

# Parramatta Marist High School

## 2023 Annual School Report



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## Introduction

### **About the Annual School Report**

Parramatta Marist High School is registered by the New South Wales Education Standards Authority (NESAs) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2023 and gives information about the next years 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 news can be viewed or obtained from the school.

## Key Messages

### **From the Principal Mr. Mark Pauschmann**

In 2023, Parramatta Marist High School continued its dedication to nurturing spirituality within the framework of our Catholic identity. Rooted in the teachings of Jesus Christ and the Catholic Church, our mission remained steadfast in providing a holistic Catholic education, encompassing intellectual, spiritual, and moral growth.

Prayer remained a cornerstone of our spiritual practice, encouraging students to foster a personal connection with God through daily reflection. Communal prayer gatherings, including Masses, retreats, and liturgical celebrations, provided avenues for collective worship and spiritual renewal.

Service to others remained a vital expression of our Catholic ethos, as students engaged in meaningful service projects and volunteer initiatives to embody their faith through action, contributing positively to their communities.

Emphasis on intellectual and spiritual development persisted, with students participating in challenging academic programs that promoted critical thinking and deepened their understanding of Catholic teachings.

Our commitment to offering diverse curriculum options continued, catering to both traditional academic pathways and vocational education possibilities. Encouraging students to explore their full potential across spiritual, academic, creative, physical, and emotional domains remained paramount. Initiatives to foster self-esteem, self-direction, and social and environmental responsibility remained integral to our holistic approach to education throughout the year.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

### **From the Parents/Carers**

In 2023, Parramatta Marist High School continued to value the trust between home and school, recognising parents as integral stakeholders in their children's educational journey. With a commitment to fostering a sense of community and collaboration, parents are encouraged to actively participate in school meetings, social events, and various activities. Their active engagement contributed significantly to the vibrant fabric of our school community, strengthening connections between home and school and enhancing the overall learning environment as the support and trust of parents remained a cornerstone of our shared success.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of college. The results will be used to look at further improvements at the college.

## **From the Students**

As a Marist school, we pride ourselves on living out the Charisms of our founders, working in the way of Mary to enrich the lives of those in our community, both in and out of the school. In the spirit of family and brotherhood, students emulated an unending devotion and support of their peers, in academics, sports, faith and school life, ensuring all can succeed as students and as Men of Marist. As such, we work towards nurturing the faith of our peers so we may live out St Marcellin's Mission to make Christ "Known and Loved" in the form of prayer and action.

The zeal for work at Parramatta Marist was unmatched as students worked together to achieve every academic goal. With the support of hardworking teachers, students from all year groups applied themselves in the classroom, preparing for the workforce and further academic pursuits. By our Marist tradition, students undertook project-based and problem-based learning as well as the flipped classroom, nurturing these communication, collaboration and problem-solving skills, with each student emerging as transformative leaders in their own manner.

Students at the college were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

## School Context

### History of the college

Parramatta Marist High School is the oldest Catholic school in Australia with a history and tradition spanning 200 years. Our school was established in 1820 by Fr. John Therry under the direction of Mr George Morley and entrusted to the care of the Marist Brothers in 1875. The original school was located in Hunter Street, Parramatta, before being transferred to the site adjacent to St Patrick's Cathedral in 1837. The School soon became a highly respected Catholic school for boys from Western Sydney. In 1966, the school relocated to the spacious grounds attached to St Vincent's Boys' Home at Westmead. Secondary students transferred over the next few years with Years 5 and 6 remaining at Parramatta until the closure of the junior school at the Victoria Road site in 1994. Being Christ-centred through Marist eyes, we provide quality Catholic education to equip our students with opportunities in reaching their best. Through Faith we provide mission. Through Learning we provide achievement. Through Wellbeing we provide growth. In offering a broad and balanced enquiry-based approach to contemporary learning, our students gain the confidence and skills to live out our values of compassion, courage and hope – becoming men who think globally and act locally. Over several years, the school has explored alternatives to the traditional teaching model and has chosen to pursue project-based learning in Stages 4 and 5, problem-based learning in Stage 6 Preliminary Higher School Certificate (HSC) and the flipped classroom for HSC students as a way of moving the school into the future. As the School was opened October of 1820, we were to have celebrated our bicentenary in 2020, however, COVID-19 had changed all our plans so we celebrated this virtually a year later in 2021. Messages of congratulations came from the Governor of NSW and our Bishop to continue our story into the future.

