

O'Connor Catholic College ARMIDALE
Annual School Report to the Community

2014



School Contact Details

PO Box 635, ARMIDALE 2350

callen@oconnor.nsw.edu.au

<http://www.oconnor.nsw.edu.au>

02 6772 1666

Principal

Mr Charles Allen

ABOUT THIS REPORT

O'Connor Catholic College is registered by the Board of Studies, Teaching and Educational Standards NSW. The Catholic Schools Office, Armidale 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 the Catholic Schools Office, Armidale. This *Report* has been approved by the Catholic Schools Office, Armidale in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all Board of Studies, Teaching and Educational Standards, NSW 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

During 2014 our focus was on implementing structures to enhance student academic performance and to provide opportunities for student and staff participation in social justice, cultural and co-curricular activities. The College is responding to the National Schools Improvement review that was undertaken during 2014. This review will form an integral part of a vision to build on our student literacy and numeracy skills.

During 2014 we made additions of key personnel to the College Executive team. This included a Pastoral Care student welfare position and student management position. These appointments have freed up time for the Principal and Assistant Principal to take a more active role in improving student outcomes. As well, extra staff were employed to cater for increasing student enrolments. There is a high level of energy in the College around a determination to continue to build positively on our traditions and our 40 year history. Strategies to ensure this happens include a strong focus on academic growth through literacy and numeracy programs, and inclusion of co-curricula activities of sport, music, dance and awareness of cultures other than our own.

Parent Body Message

The College Board met monthly throughout the school year and would like to thank Father Tuan for giving the students his pastoral support and Father Gleeson for his pastoral leadership and guidance to the board and college.

The Board has overseen the review of school fee increases that were set at 4% this year giving a balance to keep fee increases to a minimum yet responsible in terms of meeting the college's cost obligations. It is pleasing to see enrolments in the school increasing each year.

The year saw the official sign off of the Trade Training Centre and an external organisation was engaged to review the operation of the college from which a School Improvement Plan has been adopted, parts of which, are being gradually implemented. Also, discussions have been held with the aim of running a homework centre for students in 2015.

On behalf of the Board, I would like to express our sincere thanks to everyone in this partnership for creating such a wonderful school and learning environment for our children, true to the teachings of the Church.

Student Body Message

It was a great opportunity to be elected as one of the leaders at O'Connor for 2014. It was an honour to work with the leadership team, staff and fellow students through a very successful year. For 2014 the leadership team chose the theme "You hold the Change". We felt this theme set a good challenge for the student body as a whole and with a large number of students receiving commendations, Year Leader awards as well as Principal awards, we felt we achieved our goal in motivating our students to take up that challenge.

On behalf of my peers, I would like to say that our schooling years at O'Connor were an enriching and fulfilling experience and we are now confident to face the future ahead. A close knit community of hard working teachers and staff were responsible for this and we thank them for their leadership and guidance.

We wish the College every success in continuing to educate students with the vision of their Catholic faith for the future.

SECTION TWO: SCHOOL FEATURES

O'Connor Catholic College is a Catholic systemic Co-educational College located in ARMIDALE.

O'Connor Catholic College is a Catholic systemic co-educational day student College in Armidale.

The College shares with other Catholic schools from 4 feeder parishes including Armidale, Uralla, Guyra and Walcha.

The vast majority of students come from European cultures and backgrounds. The largest other group is our aboriginal students who make up approximately 8% to 10% of the student population.

Special College events include:

1. Creative and Performing Arts concert every two years.
2. Founder's Day
3. A large variety of sporting events. Students have the opportunity to progress through to State and National representation.
4. Woodwind and String ensembles
5. Opportunity for students in Dance. Elective curriculum options (9 to 12) as well as co-curricula
6. Competitions in a range of areas including ICT, Mathematics, and Writing
7. NAIDOC celebrations
8. Fundraising events for Caritas and Catholic Missions Australia

While the College was established with the amalgamation of the Ursuline Convent and the De La Salle College, the College is more able to take part in formation opportunities through the support of the De La Salle organisations.

The College has excellent teaching and learning resources and ICT is integrated into a 21st century pedagogy. Teachers and students are passionate about our College and are proud of our

40 year history.

