 results (37.4% of all results), 286 band 4 results (32.1% of all results) and 144 band 3 results (16.1% of all results). Only 20 band 1 or 2 results (2.2% of all results) were recorded.

Three students were acknowledged on the All Round Achievers list for students who recorded a band 6 result in 10 or more of the units they studied. One student came second in the state in Italian Extension, one student came fourth in the state in Italian Continuers, one student came fourth in the state in Modern Greek Extension, one student came sixth in the state in 2 Unit Drama and one student came tenth in the state in 1 unit Studies of Religion.

Ten subjects recorded marks that were five or more marks above the state average for the subject.

School curriculum

Many programs are offered to assist students reach their potential. The learning support team offers assistance with literacy and numeracy, working with students with identified disabilities within the classroom. They offer academic and pastoral support to new arrivals and refugees. A special needs committee, drawn from a wide range of staff, works with students on a one-to-one basis to address a range of needs. Gifted and talented students are catered for through enrichment programs in Mathematics and Science; various competitions and activities such as the Tournament of Minds; debating; public speaking; Mathematics Enrichment program; Youth Parliament; Constitutional Convention; and acceleration programs in Mathematics.

Year 6 students who enter the school take part in an orientation day in the previous year. They attend school one day before the rest of the school in their first year, when they are thoroughly immersed in the school organisation and culture. Year 10 students undertake a program which prepares them for the demands of senior school. All Year 10 and senior students work with the careers adviser and guidance coordinators to prepare them for work or further study. A small number of Year 10 students have the opportunity to be involved in the Lighthouse Transition to Work program.

All students at risk undertake transition meetings with the learning support teachers, school counsellor, careers teacher, guidance coordinator and parents to help best determine their future.

The school is involved in many extra-curricular activities including an active environment and dance club. Debating and public speaking continue to grow. Students represented Cerdon College in the Parramatta Diocese Secondary Schools Sports Council (PDSSSC) and NSWCCC (NSW Combined Catholic Colleges), the Model United Nations Assembly (MUNA), the NSW Constitutional Convention, and the Kids Literature Competition.

Community service is an important part of the Marist tradition.

Initiatives to promote respect and responsibility

Cerdon College as a Catholic school, is a place of belonging, respect, hope, justice, celebration and a place of quality learning and teaching. Relationships are based on the dignity of the whole person and provide witness to gospel values as a means of living daily life.

These values are central to both the Parramatta Diocesan's and the college's pastoral care policies. The school-based policy provides information on programs to support students and families, approaches to discipline and the creation of a safe school environment.

Programs such as Peer Support, St Vincent de Paul and Social Justice have resulted in increased student awareness of a variety of social and global economic issues.

Another service available to the college community is through the identification and facilitation for students who require specific professional assistance through the college counsellor.

Students from Cerdon College are actively involved in a number of community based initiatives such as: the college's immersion program to Flores in Indonesia and programs to support specific Marist charities. A number of Year 11 students act as voluntary assistants at local Catholic primary schools for a week.

Students have opportunities to develop their leadership skills through the activities of the Student Leadership Team and as mission promoters. Students feed back issues they discuss through the college Student Leadership Team which meets regularly with the college executive. Peer support leaders from Year 10 work with Year 7 students, particularly during the transition into high school during term 1 of Year 7. Senior students take leadership roles as captains, vice captains, sports captains, house captains and senior prefect team, while students have a strong Student Leadership Team which acts on, and develops, student leadership initiatives. Senior students have continued to support social justice through the Marist social justice group.

Professional Learning

Professional learning opportunities for the Cerdon College staff in 2015 included opportunities to complete:

- numeracy skill development to increase students' understanding of mathematical concepts
- training of staff to improve student literacy skills
- first aid training, including Cardiopulmonary Resuscitation (CPR) and anaphylaxis training
- Work Health and Safety (WHS) training and child protection training
- iPad training and training in Google Apps
- training on the Australian teaching standards