### Location / Drawing Area

Parramatta Marist High School serves the parish of Westmead and as part of the Westmead Catholic community and enrolls students from Mother Teresa Primary School and Sacred Heart Primary School. In addition to this, the school also draws students from: St Patrick's Primary School Parramatta, St Paul the Apostle Primary School Winston Hills, St Monica's Primary School North Parramatta, St Oliver's Primary School Harris Park, Our Lady of Mount Carmel Primary School Wentworthville and St Anthony's Primary School Girraween. Parramatta Marist High School is fortunate to have excellent buildings, grounds and facilities conducive to maintaining an effective learning environment.

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	115
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	69
Number of part time teaching staff	16
Number of non-teaching staff	30

### Total number of teaching staff by NESA accreditation level

Teachers at the college are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	363
Provisional Teachers	125
Proficient Teachers and/or above	3495

Teacher status at Parramatta Marist High School can be sourced directly from the college.

## Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The college takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the college this year has included:

- Invested in our staff by providing all full-time staff members with access to 1 x 100 minute Professional Learning Team meetings a week.
- Implementation of our directed Learning Walks for Teachers new to the school.
- Staff attended training sessions to learn about the DesignPLUS Toolbar in Canvas and spent time in their PLT meetings to apply this.

## Catholic Identity and Religious Education

### Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at college. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

### Social Justice

All students at the college are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the college engaged in the following initiatives and activities:

- Students made sandwiches every Tuesday for the Greater Western Sydney Vinnie's Van.
- Our Active Volunteering Students and School Leaders hosted a Buddies Day for St Vincent de Paul in May.
- Students participated in the Vinnie's Winter Sleep-out raising over \$20,000.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

### School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

### Religious Education

At the heart of our college is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent



with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

### **Professional Learning of Staff in Religious Education**

Professional Learning in Religious Education offered to staff this year included:

- All school staff gathered at The Hermitage Mittagong and participated in the Created and Called: a revolution of love and tenderness Spirituality day.
- Several Staff members participated in the In the Marist Way: new staff Induction program.
- Several staff members participated in the Footsteps 1: Making Jesus Christ Known and Loved program.

## Learning and Teaching

### **National Assessment Program - Literacy and Numeracy (NAPLAN)**

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

### NAPLAN Results Year 7 2023

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	78%	68%
Writing	77%	63%
Spelling	77%	73%
Grammar and Punctuation	74%	64%
Numeracy	83%	67%

### NAPLAN Results Year 9 2023

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	80%	63%
Writing	68%	58%
Spelling	82%	71%
Grammar and Punctuation	69%	56%
Numeracy	85%	64%

### Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education.

In 2023:

- The number of students issued with a RoSA in Year 10 was 0.
- The number of students issued with a RoSA in Year 11 was 0.

## Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 (trend data) in select courses as compared to the state.

HSC Results						
HSC Subject	Percentage of students in top 3 bands					
	2023		2022		2021	
	School	State	School	State	School	State
English Standard	89%	59%	83%	56%	91%	58%
English Advanced	100%	95%	100%	94%	100%	93%
Studies of Religion 1	100%	84%	100%	79%	100%	69%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 34.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Fitness, Skills Work Vocational Pathways, Sport Lifestyle and Recreation, Studies in Catholic Thought.

### School HSC Highlighted Performances

Percentage of students in performance bands 4, 5 and 6 (trend data) in highlighted courses as compared to the state.

HSC Results		
HSC Subject	Percentage of students in top 3 bands	
	2023	
	School	State
Business Studies	87%	63%
Mathematics Standard 2	95%	57%

### HSC Results Comment

At PMHS, we hold our students to high standards academically and vocationally and this is reflected in our outstanding HSC results. These expectations are rooted in our Marist traditions and commitment to attendance, academic excellence, personal responsibility,

respect, and integrity. We emphasise collaboration, teamwork, and continuous improvement while fostering practical skills development and career readiness. Engagement with industry and higher education promotes lifelong learning, while we prioritise personal presentation and well-rounded development for all students.

