



# Parramatta Marist High School

## 2024 Annual School Report



Parramatta Marist High School  
PO Box 756  
Westmead 2145  
0029848 7100  
[parramarist@parra.catholic.edu.au](mailto:parramarist@parra.catholic.edu.au)  
[www.parramarist.catholic.edu.au](http://www.parramarist.catholic.edu.au)

# Introduction

## About the Annual School Report

Parramatta Marist High School is registered by the New South Wales Education Standards Authority (NESA) 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 2024 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 2024, Parramatta Marist High School upheld its commitment to nurturing spirituality within the context of our Catholic identity and Marist traditions. Rooted in the teachings of Jesus Christ, the values of the Catholic Church, and the principles of Saint Marcellin Champagnat, our mission remained steadfast in providing a holistic Catholic education that supports intellectual, spiritual, and moral development.

Prayer continued to be central to our spiritual life, helping students cultivate a personal relationship with God through daily reflection. Communal gatherings for prayer, including Masses, retreats, and liturgical celebrations, offered students and staff alike opportunities for shared worship and spiritual renewal.

Guided by our Marist values of simplicity, family spirit, love of work, presence, and in the way of Mary, we emphasised compassion and action in faith. Service to others was a vital expression of our Catholic and Marist ethos, with students engaging in service projects and volunteer initiatives to embody these values in meaningful ways that positively impacted their communities.

Our focus on intellectual and spiritual growth remained strong, with students participating in challenging academic programs that fostered critical thinking and deepened their understanding of both Catholic teachings and Marist traditions. We continued to offer a diverse curriculum, supporting traditional academic and vocational pathways, ensuring that students could pursue their full potential across spiritual, academic, creative, physical, and emotional domains.

In keeping with Marist values, we prioritised initiatives to build self-esteem, self-direction, and a sense of social and environmental responsibility, sustaining a holistic approach to education that respects each student's unique journey.

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 2024, Parramatta Marist High School further strengthened the invaluable relationship between home and school, recognising parents as essential partners in their children's educational experiences. This year saw a significant increase in parent attendance at school events, along with a rise in parent gatherings, including Information Evenings held

for each year group. By fostering a welcoming community spirit, we encouraged parents to engage actively in school activities, meetings, and social functions, deepening their connection to the school and enriching the educational journey. This growing partnership not only fortified trust but also contributed meaningfully to the school's supportive and collaborative atmosphere, making parental involvement a key pillar of our 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 21st Century Marist School, Parramatta Marist is differentiated in our central pillars, which establish a framework for how we interact with the world. Eagerly embracing our charisms of: Family Spirit; In the Way of Mary; Simplicity; Love of Work; and Presence, allows all students to nurture their faith whilst engaging in holistic opportunities both within and outside the classroom.

As students take advantage of cutting-edge technology and facilities as well as working closely with dedicated staff, a commitment to education and development of character becomes evident, contributing to success in the academics, sports, arts, and stem fields at national levels.

Integrated workshops and programs enrich the skills of understanding the world around us, preparing us for the workforce as we engage with industry specialists and experienced Old Boys. Through contemporary learning models of project based and problem based learning, as well as a flipped classroom format, each student is transformed in their leadership abilities and distinguished in a capability to communicate effectively with those around them.

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	113
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	22
Number of non-teaching staff	23

### 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	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

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:

- Weekly 100 minute PLT sessions for staff with focus on student outcomes and best practices led by emerging leaders, aligned with school and system goals to supports peer learning.
- PLT to enhance practice through questioning techniques where staff are engaged with research & peer observations with cross-KLA Learning Walks implemented with focus on reflection.
- Self-directed PLT initiative let staff set learning goals aligned with Australian Teaching Standards. This model met individual needs, supporting career and skill development.

## 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:

- Year 11 Active Volunteering students and Duke of Edinburgh students along with staff made sandwiches every Tuesday for Vinnies Van.
- Our Active Volunteering Students and School Leaders hosted a Buddies Day for St Vincent de Paul in May.
- Students attended the JRS Parramatta Street Feast at St Patrick's Cathedral.

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 for 2 days and participated in the First Light; Reveal the Spirit Spirituality day.
- Several staff members participated "In the Marist Way": new staff Induction program; a half-day program to introduce staff new to Marist schools
- Several staff members participated in the Footsteps 1: Making Jesus Christ Known and Loved program at the Hermitage in Mittagong.

