



2013 annual school report



Patrician Brothers' College Blacktown, Blacktown

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Catholic Education
Diocese of Parramatta

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 2013 and gives information about 2014 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 2013 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) 2013, there was a significant learning gain demonstrated by our students in Year 9 Numeracy and, in the Higher School Certificate (HSC), our results show strong evidence of 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 Learning Support Team. We continue to provide an enriched learning environment for all students.

In 2013 the College worked with the Diversity is the Norm (DIN) team to build capacity among our teaching staff to cater effectively for students who have special learning needs. In conjunction with this, there was a whole-school focus on improving literacy across the learning stages with a targeted focus on students in Years 8 and 9.

We offer a number of co-curricular activities which include a range of in-school and representative sports; developmental opportunities for all sportsmen; public speaking; debating; Special Religious Education (SRE); World Youth Day Pilgrimage; Australian Catholic Youth Festival; 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 and Student Representative Council (SRC) meetings. They take part in leadership camps and the Patrician Leadership Network 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 ten 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/drawing 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/policy-central>

Current and previous years' student enrolments

Year	Boys	Girls	Total
2011	1074		1074
2012	1124		1124
2013	1125		1125

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

Characteristics of the student body 2013

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

Language Backgrounds other than English (LBOTE)*	Student with Disabilities (SWD)*	Indigenous
657	48	51

School review and development

Annual school priorities 2013

Priority	Reason for the priority	Steps taken to achieve the priority	Status of the priority (Achieved, not yet achieved, Ongoing, no longer a priority)
Continue to build a Catholic educational community	This is our core business as a Catholic School.	<ul style="list-style-type: none"> • celebrating 'Year of Grace' especially through our 2013 theme. 'Gifted and Graced' • formalisation of prayer for each lesson and introduction of Angelus • workshop on Grace with a local priest • continuation of Thursday morning mass and Sacramental program • staff inservice on the history and culture of Catholic Schools with an outside facilitator • significant attendance (20 students, three staff) at World Youth Day (WYD) 2013, Rio 	Achieved/Ongoing
Continue to improve the learning in our community	This is our core business and some specific needs were identified by the available data (eg Naplan)	<ul style="list-style-type: none"> • Each teacher discerned their own Individual Learning Plan. • Each KLA developed a KLA Improvement Plan. • A consultant was been employed to facilitate these strategies. • Each teacher was observed and given feedback by a peer mentor. • Teachers were able to put faces on the data to identify specific student needs. • Recent HSC High Achievers were utilised as tutors to complement AIM High mentoring by volunteer teachers. 	Achieved/Ongoing
Focus on improving literacy across the school	Literacy underpins all learning and our Naplan results indicate this was a specific need	<ul style="list-style-type: none"> • literacy emphasis and initiatives in every class with a focus on TEEL paragraphs • creation of a Literacy Support Team of four teachers to facilitate this focus and produce a <i>Literacy Handbook</i> • timetabling of two periods, with specific structured and resourced literacy lessons across Years 8 and 9 • teacher presentations at Monday briefings to focus on literacy development • engagement in a Research Project to collect and interpret (literacy) data from pretesting, Naplan, HSC. • development of an electronic literacy data wall 	Ongoing

Projected school priorities 2014

Priority	Reason for the priority	Steps to be taken to achieve the priority
Continue to build a Catholic educational community	The formation of individual spirituality and Catholic identity	<ul style="list-style-type: none"> • 2014 theme, 'Don't bury your talents' - focus on the teachings of Pope Francis • prayer booklets to supplement the Angelus • Social Justice group to support initiatives eg. Vinnies Van, Patrician Missions, Project Compassion • student initiatives - training as Eucharistic ministers, Thursday Mass, Sacramental program, Catholic Youth Festival and preparation for WYD 2016
Continue to improve the teaching in our community	This is our core business. Specific needs have been identified by Naplan and HSC analysis.	<ul style="list-style-type: none"> • Each teacher has professional learning plan. Each Key Learning Area (KLA) will refine its 2013 Improvement Plan. • The Executive mentor observes each teacher and provides feedback, instructional walks and peer collaboration. • Consultant will assist these strategies and guide preparation for teacher accreditation and NST pathways. • Technology Resource Team to facilitate PD - 2014 to be a Year of Discernment. • Middle managers will take part in the PD course 'Covey's 7 Habits of Highly Effective People'.
Continue to improve the learning with literacy focus	Literacy underpins learning and Naplan results.	<ul style="list-style-type: none"> • EM4 project. • Literacy Support Team will focus on Years 7 and 8 with structured literacy lessons. There will be whole-school will focus on nominalisation, sentence structure and punctuation. Monday staff briefing will include sample lessons. • Other initiatives will include data walls, Maths Challenge, progress interviews in term 1 and executive interviews of Year 12 students.

