Introduction

About The Annual School Report

Patrician Brothers’ College Blacktown is registered by the Board of Studies (New South Wales) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2012 and gives information about 2013 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

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

Message From Key School Bodies

Principal

I am proud to present to you the 2012 Annual School Report for Patrician Brothers’ College, Blacktown.

Patrician Brothers’ College is a Catholic school in the Patrician tradition. We serve the Catholic community of Blacktown under the auspices of the Diocese of Parramatta. We promote learning and academic endeavour. We aim to help the young men in our care to acquire knowledge and grow in faith and integrity. We place students' well-being and student expectations at the centre of learning and teaching. All members of our College community have the right to be safe and happy.

In National Assessment Program - Literacy and Numeracy (NAPLAN) 2012, there was significant learning gain demonstrated by our students in Literacy and Numeracy and in the Higher School Certificate (HSC), our results show outstanding value added across a range of courses.

The College offers a broad curriculum to cater for the needs of a diverse range of students and students' learning needs are met by the Educational Support Team. We continue to provide an enriched learning environment for all students.

The Patrician Learning Centre (PLC) opened in 2011 as part of the Building the Education Revolution (BER) Scheme, and continues to be an exciting opportunity for teaching and learning at Patrician Brothers’ College, Blacktown.

We offer a number of co-curricular activities which include a range of in-school and representative sports; developmental opportunities for elite sportsmen; public speaking; debating; Special Religious Education (SRE); chess competitions; dance and band. The College motto, Christus Regnat, translates to Christ Reigns. We strive to build a community where Christ reigns in the hearts of all. More information can be obtained from the school's website.

Parent Body

Parents are invited to all major school liturgies and graduation masses are well attended. Each year parents are invited to parent forums to workshop a variety of educational, pastoral and spiritual issues. For boys’ education that is focused on physical, spiritual, academic and personal growth and that takes place in a supportive and caring Catholic community, Patrician Brothers’ Blacktown is the obvious choice for any talented boy or young man seeking opportunity.

Student Body

Student participation is a cornerstone of life at Patrician Brothers’ College. Student leaders are elected by their peers and staff and they lead assemblies, Student Representative Council (SRC) meetings and are allocated as house captains for carnivals and Year group mentors.

Our peer support leaders from Year 11 assist in the initiation and enculturation of Year 7 students. Their leadership of the Year 7 Orientation Day reflects the pastoral care evident in our community.

Class captains meet regularly as the SRC and they liaise with their homeroom teachers and Year coordinators.
Who We Are

History Of School

The College was founded in 1952 by the Patrician Brothers to serve the mainly rural families of Blacktown and surrounding districts. It is set on seven hectares in the heart of the rapidly expanding Blacktown City. Located just seven minutes walk from the Blacktown transport interchange, the College is easily accessible by public transport. Like our city, we have continued to grow and respond to the needs of our stakeholders but our culture has remained unashamedly Catholic and focused on boys’ education.

Location/Drawring Area

Located close to Blacktown's central business district, the College serves the Catholic parishes of Blacktown, South Blacktown, Lalor Park, Doonside, Seven Hills and Marayong and draws on students seeking a boys’ education from a wide area of Sydney’s greater west.

Enrolment Policy

Patrician Brothers' College Blacktown follows the Catholic Education, Diocese of Parramatta (CEDP) document, Enrolment Procedures in Parramatta Catholic Systemic Schools, January 2002. This document can be obtained from the school office or is available on the CEDP website http://www.parra.catholic.edu.au under 'You choose/Policy Central'.

Current And Previous Years’ Student Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>1031</td>
<td>0</td>
<td>1031</td>
</tr>
<tr>
<td>2011</td>
<td>1074</td>
<td>0</td>
<td>1074</td>
</tr>
<tr>
<td>2012</td>
<td>1124</td>
<td>0</td>
<td>1124</td>
</tr>
</tbody>
</table>

Characteristics Of The Student Body 2012

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

<table>
<thead>
<tr>
<th></th>
<th>LBOTE*</th>
<th>SWD*</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>686</td>
<td>46</td>
<td>37</td>
</tr>
</tbody>
</table>

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)
### Annual School Priorities 2012

