

Marist College North Shore, North Sydney
Annual School Report to the Community

2019



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Principal

Mr Tony Duncan

ABOUT THIS REPORT

Marist College North Shore is registered by the NSW Education Standards Authority (NESA), and managed by Sydney Catholic Schools Ltd (SCS) as trustee for the Sydney Catholic Schools Trust, the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the College community and Sydney Catholic Schools. This *Report* has been approved by Sydney Catholic Schools in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation.

This *Report* complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

Principal's Message

Marist College North Shore (MCNS) has had a major focus in recent years on building a strong learning culture. This is a school in which the Marist ideals of 'presence, love of work and simplicity' hold true. 'Simplicity' is best seen in the quality relationships that build between teachers and their students. It can also be seen in the strong friendships that develop between students.

This report to the community summarises the hopes and achievements of the 2019 college Year.

Parent Body Message

The Parents and Friends Association (P&F) at MCNS is a group of volunteers who aim to foster a welcoming, social community at the school. We meet once a term to plan a variety of events which provide Marist parents with the opportunity to meet new friends and be involved with their son's learning environment. With new members joining each year we are constantly evolving and striving to engage more parents through communication and allocating an event to specific year groups. This provides parents with a sense of engagement, subsequently creating a warm, welcoming environment within the college.

Whilst fundraising is not our primary focus, we do aim to support the school and our trivia night was our main fundraiser for the year. This year we were pleased to provide the college with funds to buy a new 12 seater minibus which can be driven by all members of staff with a drivers licence.

Student Body Message

MCNS continually promotes an environment where students can express their talents by participating in all facets of college and community life. By fostering a balance between academia, sport, the arts and faith, students can create stronger relationships with members of the college community and follow the college's core message of remaining 'others centred' in the wider community.

This is exemplified through Solidarity initiatives which are integral in providing faith and spiritual guidance for students, further exhibiting the Catholic values which are intrinsically contained within the Marist charism.

The variety of co-curricular activities such as representative sport, annual musicals and band,

develop the mental and physical wellbeing of students, providing a sense of belonging and thus creating stronger bonds within the Marist community.

Academia at MCNS has also transformed. Emphasising the need for collaborative learning and team teaching has led to a rise in academic success and improved the overall culture in regards to studying.

At MCNS, students are immersed into an environment where they garner skills and attain characteristics to successfully transition into adulthood.

SECTION TWO: SCHOOL FEATURES

Marist College North Shore is a Catholic systemic Boys College located in North Sydney.

The college focusses on a Marist tradition of education developed by the Marist Brothers. The college has considerable enrolment pressure and it is anticipated that this will continue. Students are drawn from a wide geographic area including neighbouring suburbs as well as the peninsular, northern suburbs and the southern side of the harbour. Currently, students entering Year 7 are drawn from as many as 50 different primary schools - public, independent and Catholic schools within the Broken Bay Diocese and Sydney Archdiocese. The official feeder parishes are The Parish of the Lady of the Way, North Sydney, Kirribilli and Lavender Bay and the Parish of Sydney Harbour North, Clifton Gardens, Beauty Point, Mosman and Neutral Bay and St Michael's Parish Lane Cove. Students attending this college come from a variety of backgrounds and nationalities.

The college is committed to nurturing the whole life of every student - not just their academic potentialities. In addition to the academic, pastoral care and faith formation programs the College offers a range of co-curricular activities in which the boys keenly participate.

The College is justifiably proud of its involvement in the Metropolitan Catholic Colleges (MCC) sports competition, managing a full complement of teams in all competitions.

Teams also participate most creditably in various debating and oratory competitions.

An enthusiastic group of boys are involved in the weekly chess competition which has grown quickly over the past few years. Each year a House competition is held in chess with over sixty students competing. There is also an annual college play or musical in which approximately eighty students are typically involved.

At MCNS, many staff members give their time generously to enable the students to participate in this wide range of activities that are a significant part of the college's overall program.

The activities outlined in this section are but a small component of college life which encompasses the full range of programs and activities available.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019:

Girls	Boys	LBOTE*	Total Students
0	820	283	820

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2017, 86% completed Year 12 in 2019.

Enrolment Policy

The Archdiocese of Sydney has established an [Enrolment Policy for Systemic Catholic Schools](#). Sydney Catholic Schools monitor the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Sydney Catholic Schools](#) website.