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. Mass is available each Thursday at 8.15am. 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.

During 2013 the school-based Sacramental program continued for students who asked to be prepared for the Sacraments of Reconciliation, Eucharist and Confirmation.

WYD 2013 was attended by 19 students and five staff, and their experiences were shared with the rest of the College community at assemblies, in the *Focus* newsletter and during our Staff Spirituality Day. Ten students and our Religious Education coordinator (REC) attended the inaugural Catholic Youth Festival in Melbourne in December.

Social justice

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

WYD pilgrims engaged in outreach experiences in Lima and local needs such as the Blue Mountains Bushfire and Philippines earthquake appeals were generously supported.

School, home and parish partnerships

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. This support has enabled the celebration of mass each Thursday morning and this mass was well-attended by staff and students.

The involvement of a dozen Year 11 students as Special Religious Education teachers in local state primary schools continued to enrich the lives of all concerned. Parents were invited to the major school liturgies and semester prize giving, and the Year 12 Graduation Mass was well-attended.

The College hosted the Diocesan Parents' Council workshops on Restorative Justice and Police Liaison issues and that evening was well-attended.

The pastors of our feeder parishes concelebrated our St Patrick's Day Mass and this tangible support was 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 Religious Education (RE) staff have developed teaching and learning strategies to continue 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

In 2013 the Religious Education department focused on developing relevant units of work on "Praying the Angelus". These resources assisted in the successful implementation of this Diocesan initiative. Ongoing revision of *Sharing our Story* units and the development of resources to improve literacy, especially the writing skills of our students, were the focus of work-shopping at RE meetings. This involved the development base-line data to assist in integrating specific literacy processes in RE classes and assessment tasks. Four RE teachers attended WYD in Rio and their experiences were a catalyst to the enrichment of our RE team.

Learning and teaching

National Assessment Program - Literacy and Numeracy (NAPLAN) 2013

Students in Year 7 and Year 9 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2013. 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.

	% of students at or above national minimum standard		% of students in top three bands	
	School	Australia	School	Australia
Year 7:				
Literacy	94.90	91.90	40.51	51.70
Numeracy	94.00	95.10	45.77	52.50
Reading	94.00	94.20	41.79	55.80
Writing	93.40	89.30	29.95	42.20
Grammar and Punctuation	83.80	90.60	37.06	52.10
Spelling	94.40	93.60	55.84	61.70
Year 9:				
Literacy	91.00	88.70	38.31	44.10
Numeracy	94.00	90.60	54.73	46.60
Reading	94.60	93.40	44.55	48.20
Writing	77.20	82.60	30.20	36.80
Grammar and Punctuation	87.10	88.10	31.19	44.30
Spelling	93.10	92.10	59.90	50.50

In 2013 there was a focus on literacy across the curriculum. Years 8 and 9 followed literacy programs that focused on writing using the TEEL paragraph structure. These classes were supported by literacy teachers who worked on-on-one with the students who were identified as being in the lowest bands in literacy. This work was supplemented by the construction of data walls by our Leader of Learning and Innovation and also a Teacher Education who worked closely with teachers and KLA coordinators to improve classroom teaching practices. Items from the test writing were analysed closely using NAPLAN criteria to identify areas where skills needed to improve and specific instruction to be given. This guided the work in the literacy classrooms. Reading in Year 9 showed a significant improvement. Numeracy in year 9 continues to show learning gain. There were some learning gain evident in Year 9 writing but the cohort is two scale scores below state average in expected growth. Year 7 students on average demonstrate below benchmark achievement in all aspects of literacy and numeracy.

In 2014, the EM4 project will specifically train teachers of Mathematics and English to use high-yield strategies in the classroom, with a focus on improving the literacy and numeracy of students in Stage 5. In addition, there is a whole school approach in improving literacy and numeracy with the KLA Improvement Plans focusing on not only literacy but also numeracy and how technology can be used to enrich and reinforce learning in classroom

English classes in Year 7 and 8 continue with their literacy lessons. The focus is now on direct instruction in grammar, punctuation, sentence structure and extended written responses.

