

Sacred Heart Primary BOGGABRI
Annual School Report to the Community

2014



School Contact Details

PO Box 32, BOGGABRI 2382

principal@sacredheartboggabri.catholic.edu.au

<http://www.sacredheartboggabri>

02 6743 4656

Principal

Mr Rick McEvoy

ABOUT THIS REPORT

Sacred Heart Primary 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 School community with fair, reliable and objective information about School 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 School's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the School 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 School 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 School newsletters and other regular communications. Further information about the School may be obtained by contacting the School or by visiting the School's website.

Principal's Message

This year we have had many changes and we are proud that we have a well-established and successful school culture with our focus clearly on the learning and aspirations we have for our students. Our school has wonderful students who arrive each day ready, willing and able to learn together and 2014 has been a year of positive growth and development for them. The learning experiences and the things we do to enrich the lives of the students outside the classroom could not have happened without the commitment and support from staff, parents and students. I am very grateful for the time and energy staff put into their positions. They give much more than expected. Thank you for everything you do for our school and community. Many other roles have been undertaken by our parent helpers and PTF. Thank you to the many volunteers for your enthusiasm and support. Next year we have a number of new learning initiatives which will support the reading and comprehension of older students in a similar way to how the K-2 reading strategy has for the last three years. We will be continuing to implement and embed the new English, Maths and Science curriculums so there is much to look forward to.

Parent Body Message

Sacred Heart's long tradition of parent involvement continued through the organisation of the Parents, Teachers and Friends Association in a number of fundraising and social activities. These included: Community Calendar, Fashion Parade, Mother/Father's Day Stalls, Raffles, BBQ's and the successful running of the school canteen. These activities have helped support major expenditure projects, excursions, grounds and maintenance, prize giving night and school consumables. Apart from attendance at parent body meetings parents assisted as tutors for classroom support, as labourers at working bees and as the audience at assemblies and similar school functions. Parent Nights were held and parents are kept well informed of student progress through the beginning of the year meeting at which class organisation, curriculum and other programs are discussed. This is followed by formal teacher/pupil interviews at the end of Terms Two and Four. The participation of parents, caregivers and community members is very important to the running of the school and we acknowledge also the work of our teachers and principal for the hours they put in to help our children.

Student Body Message

Being a school captain for 2014 has been a dream come true for me and I will never forget the experience. I have done many fun things including different kinds of speeches. My favourite speech by far was the one I did for Australia Day at the pool. I had to say what being an Australian means to me and it is an absolute honour just like it is being a School Captain. Being

School Captain has also given me a lot more confidence and I am very happy about that. It has been a great privilege and I wish the oncoming captains all the best.

SECTION TWO: SCHOOL FEATURES

Sacred Heart Primary is a Catholic systemic Co-educational School located in BOGGABRI.

The town of Boggabri is located midway between Gunnedah and Narrabri on the Kamilaroi Highway and is situated on the banks of the Namoi River. It is a township of approximately 900 people and has two primary schools which serve the needs of the mixed farming and mining community. Our student population is drawn from Boggabri and surrounding districts within a 25km radius. Sacred Heart School, Boggabri, was founded by the Sisters of St Joseph in 1911. The Sisters of St Joseph were founded by Blessed Mary MacKillop, who died in 1909, so possibly the creation of a convent and school at Boggabri were amongst her last decisions. Until 1918, the Sisters conducted school in the church. Fr Daniel Keane was made Parish Priest of Gunnedah in 1918 and in that year he built a new school, which occupied the site of the present school building in Boggabri. In 1965 a new brick building was opened and blessed by Bishop E J Doody. The administration building was added in 1985 and blessed by Bishop H J Kennedy. The Sisters of St Joseph were in charge of the school until 1980 and continued to teach until 1984 with Sr Roseanne being the last Sister to teach at the school. The old weatherboard convent was replaced by the brick building in which Sr Maria now resides. Since then the school has been staffed entirely by lay people and continues to serve the educational needs of the area.

Sacred Heart has been able to facilitate a great degree of independence in learning with students progressing at their own rate. Older students help younger ones and the teachers are able to contact each student at their point of need. Younger students can see and hear older students working at a more advanced level. There is a sense of pride, personal possession and involvement at Sacred Heart which results in greater cooperation and fewer discipline issues. Sacred Heart offers learner centred and small group experiences with many opportunities for participation and expression. Sacred Heart is also well supported by a committed parent and community making it a great place for your child's education.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds. The following information describes the student profile for 2014:

Girls	Boys	LBOTE*	Total Students
16	18	4	34

* Language Background Other than English

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 92.68%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	92.76%
Year 1	89.65%
Year 2	96.27%
Year 3	90.10%
Year 4	97.71%
Year 5	95.66%
Year 6	86.63%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, 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, School staff, as part of their duty of care, monitor part or whole day absences.