Student Attendance Rates

The average student attendance rate for 2019 was 93.53%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	94.32%
Year 8	93.07%
Year 9	92.71%
Year 10	92.65%
Year 11	93.71%
Year 12	94.71%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Sydney Catholic Schools or designated Sydney Catholic Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior Secondary Outcomes. Year 12 2019	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	26%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

Student Post School Destinations

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.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2019 Graduating Class	79%	13%	7%	1%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
61	20	81

* This number includes 55 full-time teachers and 6 part-time teachers.

Percentage of staff who are Indigenous	1%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by Sydney Catholic Schools. The College takes responsibility for planning, implementing, evaluating and tracking of its staff 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.

The College held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	Schoolwide Pedagogy, Use of Data and Literacy (Questioning)
Term 2	Literacy (Questioning and Assessment)
Term 3	Pedagogy, Literacy (Assessment), and K-12 Schooling
Term 4	Literacy (Assessment), Professional Growth in Action (PGiA) and Staff Spirituality

Teacher Standards

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 37 teachers;
- Provisional 19 teachers;
- Proficient 3033 teachers.

Additionally, there are approximately 9 teachers who are currently actively engaged in the

submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Catholic Schools have a unique role in the evangelising and educating mission of the Church.

The *Archbishop's Charter for Catholic Schools* sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, the College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Archbishop of Sydney.

The college theme this year was 'Embrace'. Staff and students were in-serviced in line with the meaning of the catholic and Marist values of respect, identity, compassion and resilience. The gospel theme relating to these values was, 'Accept one another, then, just as Christ accepted you.' Romans 15:7

The college continued to build upon its HSC success by focussing on literacy in the Religious Education curriculum. Specific strategies were informed through the triangulation of data. Another focus throughout the year was programming for the new Studies in Catholic Thought Stage 6 course.

Staff and students continued to be involved with Catholic Social Teaching as depicted through involvement in Immersions to Cambodia, India and Far North Queensland. They were also involved with Solidarity programs including St Vincent de Paul Night Patrol, Matthew Talbot Hostel and the Salvation Army Street Level Cafe.

Year 12 students participated in their annual retreat at Le Rosey, Mittagong and Year 11 students participated in opportunities to serve others in the community. All other year groups were engaged in Reflection Days where they focussed on elements of their own spirituality in conjunction with the College Pastoral Plan.

Staff attended Marist Spirituality programs; including Footsteps One and Two. These programs provided staff with time for retreat and reflection as they live out their vocation as a teacher.

All staff attended a spirituality day as outlined in the college's Adult Faith Formation Plan. This year staff engaged with the 'heart' phase of this plan where they reflected upon what it means to be 'Holy Today.'

The staff contributed to the religious dimension of the college through teaching Religious

Education, modelling prayer for our students and instilling in them our Christian values.

The Advent spirit was evident in supporting Catholic Care's Gift of Goodness program and the Christmas hampers that tutor groups from Years 7 to 11 created for the Saint Vincent de Paul Society. These efforts were coordinated by the Faith and Solidarity Captain.

Students in Years 6 and 8 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 8	25.72

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Sydney Catholic Schools website.

SECTION SIX: CURRICULUM

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Sydney Catholic Schools (SCS). The Sydney Catholic Schools Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

The college offers a wide range of courses, suited to the particular needs of individual students. The subjects offered for Stage 5 at MCNS are NESA mandated and approved Stage 5 courses. They are listed here:

Year 10

Mandatory Subjects: Catholic Studies, English, Mathematics (5.1, 5.2, 5.3), Personal Development, Health and Physical Education (PDHPE), Australian History, Australian Geography, and Science.

Electives: Commerce, Information and Software Technology, Design and Technology, Graphics Technology, Industrial Technology, Physical Activity and Sports Studies, Drama, Music, Photographic and Digital Media, Visual Arts, Elective Geography, Food Technology, and Elective History.

Year 11 and 12

All students are required to take a minimum of twelve units in Year 11 and a minimum of ten units in Year 12.

Courses in Year 11 and 12

Mandatory Subjects: Studies of Religion (I or II) or Catholic Studies (1 unit NESA Endorsed Course), English (Standard or Advanced), English Studies.