The College works closely with the Catholic primary schools in the diocese with combined Masses, end of year celebrations, an extensive transition program for students entering high school and a combined Creative and Performing Concert in term 3 every second year.

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. The following information describes the student profile for 2014:

Girls	Boys	LBOTE*	Total Students
244	222	10	466

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2012, 65% completed Year 12 in 2014.

Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment of Students in the Catholic Systemic Schools of the Diocese of Armidale'. The Catholic Schools Office Armidale monitors 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. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

The full text of the 'Enrolment of Students in Catholic Systemic Schools of the Diocese of Armidale', along with any specific enrolment policy for the school, is printed at the end of this document.

Student Attendance Rates

The average student attendance rate for 2014 was 89.17%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	92.59%
Year 8	89.36%
Year 9	89.70%
Year 10	88.43%
Year 11	91.34%
Year 12	83.58%

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 Director of Catholic Schools or designated Catholic Schools Office Armidale 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 2013	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	10%
% 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, 2014 Graduating Class	60%	12%	10%	18%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
41	16	57

* This number includes 32 full-time teachers and 9 part-time teachers.

Percentage of staff who are Indigenous	4%
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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 the Catholic Schools Office Armidale. 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 development days this year with areas of focus as follows:

Term 1	Staff Preparation Day
Term 2	N/A
Term 3	National Improvement Plan
Term 4	RE Day and Resuscitation

Each year teachers are encouraged to take part in Professional Development in their area of expertise. To support this the College has set a budget of \$20,000.

2014 saw teachers from the Armidale diocese work with teachers in the Lismore diocese to create programs and units of work for the Australian curriculum. This was supported by the Armidale Catholic Schools Office who provided release time for teachers to be involved in this valuable Professional development.

In 2014 6 teachers were involved in marking HSC papers and 1 teacher was part of a team that set one of the HSC exams

Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	40
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

College follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

Religious Education Program. O'Connor Catholic College follows the Religious Education Syllabus approved by the NSW Board of Studies and authorised by the Bishop of Armidale, Michael Kennedy.

Liturgical Life. A weekly parish Mass is held in the College chapel. Students attend Mass as a year group at least once a term. Ash Wednesday and the Feast of Assumption Mass are also held in the College chapel where the whole school attends. Students have the opportunity for reconciliation before Easter and Christmas. Prayer services for School Captains, Easter, Anzac Day, Founders Day, St Vincent de Paul Winter Appeal have become traditional ceremonies.

Staff and Student Faith formation

Apart from prayer and faith formation embedded in the curriculum, students in each year group attend a reflection day(s) once a year. Prayer is an integral part of morning pastoral and is systematic in terms as being printed on the morning messages. Students may also attend Wednesday morning prayer before school in the chapel. There is also a Catholic youth group that meets after school on Friday's. Staff participate in prayer before meetings, attend a Staff Religious Education day (The work of Caritas presented by Brendan Joyce in 2014) and have the opportunity to attend Diocesan run retreat days. There is also a staff Lenten group and a weekly prayer group that meets in the chapel on Wednesdays.

Social Justice

Social Justice forms an integral part of the curriculum, with each year addressing some aspect of social justice at some stage. The year 8 program involves community service within Armidale. The senior retreat facilitated by Father Jenkins at St Canices in Sydney focusses on the plight of the poor and marginalised. Voluntary social justice groups such as St Vincent de Paul and Zonta are active at O'Connor organising the Vinnies Winter and Christmas appeal. O'Connor participates in the Caritas, Project Compassion each year. The "Paupers Banquet" is the major fund raiser for this. Students visit the elderly at Autumn Lodge on Fridays and cater for The Armidale Stroke Recovery Group once a term.

Parish Links. O'Connor hosts a parish Mass on a weekly basis where year groups attend. Father Tuan was a regular visitor to the school in 2014. Students from O'Connor act as readers, servers and help with the music at Parish Mass. Principal Charlie Allen serves on the Parish Council.

Students in Years 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan 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.

CSO will insert data when it is available

SECTION SIX: CURRICULUM

The College follows the Board of Studies, Teaching and Educational Standards, NSW syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office, Armidale.