The school is working towards building the capacity of teachers to deliver differentiated instruction in order to meet the needs of a diverse range of students.

Record of School Achievement (RoSA) 2013

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

In 2013, two Year 10 and no Year 11 students left school and requested a RoSA.

Higher School Certificate (HSC) 2013

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

Performance Bands		Studies of Religion 1	English Standard	English Advanced	Society and Culture	Information Process and Technology
Bands 4, 5, 6	School	54.0	11.2	73.6	55.55	
	State	77.3	34.0	86.0	78.84	

Our HSC results demonstrate overall strong learning gain. Against statewide performance the subjects that were competitive in 2013 were English Extension 2, Industrial Technology, Mathematics, Software Design and Development, Studies of Religion 2 Unit and Visual Arts. These same subjects also showed strong learning gain. Trend data demonstrates that learning gain is consistently strong but competitiveness against the state is variable.

In 2013 there were 24 band 6's achieved across a range of subjects. There was strong performance across most subjects in the top three bands. Chemistry had 67% of its candidates in the top three bands while English Advanced had 73.57%. Overall our students are performing at a better than expected level in the HSC.

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 On Track, Transition to Work programs, Emerging and Developing Readers' program and Numeracy Support. The team also 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. There are programs in English as a Second Language (ESL) and the facilitation of peer support reading programs. Indigenous students are supported by work from Jarara, and a Sudanese Liaison Officer works closely with the Sudanese students.

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
- Bring It On (dance performance)
- talent quests
- library ambassadors
- Year 9 swimming and life saving
- debating and public speaking
- Champion College Knowledge Trivia Competition
- biennial overseas educational tours - Italy in 2014
- World Youth Day Pilgrims - Rio in 2013
- Australian Catholic Youth Festival
- Captivate - Diocesan performing arts program
- Annual Trade Show
- cooking club
- Years 11 and 12 art exhibition
- Year 12 showcase of HSC students' major works
- Tournament of the Minds
- Step up into Teaching
- 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
- annual walkathon - money raised contributed to the building of an amphitheatre
- 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
- Sign and Graphic Industry Trade Show
- Victor Chang Science Award
- past HSC tutors
- music performance at each assembly and school gathering
- art contributions to the newly published Daniel Delany Book

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
 - 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 2013, 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 there had been increases in areas such as approachability, parent input, reporting and school improvement with our feedback being two standard deviations above average. Possible explanations behind this continuing trend include ongoing improvements in teaching and learning, facilities and faith development.

Student satisfaction with the school

The QCS data showed an improvement of one standard deviation in purposeful teaching, stimulating learning, learning confidence, student morale and motivation. Responding to clear needs identified in the data literacy has become the focus of staff professional development and direct classroom intervention. Data walls and the principal's writing challenge support our classroom focus.

Teacher satisfaction with the school

The QCS data showed that there had been increases in areas such as role clarity, teamwork, empowerment, professional learning and feedback. Various strategies in our Annual Implementation Plan (especially KLA improvement plans and Personal Professional Development plans) would have enabled greater role clarity, teamwork and empowerment.

Workforce composition

Category	Number of Staff
Number of teachers who hold teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR*.	80
Number of teachers who have a bachelor degree from a higher education institution within Australian or within AEI-NOOSR* guidelines but lacking formal teacher qualifications.	0
Number of teachers who do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to their teaching context.	0
Number of teachers accredited to teach Religious Education	17
Number of teachers currently undertaking accreditation to teach Religious Education	2
Number of non-teaching staff (includes teachers aides)	21
Percentage of teacher who are Indigenous	Nil

*Australian Education International - National Office of Overseas Skills Recognition

Professional learning

- orientation for new staff
- programming for the revised NSW syllabuses for the Australian Curriculum
- ETA days for English Extension 2 teachers at Sydney University
- faces training
- training in Google docs and Classm8
- iPad training
- data analysis workshops with outside facilitator
- De Courcy analysis workshop
- designing literacy and KLA improvement plans
- executive conference
- child protection
- literacy workshops
- working with Teacher Educator in literacy
- Cardiopulmonary Resuscitation (CPR) training
- anaphylaxis training

Teacher attendance and retention rates

Teacher attendance

The average teacher attendance for 2013 was 96.91%.

Teacher retention

Of the 2013 teaching staff, 94% were retained from 2012.