<table>
<thead>
<tr>
<th>Priority</th>
<th>Reason for the priority</th>
<th>Steps taken to achieve the priority</th>
<th>Status of the priority (Achieved, Ongoing)</th>
</tr>
</thead>
</table>
| Our first priority was celebrating our past, present and future.        | It was our 60th Jubilee (1952-2012).                                                    | • community celebration on St Patrick’s Day  
• production of a DVD to capture our heritage  
• winning GIO Schoolboy Rugby League Cup | Achieved                                                                                  |
| Our second was to continue building a Catholic educational community.    | This is our reason for being.                                                           | • resourcing and implementing liturgy and prayer structures  
• evangelisation initiatives - SRE teachers, Thursday morning mass  
• involvement of students and teachers in Sacramental program | Ongoing                                                                                      |
| Our third was collaborative teaching and learning.                       | The need to develop dynamic and deprivatised teaching continued.                        | • preparation for, and positive feedback from, a very successful audit  
• Key Learning Area (KLA) based structures/practices to facilitate sharing  
• team teaching especially in PLC and sharing of teaching strategies at Monday morning briefing  
• develop and implement Step up into Senior School (SUISS) program for end of Year 10 | Ongoing                                                                                      |
| Our fourth was utilisation of technology.                                | This met the needs of 21st century learning.                                            | • supporting the role of our Leader of Learning and Innovation (LoLi)  
• inservicing of staff in new technologies such as Modular Object-Oriented Dynamic Learning Environment (MOODLE)  
• investment in iPads | Ongoing                                                                                      |
### Catholic Identity

#### Prayer, Liturgical Life And Faith Experiences

Patrician Brothers’ College continues to provide students with many opportunities to experience their faith. Students lead our Scripture based prayer each Monday morning and at each fortnight’s College assembly. A reflection is provided for each homeroom on the daily announcements.

Whole school Eucharists were celebrated on St Patrick’s Day, Our Lady Help of Christians, and for the Year 12 Graduation. Other liturgies of the Word were held on Ash Wednesday, the feast of St Mary of the Cross MacKillop, ANZAC Day and our Holy Thursday Easter liturgy.

Two thousand and twelve saw the launch of a school-based Sacramental program for 10 students who asked to be prepared for the Sacraments of Reconciliation, Eucharist and Confirmation. This program was supported by our parish priest to such an extent that mass is now available each Thursday morning before school for students and staff.

### Projected School Priorities 2013

<table>
<thead>
<tr>
<th>Priority</th>
<th>Reason the priority was chosen</th>
<th>Steps to be taken to achieve the priority</th>
</tr>
</thead>
</table>
| The first is to continue to build a Catholic educational community. | This is our reason for being. | - celebrating the ‘Year of Grace’ or 2013 theme ‘Gifted and Graced’  
- formal prayer for each lesson and introduction of the Angelus  
- workshop, ‘Grace’, with facilitators on the history and culture of Catholic schools  
- continuation of Thursday morning mass and Sacramental program  
- significant attendance (20 students and three staff) at World Youth Day (WYD) 2013 Rio |
| The second is to continue to improve the learning in our community. | This is our core business. Some specific needs have been identified by the available data such as National Assessment Program - Literacy and Numeracy (NAPLAN). | - All teachers have discerned their own Individual Learning Plan.  
- Each KLA has developed a KLA Improvement Plan.  
- A consultant has been employed to facilitate these strategies.  
- Each teacher will be observed and given feedback by a peer mentor.  
- Teachers will be able to ‘put faces on the data’ to identify specific student needs.  
- Higher School Certificate (HSC) High Achievers will be used as tutors to complement Aim High mentoring. |
| Our third is to focus on improving literacy across the school. | Literacy underpins all learning and our NAPLAN results indicate this is a specific need. | - literacy emphasis in every class with focus on paragraphs  
- create Literacy Support team  
- timetabling of two periods with specific literacy lessons across Years 8 and 9  
- teacher presentations at Monday briefings focusing on literacy  
- engage in a research project to collect and interpret (literacy) data  
- develop an electronic literacy data wall |
Social Justice

Two thousand and twelve saw the continuation of outreach initiatives. Support of the Patrician missions through the Delany Foundation, Project Compassion and the 'Vinnies Van' are complemented by support for the St Vincent de Paul Winter and Christmas appeals.