Electives: Ancient History, Biology, Business Studies, Chemistry, Construction Vocation Education and Training (VET). Design and Technology, Drama, Economics, English Extension 1, English Extension 2, Geography, Industrial Technology, History Extension, Investigating Science, Mathematics Advanced, Mathematics Standard 1 and 2, Mathematics Extension 1, Mathematics Extension 2, Hospitality (VET), Information Processes and Technology, Legal Studies, Modern History, Music 1, Personal Development, Health and Physical Education, Photography, Video and Digital Imaging, Physics, Visual Arts, Sport Lifestyle and Recreation 1 and 2, Software Design and Development, Marine Studies, and Visual Design.

SECTION SEVEN: STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	30.56%	29.10%	6.94%	19.00%
	Reading	47.22%	29.30%	5.56%	15.30%
	Writing	27.97%	15.30%	11.89%	28.20%
	Spelling	42.36%	30.60%	5.56%	16.00%
	Numeracy	53.19%	34.20%	2.84%	15.20%

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	18.57%	19.00%	10.71%	25.10%
	Reading	29.29%	20.90%	5.00%	20.60%
	Writing	20.57%	12.50%	12.77%	38.10%
	Spelling	32.14%	21.00%	4.29%	19.70%
	Numeracy	43.57%	24.40%	2.86%	16.20%

Higher School Certificate

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years appear as 0%. Some courses no longer run and therefore will show as 0%.

Higher School Certificate	Percentage of students in top 2 bands (Bands 5 and 6)					
	2017		2018		2019	
	School	State	School	State	School	State
Ancient History	59%	36%	64%	36%	50%	36%
English (Advanced)	82%	64%	88%	63%	0%	0%
English Advanced	0%	0%	0%	0%	68%	62%
English Extension 1	100%	94%	100%	38%	100%	94%
History Extension	50%	80%	100%	24%	100%	77%
Investigating Science	0%	0%	0%	0%	40%	24%
Legal Studies	78%	44%	42%	45%	50%	42%
Mathematics Extension 1	92%	82%	100%	33%	94%	80%
Mathematics Extension 2	100%	84%	100%	33%	100%	86%
Mathematics Standard 2	0%	0%	0%	0%	32%	24%
Modern History	46%	39%	68%	42%	57%	40%
Music 1	71%	66%	86%	65%	67%	66%
Personal Dev, Health & PE	44%	31%	44%	33%	41%	32%
Physics	35%	34%	29%	34%	39%	37%
Science Extension	0%	0%	0%	0%	100%	68%
Software Design & Develop	50%	36%	100%	37%	45%	45%
Studies of Religion I	62%	50%	45%	37%	71%	46%

The Year 12 Students from 2019 worked constantly throughout the year. They were well supported by their teachers. These students have achieved excellent results.

In 2019 the number of students issued with a RoSA without finishing the HSC	6
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Student Welfare Policy

The pastoral care of students is the responsibility of all staff. The college continues to promote the development of quality relationships and learning experiences in our Marist context. Our pastoral program includes pastoral lessons that look to nurture students in reaching their potential and build capacity within our world. Topics have included cyberbullying, study skills, drug education, responsible service of alcohol, sleep, mental health, understanding differences, managing our wellbeing, internet-social networking safety, and safe partying to name a few. These sessions were presented by staff and guest speakers. The policy aligns with the SCS Wellbeing Policy and with the National Safe Schools Framework.

The full text of the College's Pastoral Care Policy may be accessed on the College's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College.

The college's Student Management Policy is meant to assist teachers in the important task of creating and maintaining a classroom environment that is conducive to effective learning. It also provides parents and students with information about the underlying principles of student management at the college and some of the processes and procedures that are used.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

Anti-Bullying Policy

The Archdiocese of Sydney has established an *Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Archdiocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was reviewed in August 2016 and no changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

Complaints and Grievances Resolution Policy

The Archdiocese of Sydney has established a *Resolution of Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was updated and approved in September 2017.

The full text of the *Resolution of Complaints Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

Initiatives Promoting Respect and Responsibility

The college has an annual theme developed by the Student leaders based on our Catholic and Marist values. The student leadership team introduces the meaning and essence within our college opening Mass. The theme changes each year, although the core value of respect is maintained and is promoted through the design of the college banner each year. The banners are placed in each classroom and are prominent in student diaries. The college's theme is a reminder to the students to respect others, the college, themselves, their learning and our faith.