Student attendance rates

Percentage of student attendance by Year level and school average:

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	School Average
93.7	92.9	91.7	92.4	91.8	92.4	92.5

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, 2011 to Year 12, 2013 was 86%. The students who left in Year 10 enrolled in a range of Technical and Further Education (TAFE) courses, traineeships, other study opportunities or secured full-time employment

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	29
Percentage of Year 12 students who undertook training in a trade while at school	0.006
Percentage of Year 12 students who attained a Year 12 certificate (HSC) or equivalent vocational education and training qualification	97

Post-school destinations

Destinations of students leaving Year 12, 2013	%
University	62
Technical, and Further Education (TAFE)	14
Workforce	10
Other/unknown	14

Pastoral care of students

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

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 respects 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, student 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:

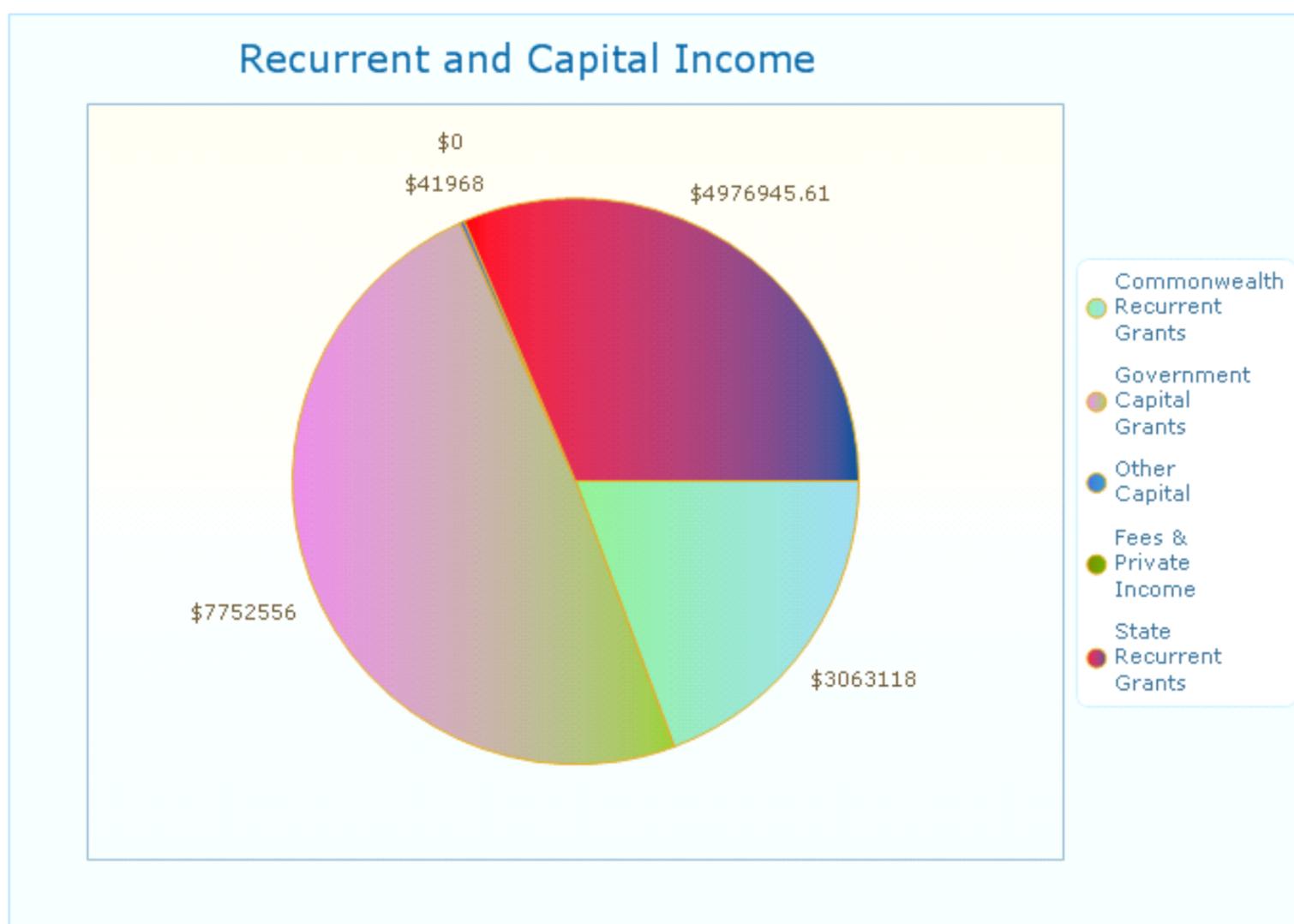
- comprehensive *Merit Award System* to encourage participation and excellence leading up to the principal's award
- computerised *Student Attendance System* to track attendance; swipe cards to allow students to access technology, sign in/out, borrow library books and texts
- graduated detention system 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/policy-central>. There were no changes to the policy during this year.