School, Home And Parish Partnerships And Parent Involvement

Historically there has been a strong link with St Patrick's Parish, Blacktown, and our parish priest maintains this liturgical and pastoral interest in the College. The involvement of a dozen Year 11 students as Special Religious Education teachers in local state primary schools continues to enrich the lives of all concerned. Parents are invited to the major school liturgies and semester prize giving, and the Year 12 Graduation Mass is well attended. Each semester at parent forum evening, members of the College executive workshop a variety of strategic, educational, pastoral and spiritual issues.

The pastors of our feeder parishes concelebrate our St Patrick's Day Mass and this tangible support is very much appreciated.

Religious Education

Religious Education

The College offers the core units of the Diocesan Religious Education (RE) syllabus, Sharing Our Story, for Stages 4 to 6, following the scope and sequence provided by the Diocese. In Stage 6, the boys are offered the New South Wales Board of Studies courses: Studies of Religion I and Studies of Religion II.

The RE staff have developed teaching and learning strategies to enhance the religious literacy of students.

The College continues to be under the guidance of the Patrician Brothers’ charism and the Patrician ideals will continue to be central to the College.

Professional Learning Of Staff In Religious Education

Religious Education staff meetings are held each month and based on the professional learning of the staff in Religious Education and pedagogy. Meetings have provided teachers with the opportunity to develop an understanding of the new Roman missal and prepare teaching and learning strategies for Stages 4, 5 and 6.

Time has also been devoted to developing our knowledge of new evangelisation.
**Learning And Teaching**

**National Assessment Program - Literacy And Numeracy (NAPLAN) 2012**

Students in Year 7 and Year 9 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2012. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The test provides a measure of the students’ performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Band 5 is the minimum standard for Year 7 and band 6 is the minimum standard for Year 9. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th></th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td><strong>Year 7:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>96.0</td>
<td>92.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94.0</td>
<td>93.7</td>
</tr>
<tr>
<td>Reading</td>
<td>94.1</td>
<td>94.2</td>
</tr>
<tr>
<td>Writing</td>
<td>89.7</td>
<td>89.9</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>96.6</td>
<td>95.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.1</td>
<td>93.0</td>
</tr>
<tr>
<td><strong>Year 9:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>93.1</td>
<td>87.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.9</td>
<td>93.5</td>
</tr>
<tr>
<td>Reading</td>
<td>95.8</td>
<td>91.3</td>
</tr>
<tr>
<td>Writing</td>
<td>72.4</td>
<td>81.7</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>93.8</td>
<td>90.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>94.8</td>
<td>89.5</td>
</tr>
</tbody>
</table>

The students demonstrated strong performance in most aspects of Literacy and Numeracy, with the biggest growth occurring in Year 9 Numeracy and spelling.

Strategies have been put in place to assist students in improving their writing with a formal Literacy program implemented in Years 8 and 9. This is supplemented by peer tutoring and literacy support teachers who work closely with class teachers to support students with special needs.

**Record Of School Achievement (ROSA) 2012**

In 2012 only five students applied to receive the RoSA and these students also sat for the literacy and numeracy tests. The majority of the cohort continued on to Stage 6 study at the College.
The 2012 cohort achieved outstanding results in the HSC. All students, in a range of subjects, showed a significant learning gain. Eleven out of 29 subjects were above state average. Subjects that performed strongly were: Biology, Chemistry, English Advanced, Information Processes and Technology, Legal Studies, General Mathematics, Mathematics, Mathematics Extension I, Mathematics Extension II, Physics, and Software Design and Development. It was an outstanding achievement that for an all boys’ school, over 96% of the candidates achieved in the top three bands in English Advanced and the subject performed above state average.
School Curriculum

The College offers a broad curriculum to cater for the needs of a diverse range of students.

The educational support team coordinates a range of learning support programs such as Fast Track and Transition to Work programs; provides literacy and numeracy support; tests and tracks students with identified educational needs; as well as team teaching in Mathematics, Science and English. Readers and writers are trained and provided for students who qualify for special provisions.

English, Mathematics and Science classes are streamed, allowing for differentiated learning. Gifted students are accelerated and there is opportunity for students to take part in the Step up into Teaching Program at the Australian Catholic University (ACU). Students can complete their HSC on a Pathways program while enrolled in traineeships and apprenticeships. Staff mentor senior students in the library where there is access to a range of technologies. Tutorials are run for Year 12 students every Thursday afternoon and during the holidays. High Achievers in Year 12 are part of the Aim High program. Year 12 students and their parents/caregivers are interviewed at the end of term 2 by the school executive and coordinators. The Peer Tutoring program assists students with literacy and numeracy while Year 11 peer support leaders facilitate Year 7 students in their transition to high school.