## 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 2024

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	78%	67%
Writing	74%	65%
Spelling	80%	72%
Grammar and Punctuation	73%	61%
Numeracy	87%	67%

### NAPLAN Results Year 9 2024

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	79%	63%
Writing	71%	61%
Spelling	84%	72%
Grammar and Punctuation	67%	55%
Numeracy	86%	63%

### 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 2024:

- 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 1.

## 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					
	2024		2023		2022	
	School	State	School	State	School	State
English Standard	92%	67%	89%	59%	83%	56%
English Advanced	100%	96%	100%	95%	100%	94%
Studies of Religion 1	100%	80%	100%	84%	100%	79%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 57.

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

## 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	
	2024	
	School	State
Business Studies	82%	64%
Chemistry	100%	66%

## HSC Results Comment

Parramatta Marist High School ranked 59th in the state, the top all-boys Catholic systemic school, and second-best Catholic systemic school overall. With an average ATAR of 83.10 and 40% of students scoring above 90, the Class of 2024 exemplified dedication and excellence. These results reflect six years of hard work, innovative teaching methods, and

community support. The school's commitment to academic and personal growth, through Project-Based Learning, Problem-Based Learning, and the flipped-classroom approach, played a crucial role. Congratulations to the Class of 2024!

## 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 2024	
Number of Boys	Number of Girls
1060	0
Total Enrolments: 1060	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
7	93%	10	91%
8	92%	11	92%
9	92%	12	96%
College Average: 93%			

### 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 95%.

### **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.

Post School Destination	
University	90%
Technical and Further Education (TAFE)	8%
Workforce	2%
Other/Unknown	0%

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

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

Student Body Characteristics	
Language background other than English (LBOTE)	659
Students with disabilities (SWD)	169
Aboriginal and Torres Strait Islander	4

## 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 wellbeing check-in system for students to express their feelings, monitored by key school stakeholders for support and responsiveness.
- Implemented a bi-termly attendance digest providing parents and students with a transparent overview of their son's school attendance data.
- Added two new wellbeing roles to the student leadership team, focusing on the wellbeing of both Junior and Senior students.

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:

- Year 9-12 students attended a workshop, "Choices, Consequences, and Consent," promoting good decision-making and responsibility for actions.



- Student leaders met with local MPs to discuss youth issues and the support needed to address them.
- Year 11 students attended the RYDA excursion to learn about road safety, hear trauma experiences, and receive advice on road safety for themselves and

## Community Satisfaction

During 2024, 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, as we work hard to create a friendly and inviting atmosphere.
- Parents appreciate the clarity of progress reports, ensuring that they can easily understand their child's development.
- Parents find communication with teachers straightforward, as we emphasise open and accessible channels for connection.

Areas of strength from the student feedback include:

- Students feel that teachers are supportive and approachable, creating a positive learning environment.
- Students feel safe at school, knowing their wellbeing is prioritised.
- There is a strong focus on academic skills and maintaining high expectations, supporting all students in achieving success.

Areas of strength from the staff feedback include:

- Staff understand how the Catholic mission of PMHS informs their actions each day, ensuring alignment with our values and standards.
- Feedback shows that PMHS emphasises a service-centred culture, reinforcing our commitment to quality and dedication in all decisions.
- Most staff feel a strong sense of personal accomplishment in their roles at PMHS, as we prioritise and support growth and success.

## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	Respond to the challenge of enhancing Catholic identity and social harmony within our diverse Catholic school community by implementing strategies with a focus on fostering a sense of belonging and increasing identification as Catholics.	Achieved.
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.	Achieved.

Projected School Priorities	
Priority 1	Focus on preparation and rollout of 24/7 reporting.
Priority 2	Focus on building strategic partnerships with tertiary partners.

## 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 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$13,889,762
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$3,696,972
Fees and Private Income <sup>4</sup>	\$5,613,159
Other Capital Income <sup>5</sup>	\$643,461
Total Income	\$23,843,354

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$385,216
Salaries and Related Expenses <sup>7</sup>	\$16,712,356
Non-Salary Expenses <sup>8</sup>	\$7,383,190
Total Expenditure	\$24,480,762

---

<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