Financial statement

School recurrent and capital income



In 2013 Patrician Brothers' College Blacktown received \$98,991.00 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.

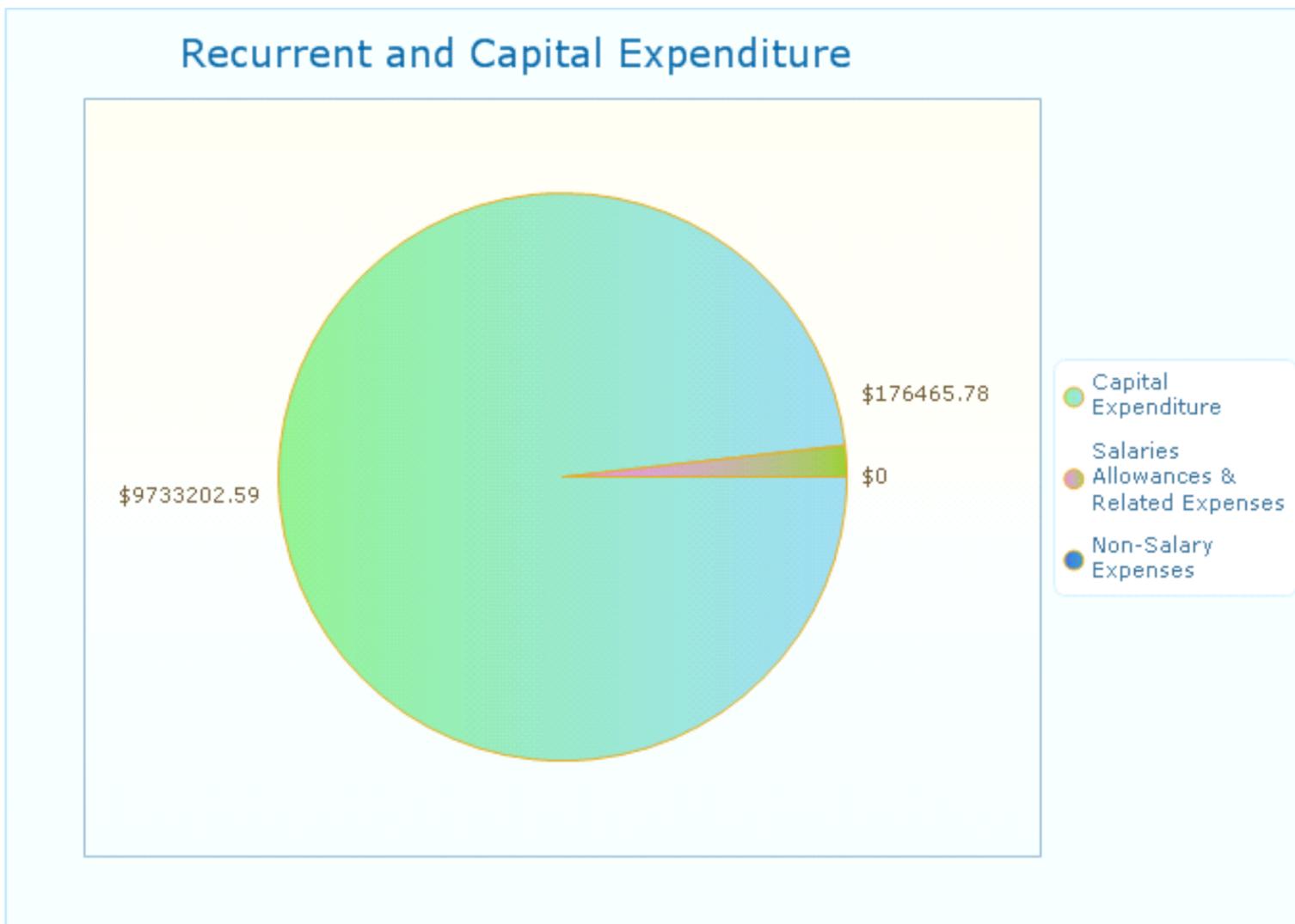
State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.

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.

School recurrent and capital expenditure



Salary refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.

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

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