The school is involved in a wide range of co-curricular activities including:

- teaching catechesis in local state primary schools
- elite sporting programs
- chess club
- dancing competitions
- talent quests
- Year 9 swimming and life saving
- debating and public speaking
- Campion College Knowledge Trivia Competition
- biennial overseas educational tours - Italy in 2012
- library monitors
- Captivate - Diocesan performing arts program
- Year 9 Marketing Day
- cooking club
- Years 11 and 12 art exhibition
- Year 12 showcase of HSC students’ major works
- Tournament of the Minds
- Step Up into Teaching
- Personal Development, Health and Physical Education (PDHPE) camp
- leadership camps
- Premier’s Reading Challenge
- Sydney Morning Herald Plain English Speaking Competition
- Junior Legacy Public Speaking Competition
- Year 7 camps
- Year 11 retreat
- English and Mathematics competitions
- principal’s Writing Challenge
- Patrician induction for Year 7 students
- Patrician Social Justice Day
- primary feeder visits
- Parramatta Diocese 25th Jubilee Concert
- Delany College’s 70th Anniversary
- annual walkathon
- fortnightly assemblies that recognise student achievement and participation in the community life of the school
- Step up into Senior School (SUISS)
- comprehensive year book
- Aim High Mentoring program for high achievers
- Aim High Study Skills Workshops
- Elevate Study Skills Workshops
- GIO Cup
- fortnightly publication of Focus
- Art Express
- Premier’s honour roll
Initiatives To Promote Respect And Responsibility

Along with the opportunities listed above, the school has the following structures for promoting respect and responsibility.

- The College captain and prefects, from Year 12, meet weekly and lead our assembly each fortnight.
- Class captains constitute the Student Representative Council (SRC) and meet fortnightly.
- The three day Year 11 retreat is a very positive experience for students and staff.
- Year 11 students are involved as Special Religious Education (SRE) teachers’ peer supporters of Year 7.
- Students are actively involved in leading prayer each Monday morning and are regular contributors to our Focus newsletter.
- Students are generous in assisting (by speaking/ushering/catering) at information and assessment evenings.
- Students are involved in daily collections for the Patrician mission in Africa; support of our annual walkathon; leadership of our swimming and athletics carnivals; and achieving nomination for the principal’s academic honour board.

These are examples of the opportunities available to our students in promoting respect and responsibility among our students.

Parent Satisfaction With The School

During 2012, 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 to our parents, students and staff showed that parents regarded our College as a centre of excellence, with appropriate academic instruction for all students. Parents regarded our community as one with high compassion and social justice.

Student Satisfaction With The School

The QCS data collected and reported to our parents, students and staff showed that student opportunity was high, coupled with a strong sense of community and faith development. Students demonstrated a significant degree of school pride and were motivated to achieve their best.

Teacher Satisfaction With The School

The QCS data collected and reported to our parents, students and staff showed that teachers were continually improving the teaching and learning experiences for our students. Teachers were preparing our young men with an holistic education. Significant experiences in academic, sporting, cultural and religious pursuits continued to enhance the learning for all students.

Teacher Standards

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR*</td>
<td>78</td>
</tr>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications.</td>
<td>0</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to their teaching context.</td>
<td>0</td>
</tr>
</tbody>
</table>

*Australian Education International - National Office of Overseas Skills Recognition

Religious Education Accreditation

| Number of teachers accredited to teach Religious Education | 19 |
| Number of teachers currently undertaking accreditation to teach Religious Education | 7  |
Workforce Composition

Number of staff

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total teaching staff</td>
<td>78</td>
</tr>
<tr>
<td>Total non-teaching staff</td>
<td>18</td>
</tr>
<tr>
<td>Grand total</td>
<td>96</td>
</tr>
</tbody>
</table>

Percentage of teachers who are Indigenous

nil

Professional Learning

Professional Learning for 2012 included:

- data analysis workshops
- principal's Study Leave tour
- compliance workshops
- Catholic Secondary Schools Association meetings
- priests and principals forum
- Rosehill Leadership Conference
- Executive Conference in January
- staff development day - programming
- Mentoring program
- staff development day on Grace
- Quality Catholic Schools (QCS) input into Annual Implementation Plan (AIP)
- Literacy Improvement Plan
- MOODLE training and workshops
- iPad training days and workshops
- orientation of new teachers
- Information Technology (IT) professional development
- EBSCO training for the library
- KLA improvement plans

Teacher Attendance And Retention Rates

Teacher attendance

The average teacher attendance for 2012 was 97.07%.