School Improvement

Annual school priorities

Priority 1	Our first priority is to continue to improve student outcomes especially in the areas of Literacy and Numeracy.
Reason for priority 1	This priority was chosen as it is the core task of schools. Student results and learning gains continued to improve in NAPLAN. HSC results showed continuing improvement in student learning gains across all subjects.
Steps taken to achieve priority 1	<ul style="list-style-type: none"> ▪ National Assessment Program - Literacy and Numeracy (NAPLAN) analysis ▪ Higher School Certificate (HSC) analysis ▪ targeting improvement in student performance in literacy and numeracy as measured by internal and external assessment tools
Status of priority 1	Ongoing
Priority 2	Our second priority is to continue the process of systematic school refurbishment.
Reason for priority 2	This priority was chosen to ensure all facilities met legislative requirements and that the continued development of facilities met student learning needs.
Steps taken to achieve priority 2	<ul style="list-style-type: none"> ▪ improvement of college facilities, especially in Information Technology (IT) infrastructure ▪ teacher training in technology prior to the implementation of a 1:1 Bring Your Own Designated Device (BYODD) program ▪ continued development of classroom facilities ▪ continual upgrade of all college facilities
Status of priority 2	Ongoing

Priority 3	Our third priority is to continue to engage students, staff, parents and local community partnerships in extending the college's Marist charism in this year of Mercy.
Reason for priority 3	This priority was chosen as it is a central aim of the college's <i>Annual Development Plan</i> .
Steps taken to achieve priority 3	<ul style="list-style-type: none"> ▪ building partnerships eg Rotary ▪ building partnerships with universities eg Australian Catholic University (ACU), Western Sydney University ▪ developing partnerships with local community businesses
Status of priority 3	Ongoing

Projected school priorities

Priority 1	Cerdon College will continue to focus attention on the improvement of student literacy skills, in increasing student ability to draw inferences from written text.
Reason for Priority 1	Careful data analysis of NAPLAN and school-based tests continue to show that a significant number of students have difficulty drawing inferences from texts and linking multiple examples of factual detail to draw appropriate conclusions.
Steps to be taken to achieve Priority 1	<ul style="list-style-type: none"> ▪ wide reading program to incorporate a variety of text types ▪ review of whole-school 'reading for meaning' strategies ▪ professional learning opportunities for staff to review strategies for extending students' abilities to draw conclusions from differing text types ▪ reinforcement of writing strategies in all Key Learning Areas (KLA) ▪ whole-school writing program
Priority 2	The college will continue to improve student skills in solving word-based problems in Mathematics.
Reason for Priority 2	Analysis of NAPLAN results and HSC data analysis show that students continue to experience difficulty in understanding word-based Mathematical problems and they lack confidence in undertaking word-based problems and open-ended numerical tasks.
Steps to be taken to achieve Priority 2	<ul style="list-style-type: none"> ▪ continued use of Extending Mathematical Understanding (EMU) strategies ▪ exposure to whole-school vocabulary extension ▪ use of Newman's prompts as a strategy for breaking down question content ▪ improving student ability to use problem solving strategies
Priority 3	There will be further embedding of the college's Marist charism within the college culture.
Reason for Priority 3	Cerdon College is a Catholic school with a Marist charism.
Steps to be taken to achieve Priority 3	<ul style="list-style-type: none"> ▪ social justice initiatives in all areas of the school ▪ implementation of an immersion experiences for students ▪ whole-school activities to continue to build a distinctive Marist culture

Community Satisfaction

Parent satisfaction

During 2015, the Catholic Education Diocese of Parramatta engaged Insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. This survey will be conducted annually.

The QCS data collected and reported, showed that parents perceptions were that Cerdon College was a positive environment, where students were motivated to achieve personal excellence in a safe, supportive environment.

Parents would have still liked further opportunities to engage with the college community. Some parents would have liked to see students engaged more in the classroom and improved personal behaviours. Parents appreciated that their daughters were motivated to do well and had developed sound social relationships with their peers in an environment where they were provided with many opportunities to excel.

Student satisfaction

The QCS data showed that students were motivated to achieve well within a safe, supported environment. Students acknowledged that they were well-connected with their peers. Students would have liked to see the classroom environment become even more stimulating, while they would have liked teachers to continue to build positive relationships with them in a safe, supportive classroom.

Students were aware that their behaviour needed to continue to grow if they were to improve their learning outcomes further. Students also clearly identified that they took their studies seriously and worked hard to achieve their personal best in assessment tasks.

Teacher satisfaction

The QCS data showed that teachers would have liked student motivation and engagement to be increased.

Teachers felt they had ownership of the college agenda and felt that students were generally well-behaved both within classrooms and the school environment. Teachers continued to feel a need for greater feedback on their performance and recognition of their work within a busy secondary school environment. Teachers required greater professional learning experiences to continue to build student achievement and to sharpen the focus of discussion on student learning outcomes.