The College follows the Board of Studies syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Education Office Armidale. The curriculum and the teaching and learning processes are informed by the document How Effective is our Catholic

School Indicators of Effectiveness for Catholic Schools in particular: Key Area 2 (Students and their Learning) and Key Area 3 (Pedagogy). Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The Stage 4 courses undertaken by students were: Religion Catholic Studies, English, Mathematics, Science, History, Geography, Music, Visual Arts, Languages Other Than English, Personal Development, Health and Physical Education and Design and Technology.

The College offered BOS mandated, developed and endorsed Stage 5 and Stage 6 courses. Stage 5 mandatory courses offered were Religion Catholic Studies, English, Mathematics, Science,

Australian Geography, Australian History and Personal Development, Health and Physical Education. The elective courses were Commerce, Drama, Food Technology, Graphics Technology, Industrial Technology

Music, Physical Activity and Sports Studies, Agriculture, Textile Technology, Visual Arts and Dance. The number of students in each of these electives varies according to resources available and student interest.

The Higher School Certificate courses offered this year were Ancient History, Biology, Business Studies, Business Services, Chemistry, Community and Family Studies, Design and Technology,

English Advanced, English Standard, Extension English 1,

Extension English 2, General Mathematics, Hospitality, Legal Studies,

Mathematics, Mathematics Extension 1, Mathematics Extension 2, Modern History, Music 1, Personal Development Health and Physical Education,

Physics, Religion Catholic Studies, Senior Science, Studies of Religion 1 Unit, Studies of Religion 2 Unit, Visual Arts and Construction.

Additionally, the College supported a number of students in undertaking courses at Technical and Further Education Colleges, On line and Distance Education.

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

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 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	32.00%	29.00%	12.00%	15.90%
	Writing	11.00%	15.50%	33.00%	28.60%
	Spelling	35.00%	30.60%	15.00%	17.20%
	Grammar	35.00%	29.20%	16.00%	18.90%
	Numeracy	25.00%	28.60%	16.00%	17.30%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	26.00%	21.30%	29.00%	22.70%
	Writing	3.00%	14.80%	49.00%	38.00%
	Spelling	22.00%	23.70%	30.00%	22.40%
	Grammar	20.00%	19.60%	43.00%	26.80%
	Numeracy	25.00%	24.00%	28.00%	20.70%

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.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2012		2013		2014	
	School	State	School	State	School	State
Studies of Religion 1	34%	41%	10%	49%	11%	49%
English Standard	0%	16%	0%	6%	0%	8%
English Advanced	19%	55%	11%	53%	17%	60%
Mathematics	15%	52%	46%	49%	30%	54%
Personal Dev Health	20%	33%	0%	28%	13%	30%
Mathematics General 2	7%	22%	6%	21%	15%	26%

In 2014 60 students sat for the HSC Exams in 31 separate subjects. Excellent results were attained in Music 1, Music Extension and Music 2. Students received Band 6 results in Mathematics Extension 1 and 2, Music, Hospitality, Ancient History and Business Studies. 8 subjects recorded above state average results. The subject Mathematics General 2 (course code 15235) was a new subject for the 2014 HSC cohort, the data above for the years 2012 & 2013 refers to General Mathematics (course code 15230).

In 2014 the number of students issued with a RoSA	3
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Student Welfare Policy

Student Welfare or Pastoral Care is at the forefront of all policies and procedures at O'Connor. As well every activity, out with a view that the welfare of each and every student is paramount.

Our Pastoral Care Policy outlines the key responsibilities of all involved in ensuring that students are safe, happy and well taught so that they can achieve their full potential. The Policy is vital in ensuring positive relationships between students, families and all members of the school staff.

Students from Year 7 to 12 participate in regular Pastoral Core lessons. Topics explored include, internet safety, bullying, rights and responsibilities, self esteem, goal setting, careers information and exploration, good citizenship and respect and dignity for self and others. These topics, and others, are explored through planned lessons and guests

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 Discipline Policy is based on procedural fairness, clearly defined rights and responsibilities and the inherent dignity of each individual. The policy is discussed at enrolment, parent teacher interviews, information evenings and school assemblies.

The O'Connor Discipline Policy has been devised and implemented to ensure that each student is aware of their rights and responsibilities and can be safe, happy and well taught in this caring, peaceful and harmonious Catholic environment.

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 Catholic Schools Office, Armidale has established a *Student Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Diocese. 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. The Catholic Schools Office (CSO) monitors the implementation of this policy. 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 CSO website.