Teacher retention

Of the 2012 teaching staff, 93% were retained from 2011.

Student Attendance Rates

Percentage of student attendance by Year level and school average:

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.5</td>
<td>90.5</td>
<td>90.5</td>
<td>90.4</td>
<td>89.8</td>
<td>93.4</td>
<td>91.2</td>
</tr>
</tbody>
</table>
Managing Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6 to 17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within seven days to the school, and taking measures to resolve attendance issues involving their children. School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of student attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate may grant permission for late arrival at school 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 Catholic Education Office staff for follow up.

Student Retention Rates

The retention rate of students from Year 10, 2010 to Year 12, 2012 was 82%.

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.

<table>
<thead>
<tr>
<th>Percentage of Year 12 students who undertook vocational training while at school</th>
<th>18.34</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Year 12 students who undertook training in a trade while at school</td>
<td>0.6</td>
</tr>
<tr>
<td>Percentage of Year 12 students who attained a Year 12 certificate (HSC) or equivalent vocational education and training qualification</td>
<td>97.4</td>
</tr>
</tbody>
</table>

Post-School Destinations

<table>
<thead>
<tr>
<th>Destinations of students leaving Year 12, 2012</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>66</td>
</tr>
<tr>
<td>Technical and Further Education (TAFE)</td>
<td>16</td>
</tr>
<tr>
<td>Workforce</td>
<td>16</td>
</tr>
<tr>
<td>Other/unknown</td>
<td>2</td>
</tr>
</tbody>
</table>

Pastoral Care Of Students

Programs Related To Pastoral Care

- Year coordinators and their assistants meet each fortnight with the assistant principal and principal to discuss student related issues.
- Homeroom based Pastoral Care program continues each fortnight.
- Year 11 peer support leaders assist with the induction of Year 7 students.
- As part of the Outdoor Education program Year 7 have a three day camp at the end of term 1 and Year 9 lifesaving at Riverstone.
- The high percentage of students and staff involved in co-curricular activities is a feature of the pastoral care at Patrician Brothers' College Blacktown.
- A guidance counsellor is available to assist students, families and staff and an intern psychologist is also here one day/week.

Programs and activities related to pastoral care include peer induction, social dances, camps, sport, retreats and outdoor education.
Student Welfare, Discipline And Anti-Bullying Policies

Patrician Brothers' College places student well-being and student expectations at the centre of learning and teaching. Welfare and discipline policies are published in the staff handbook.

All members of our College community have the right to be safe and happy (College Mission Statement). This is lived out at Patrician Brothers' College. Our Student Management policy and Anti-Bullying policy, along with other policies and procedures, are designed to encourage all students to respect these values and rights.

Details of rules and expectations related to student management are included in the Student Diary and enrolment documentation, while regular updates and reminders are included in the fortnightly College newsletter, Focus, our school website, students' assemblies and parent evenings.

There has been no change in policies from the previous year's policies.

Key elements of student management at our school include:

- comprehensive Merit Award System to encourage participation and excellence leading up to the principal's award
- computerised Student Attendance System to track attendance; swipe cards to allow students to access technology, sign in/out, borrow library books and texts
- graduated detention system used when positive measures fail
- regular team meetings to develop identity and connectivity
- leadership opportunities for those displaying leadership potential
- applying the principles of restorative justice by all members of the school community when dealing with student management
- clearly defined procedures for dealing with critical incidents
- computerised student management records to record and monitor behaviour information accurately
- consistent use of the student diary for communication and monitoring of behaviour and participation

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 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 under 'You choose/Policy Central'. There were no changes to the policy during this year.
In 2012 Patrician Brothers' College Blacktown received $122,141.00 as interest subsidy.

Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme and looks forward to the implementation of the Building Grants Assistance Scheme as these are of vital importance to the ongoing wellbeing of this school.

**Fees** relate to diocesan and school based fees, excursions and other private income from fundraisers.

**State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.

**Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.

**Capital** relates to Government Capital Grants including monies received under the Building Education Revolution.

**Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
Salary refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.

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

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