School 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 School 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 School strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
4	4	8

* This number includes 1 full-time teachers and 3 part-time teachers.

Percentage of staff who are Indigenous	0%
--	----

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 School 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 School held the equivalent of five staff development days this year with areas of focus as follows:

Term 1	The Child Protection Policy Statements were looked at and the summary of legislation was done in Module 1 of the Child Protection Training Package. Staff also looked at the English Curriculum in preparation for its 2014 implementation.
Term 2	No staff development Day held this term.
Term 3	Religious Education Retreat Day was held with St Xavier's, Gunnedah and run by the Armidale Diocesan Retreat Team.
Term 4	The staff focused on the development of Scope and Sequence Documents reflecting the changes of the new English(2014), Maths and Science documents to be implemented in 2015.

Various professional learning opportunities were participated in as follows: Best Start, New Scheme Teacher and Mentor Day, Education Care First Aid Course, Autism Day, Secretarial In-service, Nonviolent Crisis Intervention, Student Support Teacher day, Maths Curriculum and Maths Sensory Days, Small Schools Leadership Program, Stage Days and Pre Lit Training. Other opportunities were the Disability Standards in Education online course. Weekly staff meetings were an opportunity for the staff to share their experiences of participation in professional

learning.

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.	4
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

School 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.

The beginning of the year is marked with an Opening School Mass at which leaders are inducted. Thereafter the school celebrates Mass two or three times per term in consultation with the parish priest. Sacramental programs for Reconciliation (2 students 2014) and Communion (no students 2014) were conducted as students become eligible. Confirmation is held every two years (no students 2014). Feasts and Holy days are celebrated in consultation with the parish priest. This year the Feast of The Sacred Heart, the Feast of Mary Mackillop and Ash Wednesday were significant celebrations. Parents are invited to participate on all occasions. There are currently two students active in the ministry of Altar Serving. This year the school celebrated in Catholic Schools Week with an open day to which parents were invited and participated in the classroom activities that were on. The school year concluded with a Thanksgiving liturgy. All staff attended twilight retreat days run by the Diocesan Spirituality Team which were held at Sacred Heart. Staff prayer is held on a weekly basis and all staff share responsibility in turn for its preparation and delivery. School masses are organised by staff in a similar manner. Children participate in regular school and class prayer and also prepare public prayer for assemblies at relevant times such as at Easter. Parents are invited to participate in education nights when their child has sacramental preparation and all children in the school join in the retreat day activities with their classmates leading up to reception of the sacrament. The whole school community was involved in a number of fund raising activities including Project Compassion and Children's Mission. St Vincent de Paul was supported through the donation of food, clothing and toys for winter and Christmas appeals. Students were also active in visiting the local hospital to present concert items and read to the residents. Sacred Heart School has a very close working relationship with Sacred Heart Parish. The Priest administers Sacred heart through St Francis Xavier's, Narrabri. The principal attends Parish Pastoral Council meetings and assists in joint activities such as the raffles and 'pie-drives.' The Parish Priest is on the School Board and the interests of both the parish and school are served by this structure allowing communication and planning to occur. We advertise parish events in our school newsletter and on notice boards and we regularly have information in the parish bulletin.

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.

Our School's average result (as a mark out of 50)	
Year 6	31.17

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the Board of Studies, Teacher and Educational Standards, NSW syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