Student Profile

Enrolment Policy

Cerdon College 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

Year	Boys	Girls	Total
2013	0	1089	1089
2014	0	1088	1088
2015	0	1086	1086

As our school is in a growing area, our Year 7 applications for enrolment are increasing as new families move into the area. It is projected that this trend will continue over the next years.

Student retention from Year 11 to Year 12 continues to increase.

Student attendance rates

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

Year 7	93.7
Year 8	93.6
Year 9	91.9
Year 10	92.6
Year 11	93.8
Year 12	93.7
School average	93.2

Characteristics of the student body

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

Language background other than English (LBOTE)	830
Students with disabilities (SWD)	18
Indigenous	4

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 97.6%.

At Cerdon College the retention of students from Year 10 to Year 12 continues to increase. A small number of Year 10 students seek to enrol for the HSC at Trade Training Centres run by the Parramatta Diocese. Only one student left to take up employment as an apprentice.

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	45.4
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 Cerdon College 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	85
Technical, and Further Education (TAFE)	10
Workforce	3
Other/Unknown	2

Student wellbeing

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

The school's *Student Welfare* policy and *Student Welfare: Consequences Statement* are published in the student handbook issued to every student and therefore it is available to all parents. It contains a list of rights and responsibilities for students, staff and parents. The five major student responsibilities are:

1. to treat others justly and to value them as individuals
2. to contribute to a safe and secure school that is free from discrimination and intimidation
3. to work together to maintain an environment that is clean and safe
4. to have a positive and responsible attitude towards learning and to respect the rights of all students to learn
5. to promote and enhance a positive image of the school by observing all school rules

Cerdon College's *Student Welfare* policy clearly highlights the rights and responsibilities of every student in the school.

The school also takes a very strong stance on anti-bullying, and records show a minimal amount of bullying in the school. All allegations of bullying are thoroughly investigated and addressed.

The care of Cerdon College students is the primary responsibility of the college's pastoral teams, led by a guidance coordinator and assistant principal (Mission). Counselling is part of the student welfare processes. A full-time counsellor is available to work with individual students. Students can also be referred to external counselling services.

The college's *Student Welfare* policy is evaluated and reviewed as part of our annual review of all college policies. No changes were made to the *Student Welfare* policy in 2015.

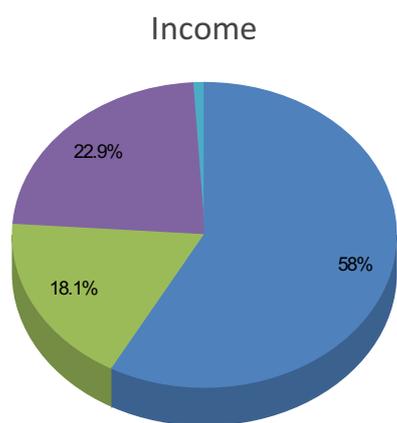
The full text of the 2015 student management/welfare and discipline policies can be obtained through the college's website at <http://dev.cerdon.nsw.edu.au/>

Complaints and grievances policy

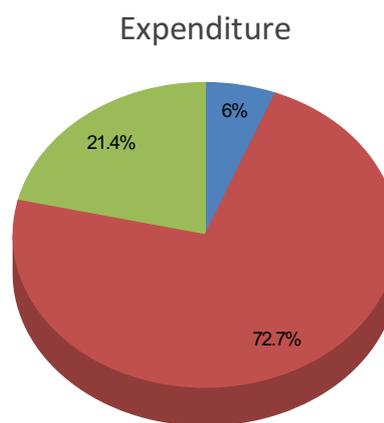
The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP) *Complaint Handling* policy. A copy of the school policy is available from the school office or is available on the CEDP website <http://www.parra.catholic.edu.au/policy-central>.

There were no changes to the policy in 2015.

Section Eleven: Financial Statement



- Commonwealth (58%)
- Capital (0%)
- State (18.1%)
- Fees (22.9%)
- Other (1%)



- Capital (6%)
- Salary (72.7%)
- Non-Salary (21.4%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$8,621,352
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,691,379
Fees and Private Income ⁴	\$3,409,176
Other Capital Income ⁵	\$146,429
Total Income	\$14,868,336

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$878,293
Salaries and Related Expenses ⁷	\$10,687,754
Non-Salary Expenses ⁸	\$3,143,193
Total Expenditure	\$14,709,240

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 fundraisers.
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.