Complaints and Grievances Resolution Policy

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies 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. The Catholic Schools Office monitors the implementation of these policy. No changes were made to the policy this year.

The full text of the individual policies may be accessed on the School's website, the administration office or at the CSO website.

Initiatives Promoting Respect and Responsibility

The values of respect and responsibility underpin all policies and procedures at O'Connor. These values are specifically promoted at year-level and full school assemblies, parent information nights and in the College Newsletter.

Additionally students participate in numerous school based activities to address social justice and to help others in the community. Project Compassion in the lead up to Easter and the College St Vincent de Paul chapter are two of the more obvious opportunities for students to become involved in social justice.

These initiatives and others, promote respect and responsibility by ensuring that quality relationships between families, teachers and students reinforce respect for others and promote both individual and collective responsibility for the welfare of others.

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 *Diocesan Intentions and Directions 2012-2014*. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.

Key Improvements Achieved in 2014

In 2014 O'Connor focussed on improving the following school determined priorities:

2014 saw the introduction of two new Coordinator positions in the areas of Pastoral Care, Welfare and Discipline. These two Coordinators provide leadership and support of the Year level Coordinators and the Pastoral Care teachers. This has allowed our Pastoral Care classes to be better planned and focussed. As well, it provides more time for year-level Coordinators to look into individual concerns of students and parents. In all we have seen a richer relationship between parents-students and teachers.

During 2014 the College took part in a National School Improvement Review. As a school we wanted a nationally accredited independent review of all activities and operations of the school.

Some of the Commendations and Affirmations of the Review included:

- O'Connor has built and maintained a long and respected Catholic tradition within the community and is to be commended for the innovative ways it is adapting and adopting successful practices and behaviours to address ongoing learning needs of students.

Priority Key Improvements for 2015

At O'Connor in 2015 we will be writing an Education Brief for the preparation of a Masterplan for the College over the short to medium future.

The Brief will look at:

- Current facilities for refurbishment
- Whether current facilities are located in the best place for combined functionality
- If new facilities are needed/wanted
- Current future enrolments
- Current and future financial position of the College

- Curriculum offerings to ensure there are suitable pathways for all students
- Energy (gas and electricity) and water consumption with a view to increase renewable energy forms and harvest storm water for irrigation.

The other major priority for 2015 will be to carry out the key recommendation from the National School Review. This is:

For the College Executive to take a more pro-active role in working with and assisting Coordinators to follow and maintain College policies, procedure and expectations. This is particularly relevant to decisions made that refer to school improvement.

SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

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

The Armidale Catholic Schools Office contracted MYP Corporation to conduct surveys of parents, students and teachers in all of its schools in the Diocese. Below are some of the results of the parent survey for O'Connor.

The top four reasons for choosing O'Connor were: 1. Pastoral Care/Wellbeing program 2. School reputation 3. Catholic ethos 4. Size of school/classes

In a summary of satisfaction with various aspects of performance parent rated the following:

1. Leadership - excellent
2. Resources - Good
3. Teaching and Learning - Good
4. Improvement Process - Good
5. Catholic Ethos - Good.

The following statements were given the highest approval rating (excellent): O'Connor is a welcoming and caring community where everyone is treated with respect; I am committed to an ongoing association with the school; I recommend O'Connor to others; Staff at O'Connor are accessible, respectful and respond promptly to my concerns; I respect the Principal and the school leadership team at O'Connor; The grounds, buildings and outdoor facilities are well-presented and maintained.

Student Satisfaction

Student Ratings: Resources-Good; Leadership-Good; General-Good; Catholic Ethos-Good; Improvement Processes-Good; Teaching and Learning-Good; Average Score-Good.

- Student responses that rated as excellent:
- I am proud to be a student at O'Connor.
- Staff at O'Connor show respect for each other.
- My school encourages me to help other people.
- I respect the Principal and Leadership team at O'Connor.
- Doing my best at O'Connor is important to me.
- I get on well with all students at O'Connor.
- I know what I have to improve in my learning at O'Connor.
- I use technology regularly at school.
- O'Connor grounds are kept clean and tidy.
- O'Connor has enough space for sport and other outside activities.
- O'Connor has the equipment I need to participate in activities outside the classroom.