Sacred Heart School reviews curriculum policies and processes regularly. Teaching aims to reflect best practice and ensure curriculum requirements and perspectives have been catered for. To support students at risk a thorough system of tracking and testing across Kinder to Year Six is in use. Students are supported through Reading and Maths in class assistance by parents and withdrawal for small group work with an Educational Assistant. Gifted students are offered support through access to web based activities including Smartkiddies and Reading Eggs, curriculum acceleration and the services of the Gifted Education Research, Resource and Information Centre. Other expanded learning opportunities have included participation in such events as International Day Competition, National Aboriginal and Torres Strait Islander Week program, Multiple Sclerosis Reading Challenge, Dorothea Mackellar Poetry Competition, school excursions and Northwest Science Challenge amongst others. The school also uses its Information and Communication Technology hardware to increase exposure to new technology and to increase engagement particularly with additional needs students. A comprehensive sporting program exists with three major carnivals through which children may reach diocesan, state and national representation. This year In swimming there were 9 regional representatives and 4 diocesan. One child also swam in individual events. In cross country there were 4 regional representatives . In athletics there were 9 regional representatives. We were also represented in the PP5 relay and high jump at state. 1 child represented the school in horse sports. This was our seventh year of Tennis for sport and the skill development of children was very evident. Teams did not compete in touch and soccer knockouts during the year. The cultural program this year included performance at the Gunnedah Schools On Stage show. The Boggabri and District Small Schools Public Speaking Competition was also on this year. Sacred Heart won 12 prizes. We also participated in the Gunnedah Show with a school display and writing competition entries. Learning outcomes for students were enhanced through Quality Learning Strategies and integration of technology objectives particularly using interactive whiteboards in the classroom. Information and Communication Technology outcomes were significantly enhanced through the Technology.

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 School 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 School 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 3	Reading	50.00%	46.20%	25.00%	13.10%
	Writing	50.00%	39.10%	0.00%	11.20%
	Spelling	50.00%	43.70%	25.00%	14.80%
	Grammar	50.00%	49.90%	0.00%	11.90%
	Numeracy	50.00%	36.20%	0.00%	13.40%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	67.00%	34.50%	0.00%	16.30%
	Writing	33.00%	15.50%	0.00%	21.40%
	Spelling	100.00%	33.60%	0.00%	16.40%
	Grammar	67.00%	36.60%	0.00%	16.10%
	Numeracy	67.00%	25.90%	0.00%	18.10%

Student Welfare Policy

The school's Pastoral Care Policy is based on the Bishop's Commission Policy Pastoral Care In The Catholic Systemic Schools Of The Armidale Diocese. It is a plan for promoting the wellbeing and mental health of all members of the school community. Behaviour is maintained at a high level within the school, with the parents and teachers working together for the benefit of all students. Students deserve to learn in a positive environment and teachers deserve to be able to teach effectively without behavioural disruptions. All are involved in building our school community by; having a sense of belonging, welcoming each other, being known and respected and recognising, appreciating and affirming the giftedness of each person. The class is the central focus for pastoral care enabling children to belong to a significant group. Effective teaching which employs a variety of strategies and integrates the academic, spiritual, social and physical aspects of the curriculum and caters for the needs and development of all students is integral to pastoral care. No changes were made to the School Pastoral Care Policy in 2014.

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

Discipline Policy

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

Sacred Heart Primary School seeks to provide a safe and supportive environment which; minimises risk of harm and ensures students feel secure, supports the physical, social, academic, emotional and spiritual development of pupils and provides policies and programs that develop a sense of self-worth and foster personal development. Sacred Heart Primary School bases its Discipline Policy on the Bishop's Commission Policies Pastoral Care In The Catholic Systemic Schools Of The Armidale Diocese, Policy On Suspension, Expulsion Or Exclusion Of Students In Catholic Schools In The Diocese Of Armidale and Management Of Drug Related Issues In Catholic Schools In The Diocese Of Armidale. These policies are based on procedural fairness and are discussed with students on a regular basis. In compliance with the NSW Education Reform Act 1990, corporal punishment is banned in ALL Armidale Diocesan schools. No changes were made to the school discipline policy in 2014.

The full text of the School's Student Discipline Policy may be accessed on the School'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 our school community are enshrined in school behaviour policies and enhance the strong school culture of providing a balanced curriculum in an environment which is safe, friendly and supportive of individual needs. The goals of the National Safe Schools Framework continue to be promoted through this statement and via school activities including visiting the residents of the local hospital and participation in social justice efforts such as Caritas and St Vincent de Paul campaigns. Our student leaders act as great role models for younger students and accept responsibility for a number of tasks around the school. Events such as Clean up Australia Day, ANZAC and Remembrance Day, Christmas Tree display and Australia Day Celebrations were opportunities for the students to participate in communal activities as respectful and responsible citizens. This year the Student Representative Council held various fundraisers to raise funds for the missions and school needs.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan and informed by the document *Diocesan Intentions and Directions 2012-2014*. The School 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

Enhance current practise with regard to individualising support through early identification of learning needs and styles, implementation of Mini-lit as an intervention and staff professional development on the Disability Standards in Education. Involve teaching staff in networking opportunities provided by Country Areas Program and the Catholic Schools Office to enhance learning and teaching based on adult education theories of networking and collaborative learning. Familiarisation and planning for the Australian Curriculum in English, Maths and Science. Teacher planning and programming will be more informed by improved processing of data and improved selection of teaching and learning strategies. Teacher's develop capacity to establish student achievement targets based on improved use of data. Continue to promote family involvement in the faith life and faith development of children. Develop awareness of Professional standards frameworks (Australian Institute For Teaching and School Leadership) and embed practises reflecting their use. Formation and understanding amongst parents about the purpose and role of the Board and P&F (depending on Diocesan direction in this area).