Respect for others is also actively encouraged in various college assemblies and events such as:

- Multicultural Week, where students are exposed to a wide variety of cultures to promote acceptance, tolerance and an appreciation of individuals and customs from different cultures.
- The Dignity and Respect for Women activities, where boys are educated in issues that affect women, to enhance their understanding and appreciation of women and girls in our society and to encourage the boys to foster positive relationships with them.
- A number of students attend Immersion experiences in Australia and abroad and in returning present their experiences to the college community.

The College implements the Sydney Catholic Schools' Inquiry and Review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. The School's Strategic Improvement plan and Inquiry and Review cycle is based on the Sydney Catholic Schools Strategic Plan: [New Horizons](#)

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan and informed by the document *New Horizons: Inspiring Spirits and Minds*. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the school administrative office.

Key Improvements Achieved in 2019

1. Catholic Identity and Mission - The college has fostered and deepened the staff and students' knowledge and understanding of the Catholic tradition.
2. Learning and Teaching - Through planned professional development the staff have been trained in our common approach to building students' skills in literacy.
3. Differentiated Teaching and Learning - The college has further developed the provision of and support for students with diverse learning needs such as special learning and gifted and talented needs. All staff have undertaken gifted education training. The college has been accredited a Newman Selective Gifted Education School.
4. Effective Pedagogical Practices - The staff have further developed the vision for learning - Dare to Be. We have also developed a school wide pedagogy which encourages students to be Engaged, Challenged, Deep Thinkers and Relational in their Learning.
5. Community Partnerships - Work has continued on the college master plan and especially the first stage of the Year 7 and 8 Area. Late in 2019, teachers from MCNS worked with teachers from St Mary's Catholic Primary School to begin to develop an understanding of the Kindergarten to Year 12 college.

Priority Key Improvements for 2020

1. Catholic Identity and Mission - All members of the college community will engage with, and contribute to, its Catholic mission.

2. Learning and Teaching - Implementation of Berry Street Educational Model to improve student wellbeing for learning. Staff will implement Authentic Assessment which will be both formative and diagnostic.

3. Differentiated Teaching and Learning - The college will continue the progression of the Newman Selective Gifted Education classes into Year 10. We will further implement differentiated assessment and extension options into Year 7 to 10 programs.

4. Community Partnerships - By the end of 2020 all structures, training and processes will be in place to support co-education which will commence at MCNS in 2021.

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent Satisfaction

Parents were surveyed towards the end of 2019.

Over 92% of parents feel welcomed at MCNS and 87% feel the school is well regarded in the community. More than 89% of parents indicated that their child is happy to attend the college and 90% noted that their child feels safe at the college. Approximately 74% of parents feel that teachers are enthusiastic about their work and that the standard of teaching at the college is high.

More than 84% felt that the college is faithful to its Catholic mission and values. While 80% of parents felt that their child receives a quality Religious Education at this school. 71% felt that adequate opportunities for students to embrace social justice issues were provided.

Student Satisfaction

All students were surveyed towards the end of 2019.

84% of students indicated that they felt safe at the college and 87% felt a sense of belonging. 83% of students were proud to attend MCNS and 81% would recommend it to others. On average, 87% of students were satisfied that their teachers knew a lot about their subjects, were well prepared for lessons and were enthusiastic about their subjects. On average, 83% of all students indicated that they felt positively about the front office staff, the school counselling service, the library and its support to their learning, IT facilities at the college.

Teacher Satisfaction

The teaching staff were surveyed towards the end of 2019.

The majority of staff were satisfied that MCNS is a place where positive relationships could be formed and where students could acquire positive self esteem. The results also showed that staff believed that the college had a caring image and the college was a place where staff and student contributions were celebrated.

The majority of staff also agreed that the college had a clear set of defined values and and that

the college's vision linked well to teaching and learning.

Staff also agreed that the college was a place where the community felt that they could be actively involved and that this participated was encouraged.

SECTION ELEVEN: FINANCIAL STATEMENT

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2019 year is detailed below:

RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants ¹	\$6,935,199	Capital Expenditure ⁶	\$1,602,248
Government Capital Grants ²	\$0	Salaries and Related Expenses ⁷	\$9,618,466
State Recurrent Grants ³	\$1,993,934	Non-Salary Expenses ⁸	\$3,862,794
Fees and Private Income ⁴	\$4,986,335	Total Expenditure	\$15,083,508
Other Capital Income ⁵	\$538,603		
Total Income	\$14,527,696		

For the 2019 year the Marist College North Shore received \$73,625 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.