## Student Profile

### Enrolment Policy

Parramatta Marist High School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

### Student enrolments

Student enrolments 2023	
Number of Boys	Number of Girls
1068	0
Total Enrolments: 1068	

### Student attendance

Student attendance rates 2023			
Year	Attendance Rate	Year	Attendance Rate
7	96%	10	93%
8	94%	11	94%
9	93%	12	94%
College Average: 94%			

### Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers 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/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school 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 carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD 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 98%.

### **Post School Destination**

Each year the college collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

<b>Post School Destination</b>	
University	88%
Technical and Further Education (TAFE)	8%
Workforce	3%
Other/Unknown	1%

### **Characteristics of the student body**

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

<b>Student Body Characteristics</b>	
Language background other than English (LBOTE)	696
Students with disabilities (SWD)	178
Aboriginal and Torres Strait Islander	3

## Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Parramatta Marist High School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Implemented a tailored wellbeing program that included initiatives to cover the areas of men's mental health, consent, choices, and drug education.
- Promotion of the Pillar Award Merit System to encourage students to give back to the community in the areas of Faith, Learning and Wellbeing.
- Encouraged members of the school community to join us for the weekly breakfast club to promote a sense of belonging.

Parramatta Marist High School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the college.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

### **Actions promoting respect and responsibility**

Parramatta Marist High School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Celebrated Bronut Day where the aim was to raise awareness for men's mental health by starting a conversation and sharing a donut with a friend.



- Students met with representatives from their fundraising communities about how the monies raised will help these communities.
- We celebrated Harmony Day with students bringing in foods to promote cultural diversity and celebrate the different cultures in our community.

## Community Satisfaction

During 2023, CSPD and our college utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Parents feel welcomed when visiting the school. We strive to create a warm environment for all visitors.
- Parents find reports on their child's progress easy to understand. We ensure clear communication for all families.
- Parents find it easy to communicate with their child's teachers. We prioritise accessible channels for parent-teacher interaction.

Areas of strength from the student feedback include:

- The teachers are caring and relational.
- Students feel safe at school.
- There is an emphasis on academic skills and high expectations for all students to enable them to succeed.

Areas of strength from the staff feedback include:

- Our staff understand how PMHS's Catholic mission guides their daily behaviour. We prioritise aligning actions with our mission and norms.
- Based on staff feedback, PMHS prioritises a service culture in daily decisions, reflecting our commitment to excellence.
- The majority of staff feel personally accomplished in their work at PMHS. We value and support individual growth and achievement.

## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	Improving academic performance in a range of areas. The school curriculum is very crowded and therefore to maximise achievement, greater time needs to be found, reordered and re-allocated to prepare students for Stage 6.	Still Working Towards.
Priority 2	New Metrics for Success Project with University of Melbourne.	Still Working Towards.

Projected School Priorities		
Priority 1	Respond to the challenge of enhancing Catholic identity and social harmony within our diverse Catholic school community by implementing communication strategies with a focus on fostering a sense of belonging and increasing identification as Catholics	
Priority 2	To prioritise student wellbeing, we will integrate a proactive wellbeing check-in system with student voice initiatives, fostering collaborative solution-building and aiming for improved attendance in our learning environment.	

## Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2023 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$13,138,893
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$3,519,897
Fees and Private Income <sup>4</sup>	\$5,345,041
Other Capital Income <sup>5</sup>	\$628,581
Total Income	\$22,632,412

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$1,991,725
Salaries and Related Expenses <sup>7</sup>	\$15,336,320
Non-Salary Expenses <sup>8</sup>	\$6,741,440
Total Expenditure	\$24,069,485

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<sup>1</sup> Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

<sup>2</sup> Capital relates to Government Capital Grants received for construction of school assets

<sup>3</sup> State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

<sup>4</sup> Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

<sup>5</sup> Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

<sup>6</sup> Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

<sup>7</sup> Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

<sup>8</sup> Non-Salary refers to all other Non-Salary Recurrent Expenses