Priority Key Improvements for 2015

Strategic Direction 1

- Staff Professional Development Day on Diocesan Catholic Values statements.
- Actively encourage parental support and participation.

Strategic Direction 2

- Study and apply clear learning intentions and success criteria in classes.
- Effectively differentiate through targeted Intervention.
- Implement the requirements of ICT in the NSW Syllabus.
- Implement 'MiniLit', Best Start, the ACER Pat Maths and Pat Comprehension testing,' Multilit' and Comprehension strategies supported by Learning Enhancement Project Teacher. •Investigate a wellbeing framework and appropriate programs

Strategic Direction 3

- Review role statements.
- Source professional development which meets school/student needs.
- Reinforce and use AITSL standards.
- Review current assessment plans.

Strategic Direction 4

- Facilitate effective collaboration between Staff, Board, P&F and parent body.
- Maintenance of School Website including blog.
- Investigate BART (Behavioural Analysis Recording Tool).

Strategic Direction 5

- Revise and formulate WHS policy.
- Ensure teachers complete Professional Learning modules.
- Update School information/Staff Handbook.
- Implement staff appraisal process.

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 School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Sacred Heart Primary School is delighted to provide you with summarised results of the school parent survey undertaken in August 2014. Key feedback areas included: Catholic Ethos, Leadership, Teaching and Learning, Resources and Improvement Processes. Parents responded to standard statements by choosing one of six options. In addition, open questions provided parents with the opportunity to elaborate on feedback. The survey response rate was 77.8% (14 out of 18 respondents). Sacred Heart Primary School achieved an overall satisfaction score of 82% (4.1 out of 5). Sacred Heart Primary School would like to sincerely thank parents for their participation in this survey. Feedback will assist in delivering real benefits to students.

Areas of commendation included accessibility of staff and response to concerns or queries, school ethos, environment and community feel. Areas of suggested improvement included more art, classroom support in infants, parental involvement in PTF and options for sport and music.

Student Satisfaction

Sacred Heart Primary School is delighted to provide you with summarised results of the school student survey undertaken in August 2014. Key feedback areas included: Catholic Ethos, Leadership, Teaching and Learning, Resources and Improvement Processes. Students responded to standard statements by choosing one of six options. In addition, open questions provided students with the opportunity to elaborate on feedback. The survey response rate was 69.2% (9 out of 13 respondents). Sacred Heart Primary School achieved an overall satisfaction score of 70% (3.5 out of 5). Sacred Heart Primary School would like to sincerely thank students for their participation in this survey. Feedback will assist in delivering real benefits to students.

Areas of commendation included learning new things, technology, play with children of all ages and teachers care about children learning. Areas of suggested improvement included improvement of students behaviour, manners and participation, bigger better playground, support for students with special needs and sport.