Teacher Satisfaction

With options for Excellent, Good, Requires attention, Immediate Action, to rate the various aspects of the school, O'Connor staff rated: Catholic Ethos-Excellent; Resources-Excellent; Staff engagement-Good; Improvement process-Good; Leadership-Good; General-Good.

Staff responses that rated as excellent

- O'Connor is a welcoming and caring community where everyone is treated with respect.
- Prayer and the celebration of Eucharist are an important part of the life of O'Connor.
- O'Connor promotes compassion and justice.

- O'Connor provides high quality services to parents and students.

- I would recommend O'Connor as an employer of choice.

- My Department members work productively together.

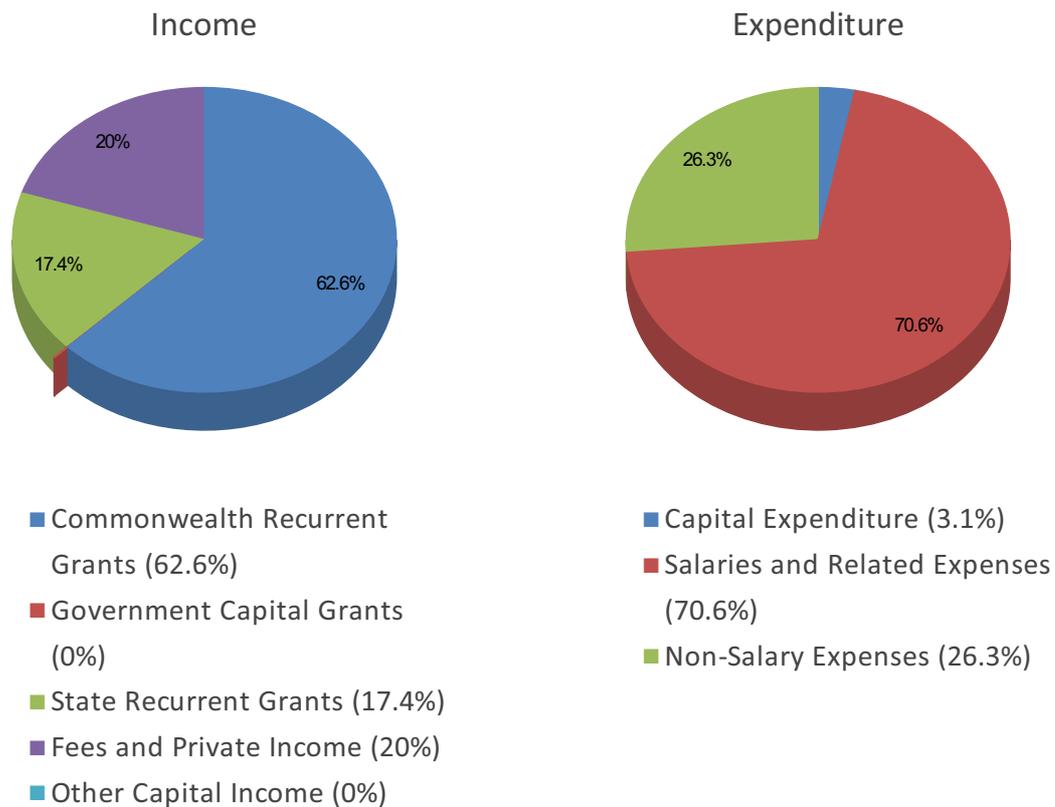
- I have adequate facilities to choose how I achieve the requirements of my role.

- At O'Connor I feel empowered to make a positive difference.

- O'Connor delivers quality educational outcomes for students.

- O'Connor provides the equipment, training and resources I need to do my role.

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 2014 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$4,794,194
Government Capital Grants ²	\$2,064
State Recurrent Grants ³	\$1,328,942
Fees and Private Income ⁴	\$1,534,094
Other Capital Income ⁵	\$0
Total Income	\$7,654,284

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$217,513
Salaries and Related Expenses ⁷	\$4,990,408
Non-Salary Expenses ⁸	\$1,861,437
Total Expenditure	\$7,069,358

For the 2014 year the O'Connor Catholic College received \$49 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.