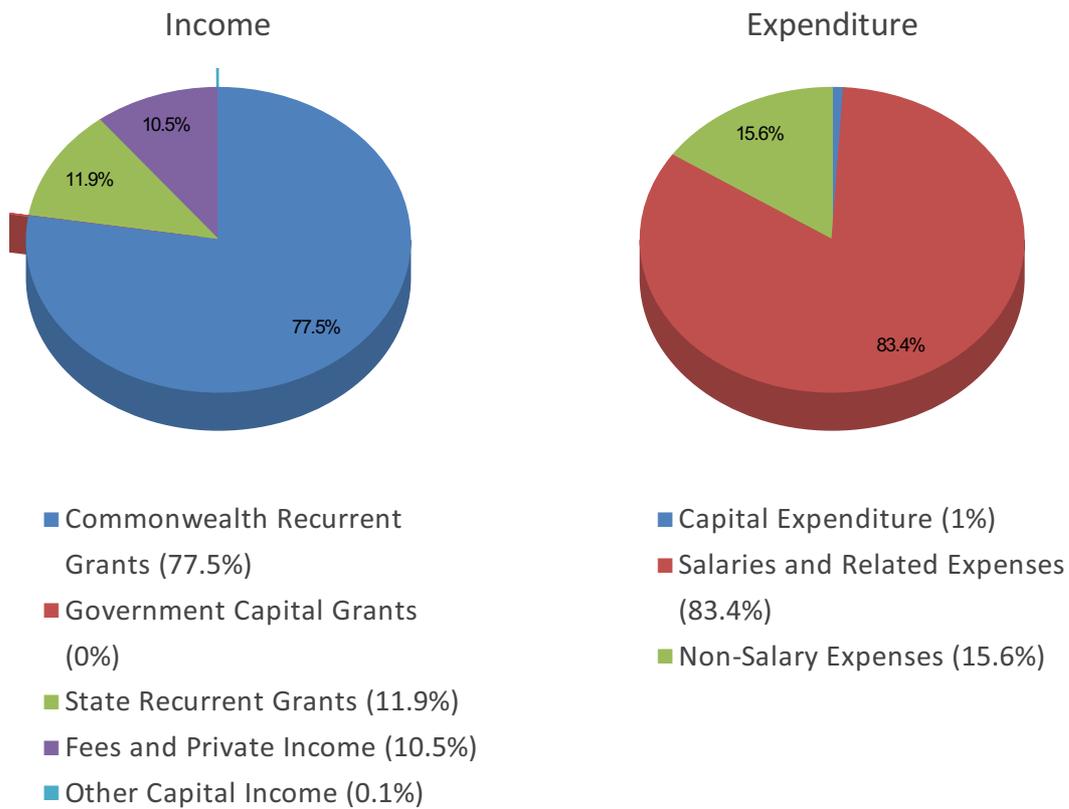
Teacher Satisfaction

Sacred Heart Primary School is delighted to provide you with summarised results of the school staff survey undertaken in August 2014. Key feedback areas included: Catholic Ethos,

Leadership, Teaching and Learning, Resources and Improvement Processes. students responded to standard statements by choosing one of six options. In addition, open questions provided staff with the opportunity to elaborate on feedback. The survey response rate was 71.4% (5 out of 7 respondents). Sacred Heart Primary School achieved an overall satisfaction score of 84% (4.2 out of 5). Sacred Heart Primary School would like to sincerely thank staff for their participation in this survey. Feedback will assist in delivering real benefits to students.

Areas of commendation included dedicated staff, happy and friendly place to work, positive relationships, teachers care about children learning. Areas of suggested improvement included challenges for able children, communication, problems when principal is away, secretarial time.

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	\$475,298
Government Capital Grants ²	\$151
State Recurrent Grants ³	\$72,787
Fees and Private Income ⁴	\$64,458
Other Capital Income ⁵	\$650
Total Income	\$611,187

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$5,899
Salaries and Related Expenses ⁷	\$507,732
Non-Salary Expenses ⁸	\$95,124
Total Expenditure	\$608,755

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

ENROLMENT POLICY ENROLMENT PERIOD (a) An enrolment period for all new pupils in the schools in the Diocese of Armidale shall be the first three weeks of August each year. Students who arrive after this date will not be disadvantaged. Their enrolment will still be processed accordingly. **KINDERGARTEN ENROLMENT** (a) There will be only one intake into Kindergarten each year. This will be the beginning of Term 1. (b) Children who turn 5 by 1st August in that year may be enrolled at Sacred Heart School Boggabri. No date later than 1st August will be considered on developmental grounds. (c) It is recognised that children who are younger than their peers may be “at risk” emotionally, socially and academically. Therefore the Principals in their pastoral role should focus upon those younger “at risk” children when they are due to progress from Year One to Year Two. Parents may need to be counselled regarding the need for these children to repeat a school year at this level. **ENROLMENT INTO ANOTHER GRADE** a) Parents who wish to enrol their child/children into another grade or after the start of the school year has commenced must complete an Enrolment Application for each child. It will then be necessary for the family to have an Interview with the Principal so as to establish whether the school is able to accept the enrolment. b) If the Principal has concerns about the child’s educational or social abilities, further information or assessments are to be conducted before accepting the enrolment. **ON-GOING ENROLMENTS** Principals should make clear to parents of other than Catholic enrolments that an acceptance of a student into a school at one level of education does not mean an automatic enrolment at the next or subsequent levels. **RELEASE OF INFORMATION FORM** Parents may be requested to complete a Release of Information form if either the Principal, Student Support Co-ordinator or the Student Support Consultant needs to seek information from relevant education/health support groups in relation to previous testing carried out on the child.

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 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").