Enrolment Policy

BISHOP'S COMMISSION FOR CATHOLIC SCHOOLS

POLICY STATEMENT

ENROLMENT OF STUDENTS IN CATHOLIC SYSTEMIC SCHOOLS IN THE DIOCESE OF ARMIDALE

1. RATIONALE

The Catholic Church teaches that the “task of imparting education belongs primarily to the family” and that parents “have a primary and inalienable duty and right in regard to the education of their children”. (Vatican Council II, Decree on Christian Education, nn 3 & 6) Furthermore, parents have the duty ‘to entrust their children to Catholic schools whenever this is possible’. (ibid, n.8)

1.1 This policy addresses the needs of families seeking a Catholic education.

Its primary focus is to provide guidelines for the enrolment of children from Catholic families. Catholic families are defined as:

Families in which at least one parent is a Catholic or in which the children to be enrolled have been baptised Catholics.

1.2 This policy seeks to establish consistency across the Diocese in enrolment practices.

1.3 This policy reflects and supports the Diocesan Mission and Vision Statement (1997-2001 Catholic Schools Office Diocese of Armidale): To provide quality education for students in the Catholic Tradition in partnership with rural communities, and the words of Bishop Kevin Manning in launching this statement “Catholic schools in the Armidale Diocese aim to educate, to build community and to serve and thus support parents who are the primary and principal educators of their children.”

2. ESSENTIAL PROVISIONS

The following provisions are essential to the implementation of the policy:

2.1 Each school develops an enrolment policy which is consistent with the provisions of this and Annual School Report to the Community 2014

other Diocesan Policies and directives while being sensitive to local needs.

2.2 Each school establishes a school enrolment process.

2.2.1 This process encompasses the formulation, implementation and evaluation of the school's enrolment policy.

2.2.2 This process includes appropriate consultation between the Principal, the Parish Priest(s), the school board and relevant representatives of the community(ies) on which the school depends.

2.3 Each school will have an Application for Enrolment form as part of the school Enrolment Policy. See Appendix 2.

2.4 The school enrolment policy is available to all members of the parish and school communities and a copy is forwarded to the Diocesan Director of Schools.

2.5 All parents seeking to enrol children in Catholic schools are assisted to understand the ideals and principles upon which the Catholic School is based.

2.6 While children from all families who are prepared to support the ideals and principles of the Catholic school may be considered for enrolment, priority in enrolment is given in the following order, except in special circumstances: (See Bases of Discretion)

2.6.1 Children of Catholic families.

2.6.2 Non-Catholic children who have previously attended another Catholic school or whose parents, for religious reasons, wish them to have a Catholic education.

2.7 It is expected that children of Catholic families will normally make up at least 75% of the enrolment of the school. Permission to allow any significant departure from this norm must be sought from the Diocesan Director of Schools.

2.8 Enrolment age of children entering kindergarten must be in accordance with the directives in the CSO Administrative Handbook.

3. IDENTIFICATION OF EDUCATIONAL NEEDS

Prior to enrolment the educational needs of applicants will be identified. If the level of support

required is beyond the capacity/ability of the school to provide, the matter will be referred to the CSO to make a determination as to the ability of the Diocese to meet the needs of the applicant. Refer to Part A Handbook and Support Documents for Students with Special Needs, Diocese of Armidale.

4. SPECIAL CONSIDERATION

Children of families who are suffering financial hardship and related inability (as opposed to unwillingness) to pay school fees fully or in part should not find this an obstacle to enrolment within the terms of the Policy: Diocesan School Fees.

5. BASES OF DISCRETION

5.1 In relation to the implementation of the general and particular principles outlined in 2.2, consideration also may be given, as local needs require, for the following reasons:

5.1.1 family situations necessitating a pastoral approach or requiring the exercise of compassion,

5.1.2 parents' intention with regard to their own and their children's search for "education in the faith",

5.1.3 the enrolment of siblings of children already attending the school,

5.1.4 family circumstances involving relocation.

5.2 Full fee-paying overseas students may be enrolled in Catholic schools after the needs of local students who are eligible for enrolment have been met. Full fee paying overseas students are enrolled in accordance with the requirements of the Catholic Education Commission NSW, which are available from the Catholic Schools Office.

6. APPEALS

Unsuccessful applicants will be notified and given reasons for the rejected application by the School Principal and advised that they may appeal to the Diocesan Director of Catholic Schools. (See Appendix 1 "Procedures for Appeal").